



Republika e Kosovës
Republika Kosova/Republic of Kosovo
Instituti Gjyqësor i Kosovës/Kosovski Institut za Pravosudje/Kosovo Judicial Institute



FACULTY HANDBOOK

JANUARY 2012, PRISHTINA



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FACULTY HANDBOOK

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Honorable,

The main activity of the Kosovo Judicial Institute is the legal education of judges, prosecutors, candidates for judges and prosecutors and other justice professionals which is provided through various training organized continuously. Consequently these trainings are conducted with faculty who come from the ranks of judges, prosecutors and other professionals in the field of justice.

In order to support trainers in conducting more successfully various programs for legal education, KJI has designed this handbook that contains general guidelines for the faculty, explains the working practices of the faculty and unifies the procedures of the engagement of local and international faculty.

The preparation of this handbook is a step forward in providing standardized practices when organizing various programs and by various faculties.

For practical reasons, this handbook is divided into three parts. The first part of the manual contains some important information regarding preparations before the training, obligations during the training, special instructions after the completion of the training, a summary of different forms, various deadlines for the submission of the training material and the equipment and facilities needed for the training. In the second part are presented all the forms that will be used by KJI, trainers and other participants in the implementation of a training and drafting of the presentation and of the training modules. While the third part of the handbook contains a material which contains very important information on the Training of Trainers Course.

The organization of trainings for judges, prosecutors and other justice professionals requires commitment and participation of many people. For this reason, this manual is directed to all persons who participate in the preparation and implementation of the trainings at KJI.

This Handbook is the first of its kind developed by KJI, therefore I would like to thank all those involved in its drafting and hoping that the handbook will assist trainers in preparing and implementing the trainings, I encourage and invite all those to give their contribution in its fulfilling and update with other contemporary materials.

Best regards

Mr. sc. Lavdim Krasniqi

Director of Kosovo Judicial Institute

GUIDELINES FOR TRAINERS OF THE CONTINUOUS LEGAL EDUCATION AND TRAINING PROGRAM FOR PROMOTION OF KOSOVO JUDICIAL INSTITUTE

This manual contains concrete examples and tips that help KJI trainers (hereinafter "trainers") in conducting various training activities. The handbook contains information related to the preparation, organization, maintenance and the assessment of the training. This handbook applies to all local and international trainers of KJI.

PREPARATIONS BEFORE THE TRAINING

Trainers must notify in writing the Kosovo Judicial Institute (hereinafter "KJI"), that accept the commitments as trainers in the trainings assigned by KJI.

Trainers must complete the confirmation letter and all other forms attached to this, within 20 days of admission of the confirmation letter as following:

- Course Learning Objectives Form;
- Course Learning Techniques Form;
- Faculty Equipment Request Form;
- Faculty need to draft and submit the agenda;

Completion of all forms attached to the confirmation letter is mandatory in order for the trainer to be considered qualified to conduct the training.

Trainers must submit the training material in the form specified by KJI within 20 days before the training (KJI/FORM/07).

If KJI does not accept the materials from the faculty 20 before the training it will be considered that the faculty has given up from its commitment to the training, and other alternative faculty will be engaged.

The faculty should provide materials that contain current legal solutions in force and they should not be previous copies (presented in previous years).

The faculties that will hold the training as a team should meet before the training in order to prepare a better methodological and structural training.

Faculties are evaluated based on the criteria in writing form according to KJI/FORM/08, KJI/FORM/09 and KJI/FORM/10 of this Handbook.

When faculties fail to comply with their commitment explicitly given, they must notify in writing or by electronic means the heads of programs of KJI¹, 30 days before the training.

¹ Head of the Initial Legal Education Program and Head of Training Program for Promotion

When the faculties submit the material to KJI, it means that these materials can be put on the website, and e-learning portal of KJI, which will be used for professional legal education. The training materials are required to be of institutional and professional level.

OBLIGATIONS DURING THE TRAINING

Faculty in the training day should be in the training room 30 minutes before the commencement of the training.

Trainers will establish and require that the training room is arranged according to their requests in order to have a good and efficient training according to the agenda (in accordance with KJI/FORM/05).

During the training, faculties must use modern teaching methodologies. Training should not only be conducted in the form of lecture, but with many interactive discussions and using practical cases (see materials in Annex III of this Handbook).

In cases when faculties use PowerPoint presentation, the font of should be 32, and there should not be more than 6 lines in a slide (see materials in Annex III of this Handbook).

Trainers are obliged to require from the participants the disconnection of mobile phones.

KJI staff will keep records of training attendance rates according to the agenda and will highlight any failure, delay or disregard of the agenda.

Trainings should be conducted according to the agenda and duration foreseen by the agenda.

INSTRUCTIONS AFTER THE TRAINING

After the training, the faculty will be evaluated by the participants according to the criteria in written form contained in the form of this handbook KJI/FORM/08 and KJI/FORM/09.

After the training, KJI will prepare and provide a summary of the evaluation along with the comments of participants regarding the training. The summary will be sent to trainers within 15 working days after the completion of the training.

After the completion of the training, faculties will complete the evaluation form regarding the level of support and the training to general by the KJI staff. This completed form is attached to the overall evaluation of the training and is an integral part of it (in accordance with the content of the form of this handbook KJI/FORM/11).

SUMMARIES ON FORMS AND TIME PERIODS

Important time frames that should be observed by the faculty:

I. Invitation on the confirmation of the commitment for the training, the faculty must respond within 7 days;

II. Forms must be returned 20 days after receiving the confirmation letter. Mandatory forms are as following:

- Course Learning Objectives Form;
- Course Learning Techniques Form;
- Faculty Equipment Request Form;
- Agenda;

III. Cancellation of training must be in writing, 30 days before the training.

MATERIALS

- All training materials should be prepared by the faculty.
- The material must contain an agenda according to the model attached to this material.
- The material must also contain the cover sheet. A sample of the cover sheet is attached to this material.
- Materials must contain a table of contents and should include all training materials, including trainer's notes, power point, relevant laws, discussion questions, exercises and all other training materials. KJI will make copies of materials that will be used during the training (see Annex I).
- The module shall be drafted according to the form presented in Annex II
- **All training materials must be submitted 20 days before the training.** KJI should have sufficient time to review and to translate the materials.

ARRANGEMENT OF THE ROOM

- KJI staff will arrange the room as required by the faculty and based on the equipment request form.
- The trainer should ensure that the room is arranged according to his/her request.

If you have any questions please do not hesitate to contact the responsible persons on the phone numbers from the list attached to this handbook (see annex no. V).

We are pleased to be working with you. Thank you for sharing with the participants of the KJI training your valuable knowledge.

REFERING TO USEFUL LITERATURE

For additional insights read the summaries² with the instructions from Ms. Mary Aguirre-Shahin, OSCE Special Adviser to KJI, as following:

1. Mary Aguirre Shahin - Training of Trainers Course Curriculum (developed by the OSCE Special Legal Adviser to KJI), see Annex nr III.

2. ABA Interactive Training Methods Report from the Bar Association of America entitled: Interactive Training Techniques (2010), see annex no III.

² The first summary is from the author Mrs. Mary Aguirre Shahin, OSCE Special Legal Advisor to KJI, published by the Program for supporting the Judicial System – financed by USAID, implemented from the National Center for State Courts (NCSC)l

KJI /FORM /01

Faculty Invitation Letter

[... Date ...]

Mrs./Mr. _____

Address: _____

Dear Mrs./Mr./Honorable:

On behalf of the Kosovo Judicial Institute (KJI) we are honored to request that you serve as a faculty for the course entitled [.....]

You have been selected to serve as faculty due to your outstanding academic and professional record. KJI and the entire Kosovo Judicial System will greatly benefit from your contribution.

The course is scheduled for [Date/Time]. Please confirm your participation by no later than [date].

If we do not hear from you within one week of the date of this letter we will have to select alternative faculty member.

As one of the prominent figures in the legal community, we would be honored by your attendance.

We look forward to seeing you there,

Sincerely,

Signature _____

KJI/FORM /02

Faculty Confirmation Letter

(Date)

(Mr./Mrs.)

Address.....

Dear Mr./Mrs.

Thank you for agreeing to serve as faculty at the course entitled (.....)

The course is scheduled for (date and time)

We want to assure that the course is as thorough and interactive as possible. Therefore, please consider ways you can accomplish this goal.

Attached to this confirmation letter find the following forms:

- Course Description and Learning Objective Form;
- Learning Techniques Form;
- Equipment Request Form;
- Sample Agenda;

Completed forms must be submitted 20 days after receiving the confirmation letter.

KJI/FORM/03

Course Description and Learning Objectives Form

Faculty Name: _____ ,
 Title of the Course: _____ ,
 Date of the Course: _____ ,
 Date to Submit Materials: _____ ,
 Type of Course: _____ ,

Learning Objectives

As a result of the training undergone during this course participants will be able³:

- 1.To analyze _____ ,
- 2.To identify _____ ,
- 3.To implement _____ ,
- 4.To explain _____ ,
- 5.To distinguish _____ ,
- 6.To describe _____ ,
- 7.To apply _____ ,
- 8.To compile _____ ,

³ Training objectives should always begin with action verbs. In the example above there are some of these verbs, but depending on the objectives, trainers can also use other action verbs.

KJI/FORM / 04

Course Learning Techniques Form

Faculty Name: _____

Title of the Course: _____

Date of the Course: _____

Location: _____

Instructions: Check all the teaching methods that you will apply:

- | | |
|--------------------------|-------------------|
| <input type="checkbox"/> | Case studies |
| <input type="checkbox"/> | Discussion Groups |
| <input type="checkbox"/> | Debates |
| <input type="checkbox"/> | Role Plays |
| <input type="checkbox"/> | Quizzes |
| <input type="checkbox"/> | Trial Simulation |
| <input type="checkbox"/> | PowerPoint |
| <input type="checkbox"/> | Brain Storming |
| <input type="checkbox"/> | Other (describe) |

Comments:

KJI/FORM /05

FACULTY EQUIPMENT REQUEST

Faculty Name and Surname: _____

Course: _____

Date of the Training: _____

Item	Quantity	Item	Quantity
LCD Overhead Projector		Podium microphone	
Laptop		Hand-held wireless microphone	
Microphone		Lavaliere/lapel wireless microphone	
Screen		Whiteboard	
TV/VCR/DVD		Flipchart & Markers with easel	
PowerPoint Wireless Control			

Special Instructions:

Please return this form to KJI

KJI/FORM/06

AGENDA

“ROUNDTABLE DISCUSSION”

Title of the Topic

Moderator: _____,
Location: _____,
Date: __ / __ / ____

- | | |
|----------------------|--|
| 09:00– 09:45 | Arrival and registration of the participants |
| 09:45 –10:00 | Opening – Welcome speech |
| 10:00 - 10:15 | Learning objectives - (presented by the trainer) |
| 10:15 - 11:15 | Name of the first topic on the agenda
_____, _____
(name and surname of the faculty) (Faculty’s position) |
| 11:15 – 11:30 | Coffee break |
| 11:30 – 12:15 | Name of the second topic on the agenda _____,

(name and surname of the faculty) (Faculty’s position) |
| 12:15 – 12:30 | Discussions |
| 12:30 – 13:30 | Lunch |
| 13:30 – 14:30 | Name of the third topic on the agenda _____,

(name and surname of the faculty) (Faculty’s function) |
| 14:30 – 15:30 | Practical exercise – group work, prosecutors and judges |
| 15:30 – 16:00 | Questions and Answers and conclusions after the discussions. |

KJI/FORM/07

Material Submission Checklist

<input type="checkbox"/>	Cover sheet (KJI will prepare)
<input type="checkbox"/>	Table of Content
<input type="checkbox"/>	Agenda (detailed – Teaching methods) – (see sample)
<input type="checkbox"/>	Learning Objectives
<input type="checkbox"/>	Training Materials
<input type="checkbox"/>	Relevant Laws
<input type="checkbox"/>	Practical case – Discussion questions

KJI staff will verify the training material based on the list noted above.

KJI/FORM/08

TRAINING EVALUATION FORM BY THE PARTICIPANTS

__ / __ / __
(Date of evaluation)

1.	In general I consider the training as:	a) very successful b) successful c) not successful	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.	Presented materials are:	a) of high level b) well completed c) poor	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.	I consider the duration of the training as:	a) very long b) short c) normal	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.	In my work practice this type of training will be :	a) unnecessary b) necessary c) very good	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5.	General opinion of the organization of the training:	a) of high level b) satisfactory c) poor	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6.	Translation level:	a) high b) satisfactory c) poor	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

7.	I think we should include these things (write your opinion below)	a) I have nothing to add b) ----- c) -----	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
----	--	---	--

8. What would be the most preferred method of training for you and what would be your recommendations?
9. Please give me ideas (as well as specific topics) for the next training

Remarks

KJI/FORM/09

FACULTY EVALUATION FORM BY THE PARTICIPANTS

ROUNDTABLE DISCUSSION

NAME OF THE TOPIC

___ / ___ / ___
(Date of evaluation)

	Faculty name	Field	Evaluation			
			Poor	Adequate	Good	Excellent
		Achievement of objectives				
Day 1	Mr. XX, Judge in the XX Court	Content				
		Presentation skills				
		Faculty demonstrated knowledge and skills for the specific topic				
		Achievement of objectives				
Day 1	Mrs. Judge in the XX Court	Content				
		Presentation skills				
		Faculty demonstrated knowledge and skills for the specific topic				

KJI/FORM/10

FCULTY EVALUATION FORM BY THE KJI STAFF

Title of the training: _____

Faculty name: _____

Date of the training: _____

1. Were the learning objectives of the training expressed clearly?

Yes No

2. Was the faculty in the room 30 minutes before the commencement of the training training started?

Yes No

3. Did the training start on time?

Yes No

4. Was the training agenda observed?

Yes No

5. Did the faculty use the visual help (chart, projector etc)?

Yes No

6. How was the pace of the presentation? Was it normal, too fast or too slow?

Normal Too fast Too slow

7. Did the faculty give the instructions step by step for each sub-topic?

Yes No

8. Were the instructions clear before each exercise?

Yes No

9. Were the questions submitted for discussion, and was there enough time given?

Yes No

10. How does the faculty balance the different levels of skills and interest in the room?

Very good, Good Not good

11. In general: was the faculty prepared regarding the topic, the curriculum and was he well organized?

Yes No

KJI/FORM/11

Evaluation Form of the KJI Staff Work by KJI Faculty

KJI Staff during the training on the date: _____, on the topic:

1. Was the room arranged according to the instructions of the faculty?

Yes No

2. Were all the required equipment ensured?

Yes No

3. Was the required assistance provided by the staff?

Yes No

4. Was there enough material for the participants?

Yes No

5. Recommendations for the staff: _____



Reached between:

Kosovo Judicial Institute, main office in “Muharrem Fejza” street, nn, in Prishtinë (hereinafter KJI), and

Mr./Ms., judge/prosecutor at Court /
Prosecutor’s Office (hereinafter the trainer).

Article 1 Scope of Service

- 1.1 The service offered by the trainer under this contract consists of professional training in the field of judiciary and justice overall during the training organised by KJI for the benefit of judges and prosecutors, lay judges and other professional staff in the field of justice as identified by the KJI.
- 1.2 The trainer is obliged to prepare the training material or draft a training module, which contains the educational material, to fill out the work forms that will be used during the training and to fully adhere to the structure described in the work forms and to hold theoretical and practical teaching classes.
- 1.3 During the implementation of training the trainer shall apply the latest presentation methods such as standing, power point presentation, flip-chart use, work in groups, use of practical cases, encouragement of interactive discussions, organisation of trial simulation, draw conclusions, etc.

Article 2 Duration

- 2.1 The signing parties agree that the trainer shall provide the service mentioned herein in accordance with the KJI approved training program and agenda for the period from ___ / ___ / ____ until ___ / ___ / ____.
- 2.2 After this date the contract ceases to exist.

Article 3 Remuneration

- 3.1 The trainers engaged in the training organised by the KJI besides the regular salary which is received based on their key functions, are also entitled to receive remuneration for implementation of training organised by the KJI in accordance with its training programs based on the law.
- 3.2 Remuneration for performance of training is done based on the training sessions carried out by the trainer during the KJI organised training.
- 3.3 The parties agree to a remuneration amount of Euros per day or training session, for drafting of a module or similar implemented training activity.

- 3.4 Payment shall be made within 15 days after the conclusion of the training session in the trainer's bank account no. _____, in bank: _____ (ID Card No.) _____.
- 3.5 The signing parties agree that the payment of tax on profit and personal contribution shall be carried out by the trainer.
- 3.6 There shall be no payment for lost hours.

Article 4 Rights and Duties

- 4.1 The KJI, as a good host, has the duty to provide all the necessary conditions for the progress of the training including the provision and offer of materials, folders and required IT equipment.
- 4.2 The KJI is obliged to provide sufficient copies of the materials and print out the training modules prepared by the trainer that shall be used during the training.
- 4.3 The trainer guarantees to provide the training service upon his highest professional knowledge, trust and high attention.
- 4.4 The trainer is obliged to respect strictly the work plan and the training schedule in particular. In case the trainer, for objective reasons, is not able to participate to a specific class he/she is obliged to inform the KJI 30 days prior to the day of the training.
- 4.5 The KJI shall create a special folder in order to keep record of the classes held by the trainer.
- 4.6 The trainer agrees with the module defined by the KJI and during the entire time shall offer services based solely on that training module. The trainer is not allowed to appoint a replacement without prior consultations and approval by the KJI.
- 4.7 The training modules remain property of the Kosovo Judicial Institute.
- 4.8 The trainer is not allowed to use the telephone during the training sessions.

Article 5 Application

- 5.1 The KJI and the Trainer are obliged to fully respect and apply the terms of this contract.

Article 6 Final Provisions

This contract is signed in two copies and shall serve to the parties as proof of entering into a contract based on trust, therefore in case of potential dispute between the signing parties, the parties shall make their best effort to reach an agreement based on reciprocal understanding, and in case of failure to reach an agreement the misunderstanding shall be resolved by the relevant authorities.

Prishtinë, on _____

Trainer,

For the KJI: _____

Attachment I - A sample material



Subject

Trainer: XX, judge at XX Court

— / — / —
(Date)

Sample

Table of Content

Introduction.....	1
Agenda	2
Training objectives.....	2
Summary	3
The subject treated during the presentation	4
The subject treated during the presentation	5
Practical case / questions for discussion	6
Sources and literature.....	7
Conclusion	5

Attachment II – Module Sample



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TITLE OF MODULE

Name of trainer:

For the Kosovo Judicial Institute (KJI)

This format of the module is prepared by the KJI trainers, and is financed for publication from the KJI

Table of Module Content

INTRODUCTION

Introduction.....	1
Training objectives.....	2
Learning methods.....	3
Participants' expectations.....	4
Required means.....	5
Sources and literature.....	6
Summary.....	7

Introduction

The introduction part shall contain certain information with regard to the general content of the module, its structure, etc.

Training Objectives

This part shall contain all the objectives of the training module.

Training Methodology

The methods that will be used for this training module shall be presented such as combined training methods, power point presentations, interactive discussions, practical case study, group work, various simulations, etc.

Participants' Expectations

This part shall include what is to be expected from the participants and what are the expectations of the participants for this training.

Required Means

This part shall describe the means required for the implementation of this module such as: power point slides, information analysis or survey, with graffiti and illustrations.

Sources and literature

The sources and literature used for the compilation of this module as well as additional literature that may be used with regard to this module, materials in the form of presentations, flip-charts, laptops, projectors, case studies, various notes, etc.

Summary

This part shall include some summary information with regard to the concrete presentation. For all these parts the trainer shall write based on the content of the training module and each of these consisting parts of this presentation shall begin on a separate page.

Title of First Presentation

Presentation 1

Title of Presentation

Table of Content

PRESENTATION I: Title of presentation

Introduction.....	1
Learning objectives.....	1
Subjects treated during presentation.....	2
Subjects treated during presentation	3
Subjects treated during presentation.....	4
Exercises.....	5
Summary.....	5

Presentation must be prepared in that form and will contain the following structure⁴:

Introduction

The introduction part shall contain certain information with regard to the general content of the module, its structure, etc.

Training Objectives

This part shall contain the objectives of concrete presentation.

Presentation Content

In the part of presentation's content shall be presented the substantial aspect of the presentation or more precisely the part of the presentation that will be used in the treatment of the concrete topic of a specific training.

Exercises

For the realisation of each topic of training apart from the presentation of the substantial material needs to make use of at least on practical example, which will be discussed with the participants, hence this part shall include the description of the type of case that may be used for a concrete topic, and the intention of using that case.

Summary

At the end of the subjects a summary must be provided which will briefly describe the points that were treated within this subject and the problematic issues encountered in practice, for which a solution will be found in the future after the conclusion of this training.

⁴ Each part of this structure shall be presented in a separate page

Annex III –Useful literature



TRAIN THE TRAINER COURSE CURRICULUM

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires. “William Arthur War

Faculty: Mary Aguirre – Shahin, Esq

Program Overview

The overall goal of the advanced faculty development workshop is to learn key adult learning principles, the skills required to be effective interactive teachers, and how to develop course content.

Thereafter, the advanced course participants will be given time to develop a 10 minute presentation on a topic on juvenile justice that will incorporate at least three different teaching methods. The participant will then deliver the presentation and be provided with feedback regarding the positive aspects of their presentation (i.e. what they did really well) and provided with ideas about how the presentation could be made even better. Feedback will be provided by faculty and course participants.

Course Objectives

What you will be able to do as result of this program:

- Learn to incorporate different teaching techniques and effective delivery methods into a presentation
- Develop a teaching topic
- Create your learning objectives
- Outline the content of your presentation
- Identify the teaching methods you will use to deliver your presentation
- Deliver a presentation and receive feedback from faculty and your peers regarding your presentation

The Two Basic Models of Learning and Adult Learning Principles

There are currently two basic models for classroom learning:

The traditional, **instructor-centered**, learning model and the more **recent learner centered** model.

The **instructor centered model** refers to the style most commonly used when educating **children**. The **learner centered model** was developed in 1970 to address the way **adults learn**. Although there are numerous differences between the instructor- and learner centered models, there are some similarities.

Similarities between Instructor- and Learner-Centered Models

- Involvement of several senses
(What senses do we use when we learn? These senses reinforce learning and memory retention.)

So what is the implication of knowing this? How does this apply to the presentation of your course?

- Learning a skill is enhanced by doing it.

So what is the implication of knowing this? How does this apply to the presentation of your course?

- Accuracy in completing tasks is increased by knowing what is expected.

So what is the implication of knowing this? How does this apply to the presentation of your course?

- Learning is enhanced when the learner's relationship with the teacher is based on mutual respect and the learning environment is inclusive.

The Key Differences of Instructor-Centered and Learner-Centered Teaching Approaches

Instructor-centered

The Instructor exclusively directs the content of the learning activity.

Learner-centered

The content of the learning is set by the learner's needs—so it is essentially self-directed.

Instructor-centered

Curriculum is based on the age of the learner (and is sequence based).

Learner-centered

Curriculum is based on the learning needs of the audience to solve the problem or the issue to be addressed by the training.

Instructor-centered

“What I think you need to know.”

Learner-centered

You tell me what you need to know; it is varied and Interactive and draws on the participant’s resources and experiences.

Instructor-centered

Learning occurs when society states that it is time to learn (age of learner).

Learner-centered

Readiness to learn is based on the learner’s need to cope with real life issues to address practical problems.

Instructor-centered

The knowledge learned is not applied until the future.

Learner-centered

The knowledge shared is for present and practical use to solve real problems.

Instructor-centered

The learner is passive and dependent and accepts what is taught without question.

Learner-centered

The learner is active, a contributor, independent, questioning, less accepting of authority.

Instructor-centered

The learner’s life experience is of little use in the learning situation.

Learner-centered

The learner can be more resistant to change and life experience forms their foundation for understanding new information.

The key distinguishing characteristic of adult learners is experience. This explains why adult learners can contribute to the learning process; know what they need to know, and are often motivated to learn to solve real, concrete problems.

Research shows that there is a direct relationship between the teaching methods used and the level of information retained by adult learners.

Instructor-centered approaches are more appropriate for foundation level learning while learner centered approaches facilitate critical thinking and complex learning.

The Learning Pyramid

Average Retention Rate

Lecture 5%

Reading 10%

Audio-Visual 20%

Demonstration 30%

Discussion Group 50%

Practice by Doing 75%

Teach Others 90%

Discussion: What is the Lesson learned from the pyramid?

Answer: The best way to learn something is to teach it.

Hot Tips

- Adults know what they need to know (and won't learn what they don't think they need to know).
- Adult professionals often learn best from one another.
- Adults prefer to learn what they can use in immediate, practical ways.
- Learning is enhanced by interactive teaching methods and involvement of several senses.
- The best way to learn something is to do it.

More Hot Tips

As trainers you need to value the following:

- Participatory, interactive learning.
- Team teaching.
- Develop program content with the use of planning committees composed of target learners.
- Encourage small group discussions and focus on interactive teaching methods for large groups.
- Consider small classes in "advanced" studies.
- Use of overheads and other visual support.
- Careful selection of useable, practical materials.
- Course planning that includes a needs assessment (covered in this course) and always use course objectives (also covered in this course).
- Presentations that incorporate a variety of instructional methods.
- Evaluations that relate directly to learning objectives.
- Faculty development programs that include student demonstrations.
- If you hire faculty that have to be told what is expected of them.

In sum, vary your teaching methods, value and allow for differences among students, and value team teaching (otherwise you may teach only the way you prefer to learn and miss the other seven-eighths of the class).

COURSE OBJECTIVES AND COURSE CONTENT

Course Objectives

Develop Learning Objectives

You will be required to write your learning objectives in this course after you select your topic and you will do this on the worksheet in your handouts. You must inform your audience of what your learning objectives are at the beginning of your presentation. Learning objectives should be developed based upon the goals you plan to accomplish in your training session. Learning objectives should guide your selection of teaching methods and ---in formal courses serve as a basis to evaluate the course.

- Remember a learning objective describes what the learner will “get” from the learning experience.
- A learning objective answers this question: As a result of this session what will the learner **know, understand or be able to do?**
- It is not a goal statement (“to improve professional skills”), a course title (“Juvenile Law Update”), or what the instructor plans to do (“explain recent changes in the law”).

Good learning objective examples:

- As a result of this segment, learners will be able to investigate and record cases of abuse.
- As a result of this segment, learners will be able to explain the ethics rules that apply to judges.
- As a result of this segment, learners will be understood how DNA evidence can be used in solving homicide cases.
- As a result of this segment, learners will be better able to deal with their co-workers by learning to better communicate with each other.

Bad learning objective examples:

- To review recent Appellate decisions.
- To be aware of misdemeanor crimes.
- To improve case management skills.

Why are course objectives important?

- They help you organize your program.
- They guide you or your faculty regarding what they need to teach.
- They allow you to measure the success of your training (evaluation).

Course Content

The Five Steps to Plan Your Presentation

Plan Well

Select your Topic

Know Your Audience

Develop Course objectives (already discussed above)

Develop Course Content

- Note: Since this is an exercise you will not actually conduct a needs assessment for your ten minute presentation. But remember when you do your formal program this is a critical step.

1. Plan Well

Nothing substitutes for planning. Good planning, up front, minimizes the total amount of time you spend on your teaching assignment and will determine the success of your efforts.

2. Select Your Topic

Select a topic you are knowledgeable about and feel comfortable with—that will allow you to get creative with the way you present your topic since you will not have to use your preparation time developing expertise in a new topic.

3. Know your Audience

(Because this is an exercise you will have to make assumptions about your audience—**you will have to tell us who your audience is prior to starting your presentation.**)

- Determine what problems or issues face this group of learners—**you will need to tell us what problem or issue you will be addressing in your presentation.**
- Remember It is not about what YOU want to teach but what the learners need to learn
- Determine what the learners want or expect to gain from the training by asking them; and
- Find out what the trainer (or organization) believes the learner should gain from the training (when you do your formal training)

4. Develop Course Objectives

(Already discussed above)

5. Develop Program Content

Introductions

The first few minutes of your presentation is when your audience decides whether they want to listen to you further. Use those first few minutes to let your audience know that you are:

- Well organized
- Have a clear purpose that will benefit them
- Are knowledgeable and passionate about your topic

Tips:

1. Briefly discuss your professional experience; (gain your credibility)—consider asking audience to raise their hand if they have five or more years of experience in the field (discuss how this can be useful to get help teaching the course) —

NOW PLAY MUSIC

Think of teaching as a “DANCE”- your audience must participate and not everyone learns in the same way

2. Explain the benefits of the training (what’s in it for them?)
3. Establish rapport (this starts before the class even begins by being friendly, smiling, being accessible).
4. Provide a brief agenda/schedule of what the course will cover.
5. State your purpose/agenda/learning objectives. Indicate awareness of learner needs by asking participants to react, add to, or modify objectives.

Opening Presentation

- Start on time.
- Gain attention: Use an ice-breaker if appropriate-- do an interactive exercise, tell a story, recall an unusual case, refer to a current event, use a prop, headline, or strong visual, ask audience to think about or recall something (pause 7-8 seconds).
- (Discuss other ways to gain the attention of your audience.)— write a statistic on a chart, walk away and pause before explaining what it means, etc.--go to flip chart write 6.5 years nearly 17 billion.
- Ask audience a question (pause for audience to process).
- Immediately establish rapport with learners. Make learners feel comfortable.
- Demonstrate relevance of topic (explain how audience will benefit).
- Get participants to “do something” within the first 15 minutes. The sooner you get them involved, the easier it will be throughout. The longer you wait, the harder it will be.

Body of Presentation

- Make sure your presentation is well organized in a logical manner.
- Make clear transitions between topics and relate the topics to each other.
- Avoid too much information or details. Handouts, questions and discussions are a good way to provide more details.
- Solicit questions and comments from the audience and make notes in your presentation to pause for questions.
- Focus on key ideas, topics and words and repeat them often.
- Periodically have your audience do something (answer/pose questions, discuss, think about, recall a similar situation, write down key things).
- Engage your audience in dialogue within the first five minutes and continue to do so periodically. Listen to your audience as they will lead you to where they are most interested.

Learning Styles: What they teach Outstanding Teacher

Learning is About Connecting with Your Audience

- Every audience has one basic question when sitting in the class: What’s in it for me?
- A good teacher has the ability to “connect” or “engage” with the learner.
- The more an audience can relate what is being presented to their own life experiences the more they can connect with the presenter.
- When students lose their connection with the presenter it is because they no longer understand what is in it for them.
- It is not uncommon for some learners to actively connect with the presenter and others to disconnect. Therefore, it is very important for a presenter to constantly read the audience. (Ask a question of a participant that seems to be disengaged to bring them back in).
- You need to change your presentation style often: Instructors that disconnect with their audience need to examine their teaching methods.
- Consider team teaching, because we tend to teach the way we prefer to learn. (Point out team teaching handout)
- It has long been known that individuals have “preferred” learning styles.
- Adults know what they need to know (and won’t learn what they don’t think they need to know).
- Adult professionals often learn best from one another. (This why using experienced people in the room can help you teach—this also why small discussion groups are good.
- A word about discussion groups- always give verbal instructions, make sure they are followed by circulating among tables and always de-brief the learners.
- Adults prefer to learn what they can use in immediate, practical ways.
- The best way to learn something is to do it. (That is why you are presenting tomorrow).
- People learn primarily in one of the following ways:
 - Hearing - auditory
 - Seeing - visual
 - Touching - tactile
- A presentation that appeals to all three senses improves retention and makes the education program more enjoyable.

Presentation Skills

- Convey enthusiasm for topic and acceptance of learners.
- Speak spontaneously, even conversationally, from an outline—not word for word from a script or prepared text. Vary your pitch, tone, and volume to inflect feeling and emphasis. Try to sound confident, don’t apologize, and do not talk too fast.
- Be yourself and use movement and shifts in position to keep the learner engaged. Learn about your own mannerisms or habits (videotape is the most honest) and work on eliminating any distracting ones such as dangling jewelry or rattling change in your pocket.
- Move “into” your audience (into the “well”) close to learners, among tables). This establishes rapport and gives you a chance to see how they are doing. (Always circulate and listen to what the learners are saying if they are in small discussion groups).

- Do not use a podium or lectern. When using visual aids, position yourself so that you do not detract from the visual aid.
- Turn off AV equipment when not using it.
- Use eye contact with different individuals throughout the audience. Do not focus attention on only one person or one part of the audience.
- Plan for two-way communication with learners. This requires:
 - Active listening
 - Sincere interest in learning from others
 - Openness to feedback
 - Willingness to receive suggestions and criticism
 - Willingness to be wrong or change your mind
 - Ability to elicit comments
 - Use learner comments to further your progress
 - Recognize experienced students and invite them to participate.

Pause frequently between thoughts. Adults need time to reflect. If our brains listen actively for only eight seconds at a time, if you do not pause, students will mentally pause anyway.

- Build breaks into your presentations (*Not on the ten minute exercise*).
- Vary teaching techniques. Don't use any one instructional technique for very long.
- Ask questions, preferably open-ended ones, to the audience generally.
- Watch for nonverbal clues that a student wishes to respond. When directing a question to a specific individual, ask the question first, pause, and then identify a person to respond. Watch for nonverbal clues such as attentiveness, leaning forward, and eye contact so you do not put people "on the spot."
- Use "props", newspaper headlines or cartoons if you are comfortable with them.
- Use visual support; videos, photos, draw on flip chart .
- Write a statistic on a flip chart, walk away and pause before explaining what it means.
- Select useable, practical materials.
- Ask your audience to think about, recall or remember something special—then pause for 7 seconds for them to process their thoughts.

Conclusion

Tell them what you told them--Summarize your key points. A great way to do this is to ask each participant to share what two key things they learned from the training and what they may do different in the workplace as a result of what they learned.

(You will not get to this part because your ten minute segment is just a beginning to your overall presentation).

USE YOUR CURRICULUM DEVELOPMENT FORM AS YOUR GUIDE

1. You have to select your topic
 2. You will need to write your 2 or 3 learning objectives
 3. You will need to write a brief description of your program
 4. You will need to determine which learning methods you plan to use (see checklist on form) - **YOU WILL NOT SIT DURING YOUR PRESENTATION**
 5. Remember you need to engage with the audience.
- (Review form and invite questions)

Prepare Your Topical Outline

Here is where your teacher notes come into play - you can use index cards or other paper to record your notes or power point/flip chart, etc.)

Some suggested information to consider for each major topic:

- **Problem/issue to be addressed**
- **Use Stories/critical incidents**
- **Experts/quotes**
- **Legislation**
- **Trends**
- **Regulations**
- **Details/Statistics/Numbers**
- **Legal Issues**
- **Visual aids**

Remember your audience wants practical information they can apply to solve their problem.

Prioritize and categorize content into:

<ul style="list-style-type: none">• Essential Information	<ul style="list-style-type: none">• Nice to Know Information
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Why?

Show the completed form of the program presentation and register in the chart for the presentation order.

Annex IV TRAINING STANDARDS FOR INTERNATIONAL PARTNERS

In order to ensure a uniformly high standard of quality of workshops, seminars, round table discussions, and other presentations sponsored by the Kosovo Judicial Institute (KJI) in cooperation with its international partners, the KJI adopts the following standards to govern all presentations made by international partners through the Continuous Legal Education Program (CLEP):

- 1) To receive concept approval from the KJI for a presentation, and inclusion on the CLEP calendar, the international partner shall submit to the KJI a detailed narrative description of the subject matter of the presentation; the method of presentation; the number of hours, exclusive of breaks, required for the presentation; the proposed date(s) for the presentation; and the CV(s) of the presentation instructor(s) which needs to be submitted 60 days before the training.
- 2) Upon receipt from the KJI of concept approval and verification of inclusion of the presentation on the CLEP calendar, the international partner will submit a written verification of responsibility for the presentation as scheduled and availability of the instructor(s).
- 3) In conjunction with the KJI, the international partner shall make arrangements for all logistical support, including necessary space and equipment, translation services, food and drinks, etc.
- 4) All promotional materials and materials prepared for distribution at the presentation shall carry the KJI logo, as well as the logo of the international partner and should be submitted to KJI 20 days before the commencement of the training.
- 5) Regardless of the method of presentation, for example, power point, discussion, lecture, etc., written materials in narrative form fully setting forth the subject matter of the presentation shall be distributed to the participants during the presentation, and shall be available in the Albanian, Serbian, and English languages.
- 6) For lengthy subject matter, as determined by the KJI in consultation with the international partner, the written materials shall be in the form of the KJI course module.
- 7) The international partner shall make the written materials available to the KJI in electronic form, accompanied by a permission to distribute the materials without restriction.
- 8) Following the presentation, the international partner shall seek participant feedback using the evaluation instrument provided by the KJI.

Annex V – KJI Staff Phone Directory

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