

# COMAPP - “Community Media Applications and Participation”



## Teaching The Trainers – learning and teaching skills



**project partners:**

**University of Education Freiburg, Germany (project coordination)**

**University of Sunderland, England**

**University of Lodz, Poland**

**Civil Radio FM 98.0 Budapest, Hungary**

**Radio Robin Hood 91.5 Turku, Finland**

**AlgoDoSol Music & Culture, Algodonales, Spain**

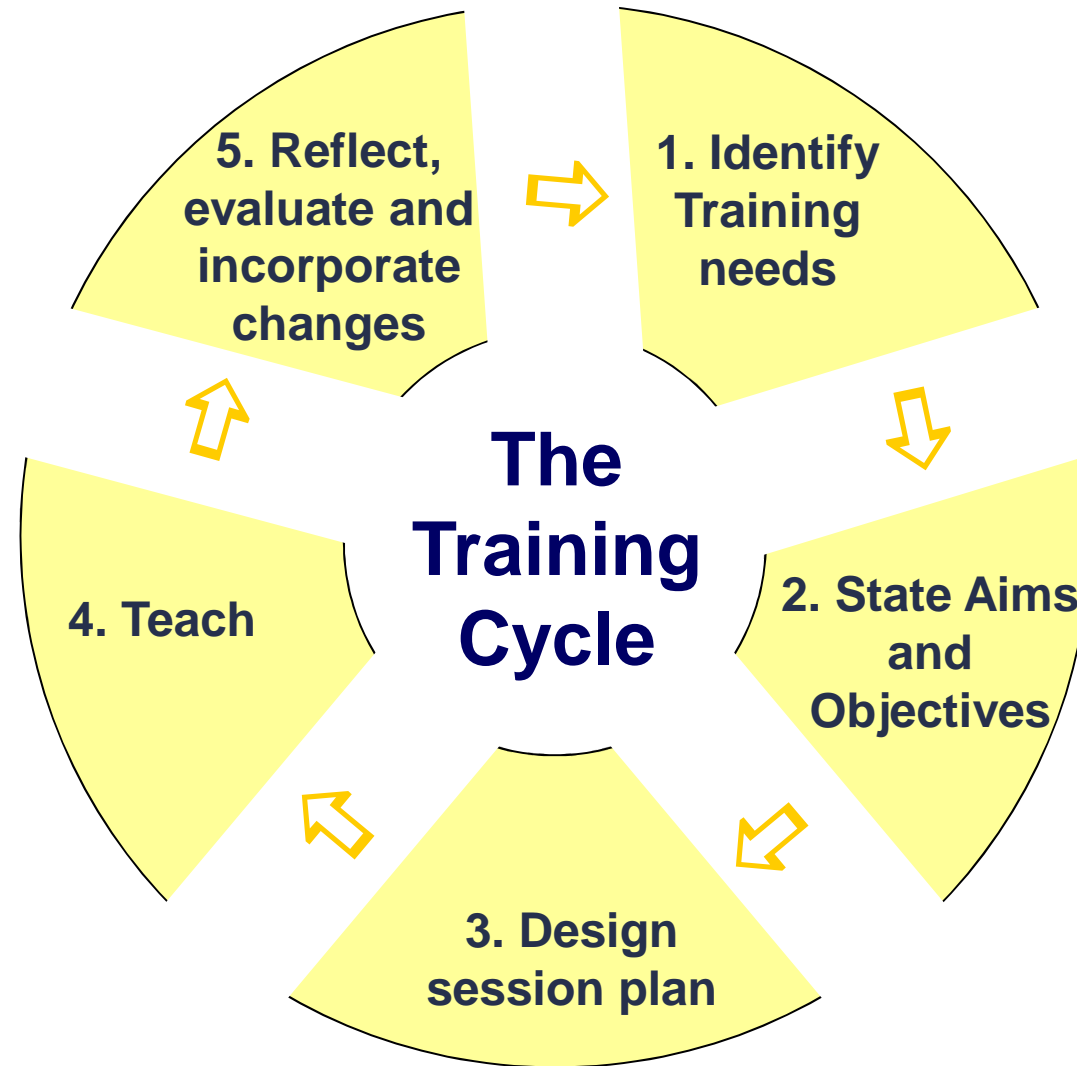
**KoMMedia – Media and Education Freiburg, Germany**



## Objectives

By the end of the section you should be able to:

- ✓ Understand the importance of student –centred, holistic teaching and learning in the context of community media courses
- ✓ Design and plan an introductory course
- ✓ Use a range of different teaching methods and approaches for specialist interest groups
- ✓ Reflect and use different evaluation designs and tools





## Training within Community Media

- is open to *different people* with different interests, knowledge, experience and time resources
- offers *different topics* adapted to the different target groups
  - examples of themes and topics
  - journalistic know how
  - programme design
  - technical know how
- best delivered *consistently, over a period of time*



## Training within Community Media

People from different target groups:

- learn to articulate themselves and their interests in public
- learn about the way radio / the media is made
- get a critical view towards the media and the consumption of media products





## Approaches to teaching and learning:

- Action oriented Media Teaching and Learning
- Tandem Training
- Use of 'Community Tutors'
- Approaches to working with specialist interest group in community media / adult education





## **‘Action-oriented’ media teaching and learning approach:**

- is based upon and refers to the learners' life experience
- can be structured so as to enthuse the participants
- takes a learner-centred approach
- supports learning through action
- is product-oriented – e.g. making a radio programme / a website.....







## Tandem Training

**Definition:** Work in a tandem = training partnership

Tandem = two indispensable parts of a whole

**Cooperation between inter- professional teams:**

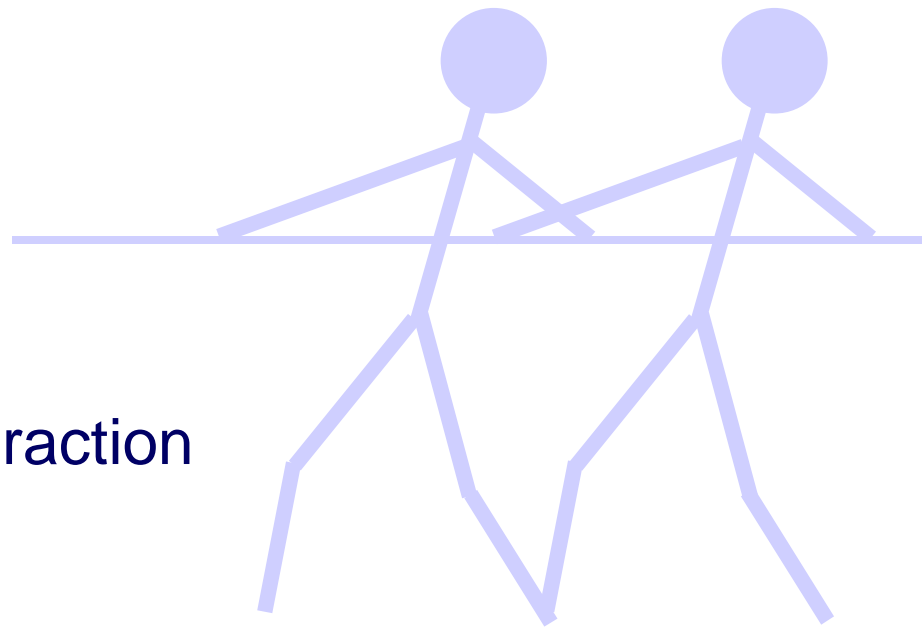
Media trainers and target group trainers to plan and implement training projects for a target group on an equal basis.





## Working in a tandem implies:

- mutual trust
- mutual goals
- a dynamic interaction





## Training in a Tandem: Prerequisites

### Media trainer:

- ✓ experienced in teaching media skills
- ✓ creative and technical elements of media production
- ✓ variety of methods for teaching

### Target group trainer:

- ✓ experienced in developing training programmes, recreational or creative activities for the respective group
- ✓ familiar with the interests, needs and living circumstances of the target group





## Training in a Tandem: Prerequisites

### Cooperation:

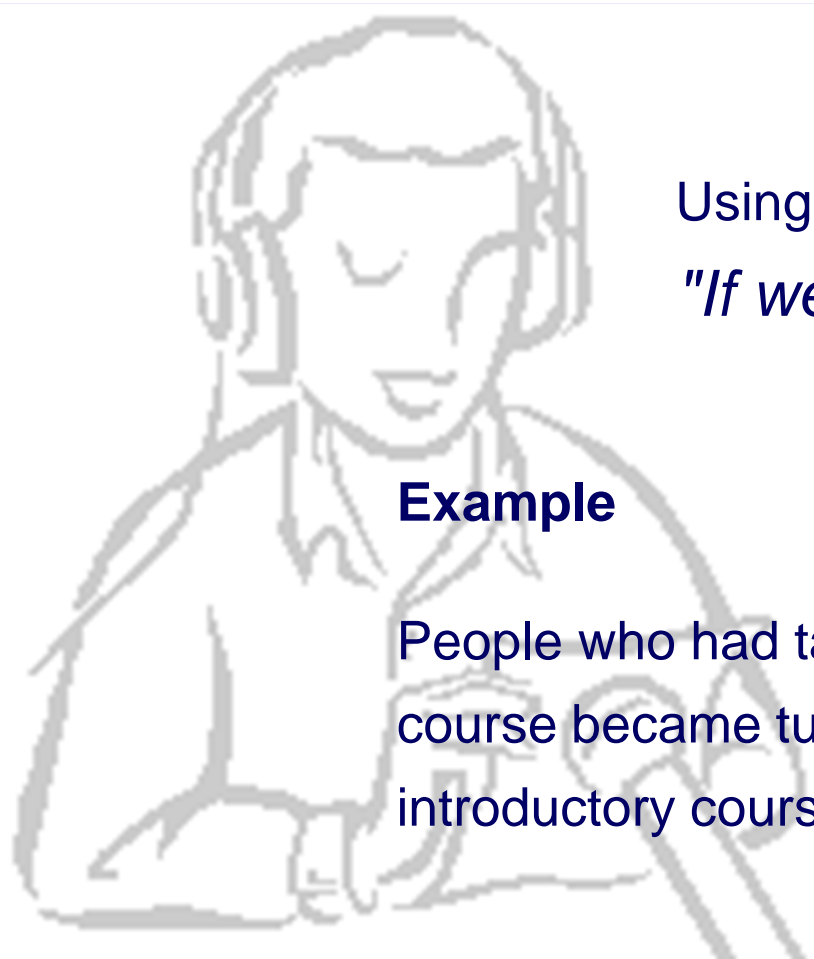
Can function well if

- ✓ both partners are fully involved in the planning
- ✓ the project is regarded as a mutual endeavour
- ✓ it is clear who is competent and responsible for what tasks
- ✓ there is background information for both, about:
  - the group
  - methods and aims of radio production work





## Community tutors



Using recent trainees as role models

*"If we can do this - then so can you."*

### Example

People who had taken part in a year long community radio course became tutors for some of the following year's introductory course sessions.



## Some advantages of training with community tutors:

**Accessibility** - being taught by people they knew and felt comfortable with

**Enthusiasm** - The involvement and personal stories around how and why community tutors became involved in radio was a powerful way of encouraging other people

**Empathy** - Until a short time ago they had been complete novices themselves- they were ideally placed to remember the hopes and fears they had themselves when first starting their own radio training.

**Building on existing skills** - The process of designing the training day was a useful way for the community tutors to reflect on their own learning and build new skills.





## **Approaches to work with special interest groups in community media**

- Consider the barriers to training for that particular group
- Design specific strategies to involve a specific target group
- Ideas for course content and organisation

**Case Study: .....  
(see also.....)**

**(handbook: “Training in a Tandem – A Planning Guide for Radio workshops with Special Target Groups” / Mag Anu Pöyskö, Frank Hagen)**





## Barriers to training for .....



- Lack of childcare
- Timing of course
- Competition with other responsibilities
- Lack of confidence
- Lack of role models







## Ideas for course content and organisation:

- Involve participants in planning
- Provide support for trainees (childcare, transport, expenses)
- Hands-on training
- Informal settings and atmosphere



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