

# Norsk Arkivråds Bangladesh- prosjekt

**Train the Trainers  
in Records Management**

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# Bangladeshprosjektet

- Samarbeidsprosjekt med Nederland (KVAN) og Bangladesh (BARM Society)
- Arbeidsgrupper i Nederland og Norge
- Metode: "train the trainer"
- Verktøy: Moodle
- Midler:
  - Norsk Arkivråds avsetning til bistand
  - KVAN har noe reisemidler
  - 10000 Euro fra ICA
  - Frivillig innsats



# “Moderne” læring

- Studenten utarbeider egne læringsmål
- Profesjonelle utfordringer = utgangspunkt
- Tverrfaglig tilnærming
- Utvikling av læringskompetanse
- Opplæring og arbeid parallellt
- Lærerne er veiledere
- Vurdering foregår gjennom hele opplæringen → læringsmålene oppdateres kontinuerlig

# Moodle – “håndboken”

The screenshot shows a web browser window with the URL <http://archiefschool.bizzib.nl/>. The page title is "Train the Trainer in Records Management". In the top right corner, it says "You are not logged in. (Login)" and "English (en)".

On the left side, there are two expandable menus: "Activities" and "Courses".

The main content area is titled "Available Courses" and features a course listing for "Train the Trainer in Records Management". The course title is highlighted with a red hand-drawn bracket and a pair of red glasses. The description of the course is as follows:

This course is meant for those who want to train records professionals in developing and delivery courses in records management. The course provides with a framework, guidelines, and course examples. Forums and wiki's may be used for exchanging ideas and experiences.

The course is designed to be used together with the Train the Trainer package developed by the ICA Section on Archival Education.

On the right side of the course listing, there is a logo for the International Council on Archives (ICA), which consists of a stylized 'I' and 'A' inside a circle, with the letters "ICA" below it. Below the logo is a "Calendar" widget.

At the bottom of the page, it says "You are not logged in. (Login)" and the Moodle logo is displayed.

The word "Klaar" is visible in the bottom left corner of the browser window.

# TTRM innhold

The screenshot shows a Moodle course page titled "Train the Trainer in Records Management". The browser address bar shows the URL: <http://fachschooll.bizzib.nl/course/view.php?id=5&topic=2>. The page is logged in as "Thijs Student".

**Train the Trainer in Records Management**  
ICA-TTRM > ICA-C001

**Topic outline**

**Train-the-Trainer in Records Management (TTRM)**

The TTRM course is structured in four modules, which might best be followed in the given sequence:

1. Identification of training needs and audience
2. Developing a course
3. Delivering a course
4. Assessing a course

Forums, wiki's, chatrooms and other activities can be added deliberately.

This TTRM course will make use of the ICA/SAE *Training the Trainer Resource Pack*, by Margaret Crockett and Janet Foster, published March 2006, on the ICA website. See the link just below.

[Train the Trainer Package](#)

**2** Module 2: How to develop a course

Any course needs a design, that is a definition of learning objectives, a course contents, learning activities, teaching materials, assignments, etc.

In this module you train trainers in making the best choices for courses they want to develop and to deliver.

Module 2 will deal with the following subjects:

1. Audience / Learning Styles
2. Learning objectives
3. Learning strategies
4. Modularization
5. Case Studies
6. Content Matter / Resources
7. Embedding of Resources
8. Assignments
9. Course Manual
10. Assessment

At the bottom of the page, there is a "jump to..." search bar.

## TTRM module 2:2 Learning Objectives

ICA-TTRM > TTRM 2:2

You are logged in as [This Lævein](#) (Logout)

Switch role to... Turn editing on

People

Activities

Search Forums

Administration

Course categories

### Topic outline

**LEARNING OBJECTIVES**

It may be best to start with what learning objectives are not. They aren't simply a list of the topics to be covered in the course. Nor do they correspond with competencies.

A learning objective should describe what students should know or be able to do at the end of the course that they couldn't do before.

In this part of TTRM Module 2 you will find examples how to develop learning objectives and learn to apply these to the records management context.

[Nieuwsforum](#)

**1 Writing Learning Objectives - Text #1**

Presentation of this text  
 A short text containing the essentials of "How to Write Great Learning Objectives". Makes a useful distinction between:

- learning goal (the more generic description) and
- learning objective (the more specific one).

Clear examples and recipes for defining learning objectives in observable behaviour. This text is of the type "how to bluff your way in ..." In the following sections the subject is deepened.

Suggestions for application  
 Read the text and follow the instructions to write one or more 1) learning goals and 2) learning objectives on a selected subject in the course you are developing.

Example  
 As for this TTRM course, module 2, and given a piece of subject matter or RM content [e.g. metadata frameworks] the following could do.

*After completion of this module you can develop learning objectives on metadata frameworks*

- according to Mager's theory,
- suitable for developing course material,
- satisfying students' information needs.

Further reading  
 Apart from the text (link "Guru") you may find similar short and quick guides by following the other links given below.

[Learning Guru](#)

[Quick Guide](#)

[Shorthand Guide](#)

[S.M.A.R.T. Guide](#)

**2 Developing Learning Objectives - Text #2**

Presentation of this text  
 The text is from a leading university school of teacher education: Florida State University / Centre for Teaching and Learning. It is

Latest News

Upcoming Events

Recent Activity

# Mye weblinker

**TTRM module 2:3 Learn**

ICA-TTRM > TTRM 2:3

People

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Learning Strategies

http://www.mwlink.com/~Donclark/hrd/strategy.html

**Instructional Strategy Selection Chart**

Instructional Strategy	Cognitive Domain (Bloom, 1956)	Affective Domain (Krathwohl, Bloom, & Masia, 1973)	Psychomotor Domain (Simpson, 1972)
Lecture, reading, audio/visual, demonstration, or guided observations, question and answer period	1. Knowledge	1. Receiving phenomena	1. Perception 2. Set
Discussions, multimedia CBT, Socratic didactic method, reflection. Activities such as surveys, role playing, case studies, fishbowls, etc.	2. Comprehension 3. Application	2. Responding to phenomena	3. Guided response 4. Mechanism
On-the-Job-Training (OJT), practice by doing (some direction or coaching is required), simulated job settings (to include CBT simulations)	4. Analysis	3. Valuing	5. Complex response
Use in real situations. Also may be trained by using a several high level activities coupled with OJT.	5. Synthesis	4. Organize values into priorities	6. Adaptation
High interest (hard to train to these levels because they take more time than normal classroom periods allow).  Normally developed on own through self-study or learning through mistakes, but mentoring and coaching can speed the process.	6. Evaluation	5. Internalizing values	7. Origination

# Så langt vel og bra...

- Det er stor forskjell på teori og praksis
- Hvordan skal vi klare å gjennomføre dette i Bangladesh?



- Fokus i vårt prosjekt er opplæring i arkivdanning
- Det som møter oss i Bangladesh er i hovedsak spørsmål om bevaring
- I Bangladesh forsøker vi å gjøre begge deler





# Digitalisering

- Digitalisering blir presentert som løsningen for arkivene
- Mange av arkivene er i så dårlig forfatning at digitalisering mest sannsynlig ikke vil la seg gjøre
- Mange arkiver er allerede tapt, selv om de fremdeles eksisterer







- Store forskjeller på offentlig forvaltning og private virksomheter
- Private virksomheter har ikke arkivkompetanse, men evne og vilje til å tilegne seg nødvendig kompetanse



# Møter TTRM utfordringen?

- Et av prinsippene er at lærerne skal undervise andre i det de er gode i selv
- Alle lærerne skal lage sitt eget kurs
- Det vil bli mange ulike opplæringstilbud fordi lærerne kommer både fra nasjonalarkivet og arkivskapende virksomheter

# Hvor langt er vi kommet?

- Moodle er klar til å ta imot de fremtidlige lærerne
- Pilotgruppa er plukket ut



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Moodle:

<http://archiefschool.bizzib.nl>