

Developing Strategies in Adult Education

Module 3: Designing and Implementing Your Strategy



Training Overview

Module 3: Designing and Implementing Your Strategy



Training Overview

DAY 1

Module 1:

- Introduction to Adult Education Strategies
- Conducting needs analysis
- Mapping stakeholders and facilitating participation

Break

Module 2:

- Profile and characteristics of low-skilled adults
- Adapting programmes to the characteristics of low-skilled
- Recognition, validation, and certification

DAY 2

Module 3:

- **Designing programmes with a focus on low-skilled adults**
- Developing and implementing programmes
- Monitoring, evaluation and improving strategies

Break

Module 4:

- Digital competences: professional engagement
- Digital competences: pedagogy
- Digital competences: learners

Unit 1: Designing programmes with a focus on low-skilled adults

Curriculum Planning

Training processes = continuous systems.

It is necessary to connect all actions.

Planning = decision-making before taking actions, to achieve objectives.



Unit 1: Designing programmes with a focus on low-skilled adults

Curriculum Planning

- **Intended purpose** = objective to be reached
- **Process** = why, how, to whom, in which circumstances
- **Appropriate training** = ideas, knowledge, experiences



Unit 1: Designing programmes with a focus on low-skilled adults

Planning Process

Step 1

- Reflect on the sequence & steps.

Step 2

- Predict what will happen if you follow this sequence

Step 3

- Organize the whole process to be functional and well-balanced.

Unit 1: Designing programmes with a focus on low-skilled adults

Planning Parameters

Strategic planning

specification through objectives of the **current policies** (guidance).

Tactical planning

how you will achieve **strategic goals - resources & environment analysis**

Operational planning

organize and develop **specific actions**

Unit 1: Designing programmes with a focus on low-skilled adults

Activity: procedure of designing a curriculum

Think of the process you follow when planning your programmes

Work in groups and outline the **procedure of designing a curriculum.**



Unit 1: Designing programmes with a focus on low-skilled adults

Elements of curriculum design

Needs analysis

Training policy

Target group

Content selection & organization

- Objectivity
- Conventionality & agreement
- Present
- Validity
- Meaningfulness
- Transferability
- Utility-Applicability

Unit 3: Designing programmes with a focus on low-skilled adults

Learning programmes tailored to the needs of low-skilled adults

Four principles

Adults:

1. must be **involved** in the development and evaluation of their learning process.
2. learn when they can experience and **link** what has been learned **with experiences**.
3. learn when the learning process is focused on their **problem's resolution**.
4. learn when they know the **relevance and positive impact** (on their lives, work, etc.)

Unit 1: Designing programmes with a focus on low-skilled adults

Activity: 4 principles for tailored learning programmes

Work in groups and discuss ways to implement the 4 principles in your learning offers.



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Unit 2: Developing and Implementing Programmes

Teaching and Learning



Brainstorming

How does teaching lead to learning?

Unit 2: Developing and Implementing Programmes

Teaching and Learning

Superficial learning

to improve a short-term task, forgotten once that is completed

Deeper learning

active use of knowledge (present and future)

**Formal & Informal
learning**

**Need to upskill or
reskill**

Unit 2: Developing and Implementing Programmes

Teaching and Learning

Motivation to learn:

- **Intrinsic motivation** (enjoyment, personal development)
- **Extrinsic motivation** (rewards)

Are you intrinsically or extrinsically motivated to participate in this training?

Unit 2: Developing and Implementing Programmes

Teaching and Learning

“Teaching is helping other people to learn” (Abbatt and McMahon, 1993 , pp. 15–21).

The teacher should:

- provide learners with **opportunities to learn**
- ensure learners’ **welfare**
- decide **what students should learn/ know**
- **assess** learners and examine the achievement of the learning outcome

Unit 2: Developing and Implementing Programmes

Adult learners' characteristics

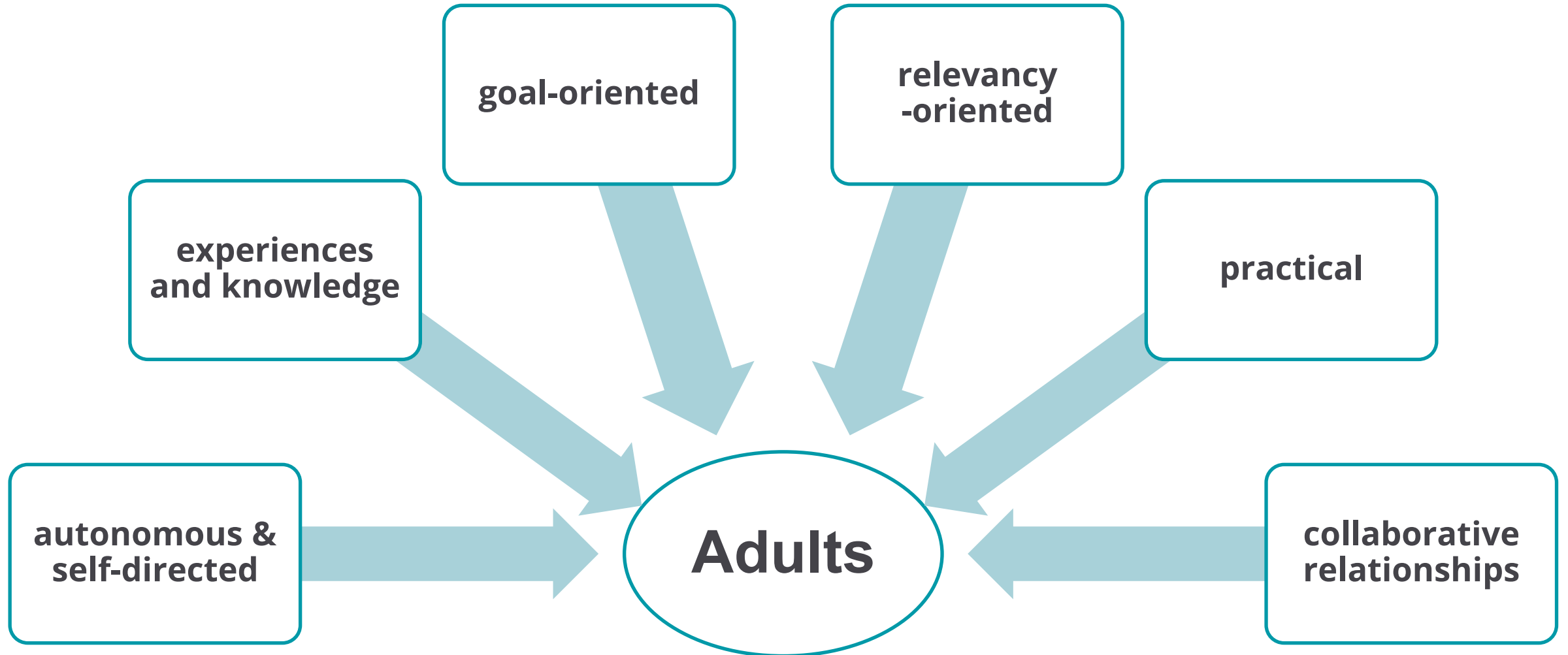


Brainstorming

Can you identify some universal characteristics of adult learners?

Unit 2: Developing and Implementing Programmes

Adult learners' characteristics



Unit 2: Developing and Implementing Programmes

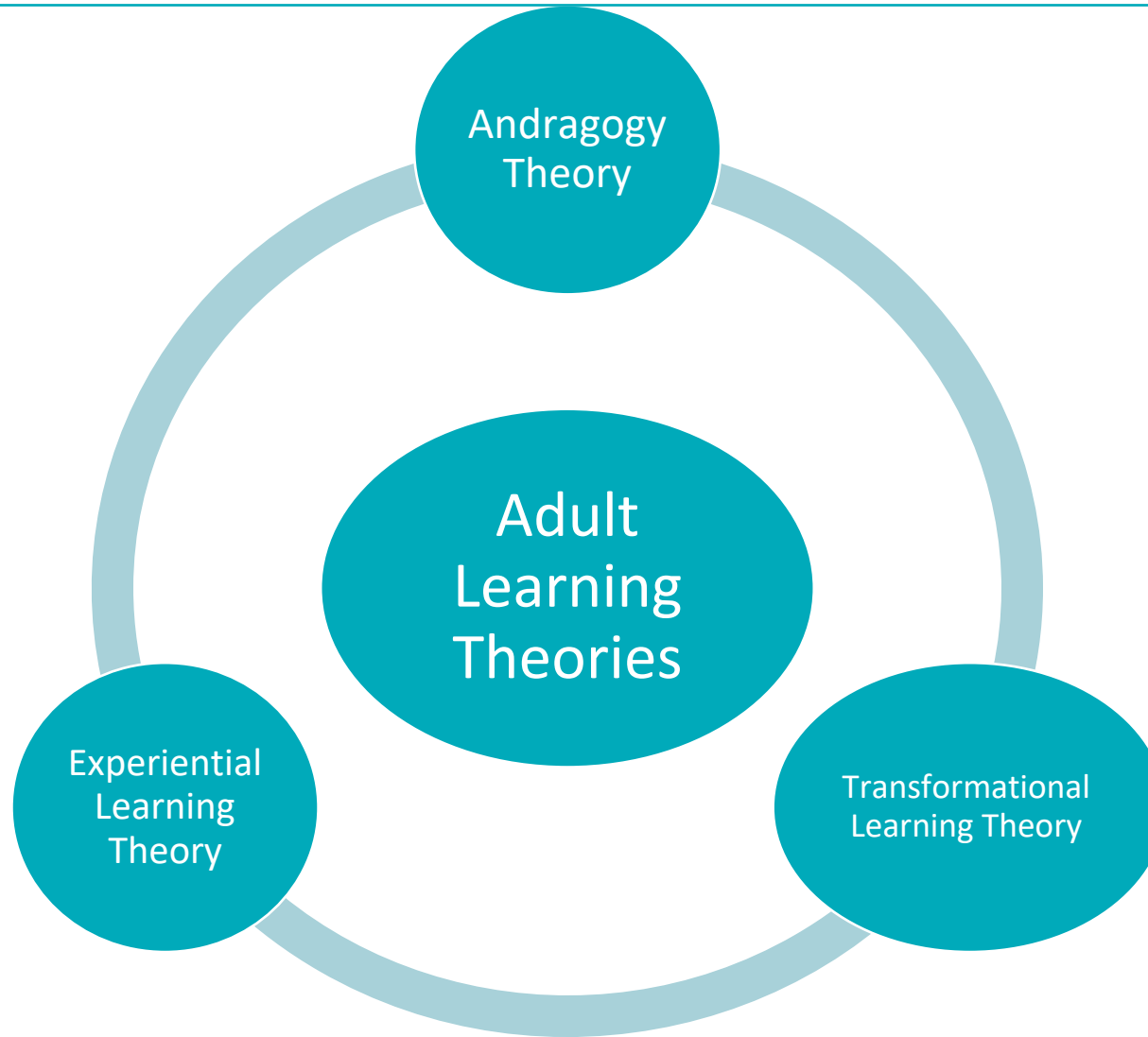
Adult learning theories



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Unit 2: Developing and Implementing Programmes

Adult Learning Theories



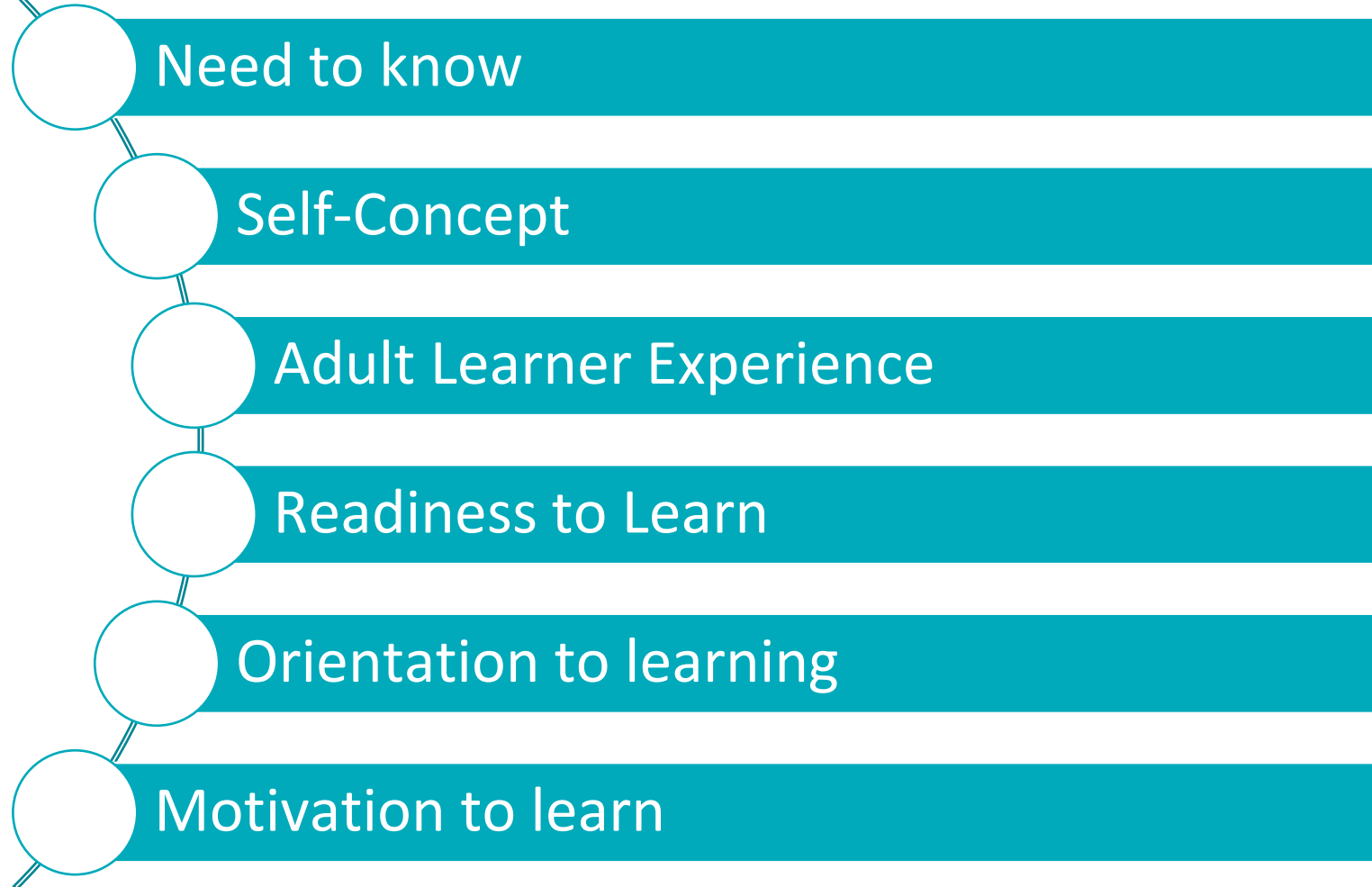
Unit 2: Developing and Implementing Programmes

Adult Learning Theory: Knowles' 6 Assumptions of Adult Learners

6 Assumptions of Adult Learners

Unit 2: Developing and Implementing Programmes

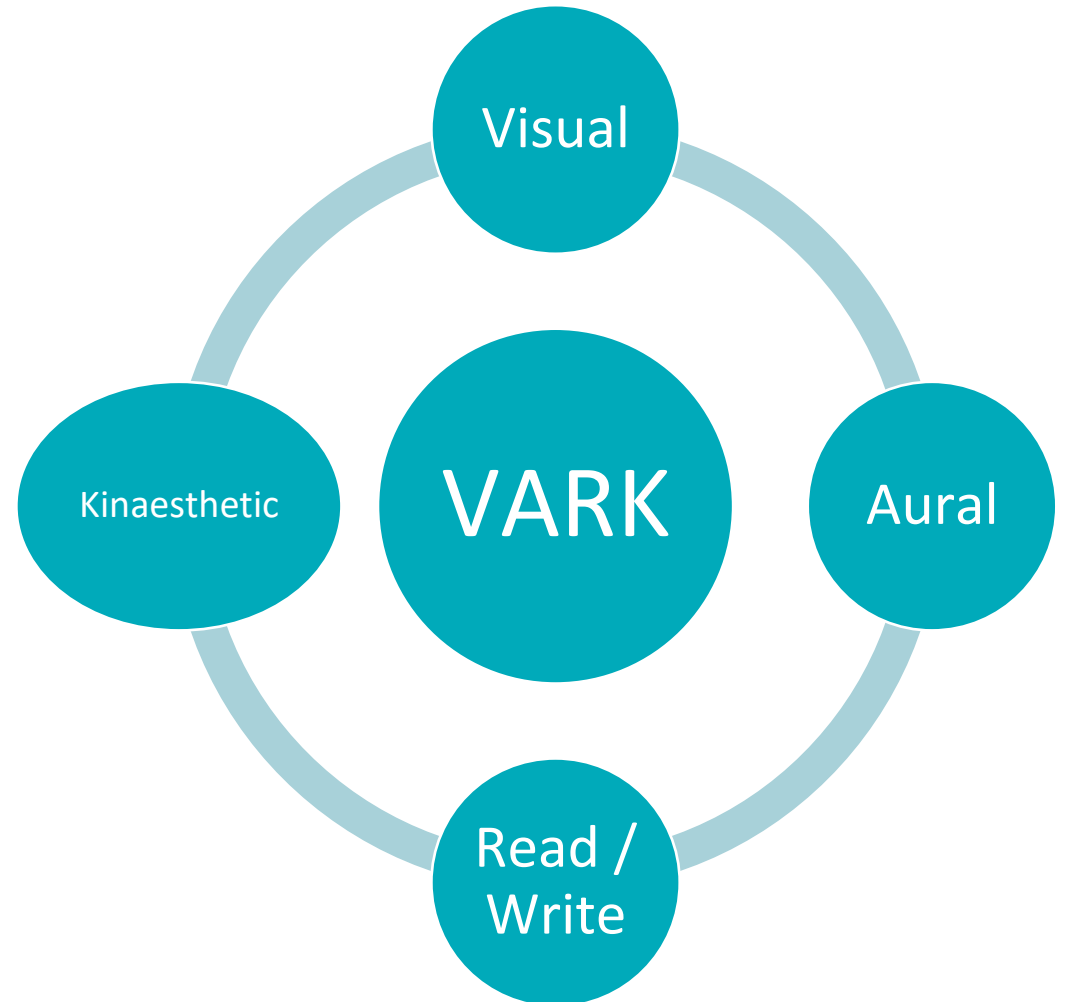
Adult Learning Theory: Knowles' 6 Assumptions of Adult Learners



Unit 2: Developing and Implementing Programmes

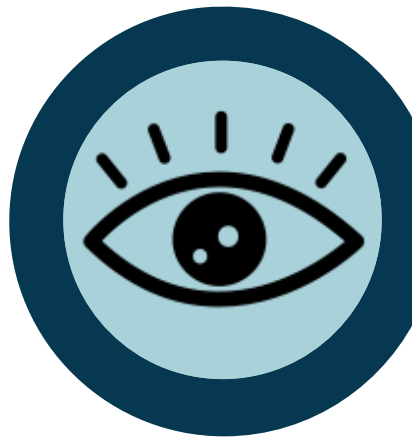
Strategies for Learning: VARK

- Learners assimilate information in different ways
- **Preferred learning methodology** = behaviour, performance, understanding
- **Wrong approach** = weakened metacognition & motivation



Unit 2: Developing and Implementing Programmes

VARK: learning preferences



Visual

different formats,
infographics,
charts, diagrams,
maps, plans



Aural

discussions,
stories, guest
speakers,
podcasts



Read/Write

journals, articles,
slides with text,
notes



Kinaesthetic

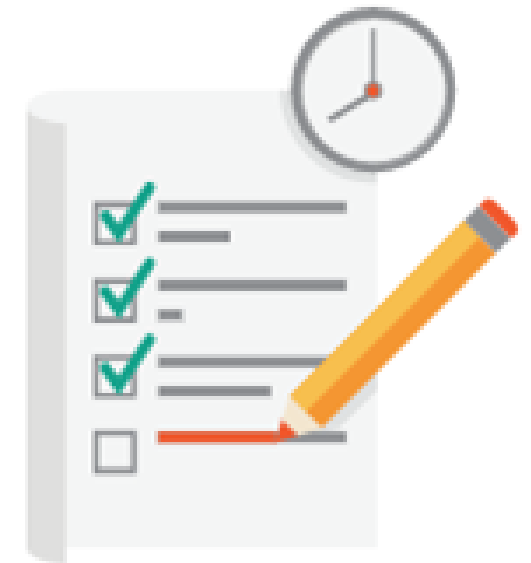
senses, practical
examples/exercise
s/cases, trial &
error, hands-on

Unit 2: Developing and Implementing Programmes

Activity: methodological approaches

Work in groups and identify:

1. **strategies and methodological approaches** when developing a program, following these **adult learning theories**
2. **strategies and approaches to address the 6 assumptions** of Adult learners
3. **ideas** and strategies that you are currently using in your teaching practice to **respond** to the **different learning styles**



Worksheet M3.1

Unit 2: Developing and Implementing Programmes

Methodological approaches

Construction of meaningful learning



Learning functionality



Activity



Participation



Self-learning



Cooperative learning



Use of previous knowledge



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Unit 3: Monitoring, evaluation and improving techniques

Skills Assessment: Tools, Methods and Procedures



Brainstorming

What techniques and tools can you implement to assess your learners?

Unit 3: Monitoring, evaluation and improving techniques

Skills Assessment: Tools, Methods and Procedures

- **formative/summative:** dialogue, observation, and demonstration, portfolios
- assessment of **pre-existing skills:** skills profiling, interviews with a counsellor, portfolios, competence surveys
- **self-assessment/self-reflection**
- **digital tools** (e.g., online forms)



Unit 3: Monitoring, evaluation and improving techniques

Activity: select appropriate assessment methods

Work in groups and identify the most suitable assessment methods for the specific learners on the worksheet.



Worksheet M3.2

Unit 3: Monitoring, evaluation and improving techniques

Reflection

- What is the **purpose of skills assessment**?
 - To match with an existing course?
 - To prepare a tailor-made learning offer?
 - To offer guidance?
 - To identify skills as part of the validation process?
- What (basic) **skills** does your **learner struggle** with?
 - Will the use of ICT be a problem?
 - Will s/he easily understand written instructions?
 - Will s/he feel comfortable filling out a form or a survey, whatever the format?

Unit 3: Monitoring, evaluation and improving techniques

Activity: alignment with skills qualification mechanisms

- Identify the National and European Frameworks your teaching practice is pitched at.
- Identify what validation and certification structures are common at this level – what assessments do you use and why?



Unit 3: Monitoring, evaluation and improving techniques

Evaluation strategies: reflection and introduction



Brainstorming

1. What methods would you choose (qualitative, quantitative, self-evaluation) to evaluate the success of this program?

1. What improvements would you make as a teacher (to make the content engaging) and a learner involved in the design process (to appeal to your own preferences)

Unit 3: Monitoring, evaluation and improving techniques

Where can monitoring and evaluation take place?

Micro / Individual Level

- performance of the trainer or facilitator

Meso / Institutional Level

- management systems and structures (institutional provider)

Macro / System Level

- government programmes and policies implemented

Evaluation and monitoring of Adult education strategies:

- **Summatively:** end of educational period
- **Formatively:** throughout, to identify and change (Lattke, 2018).

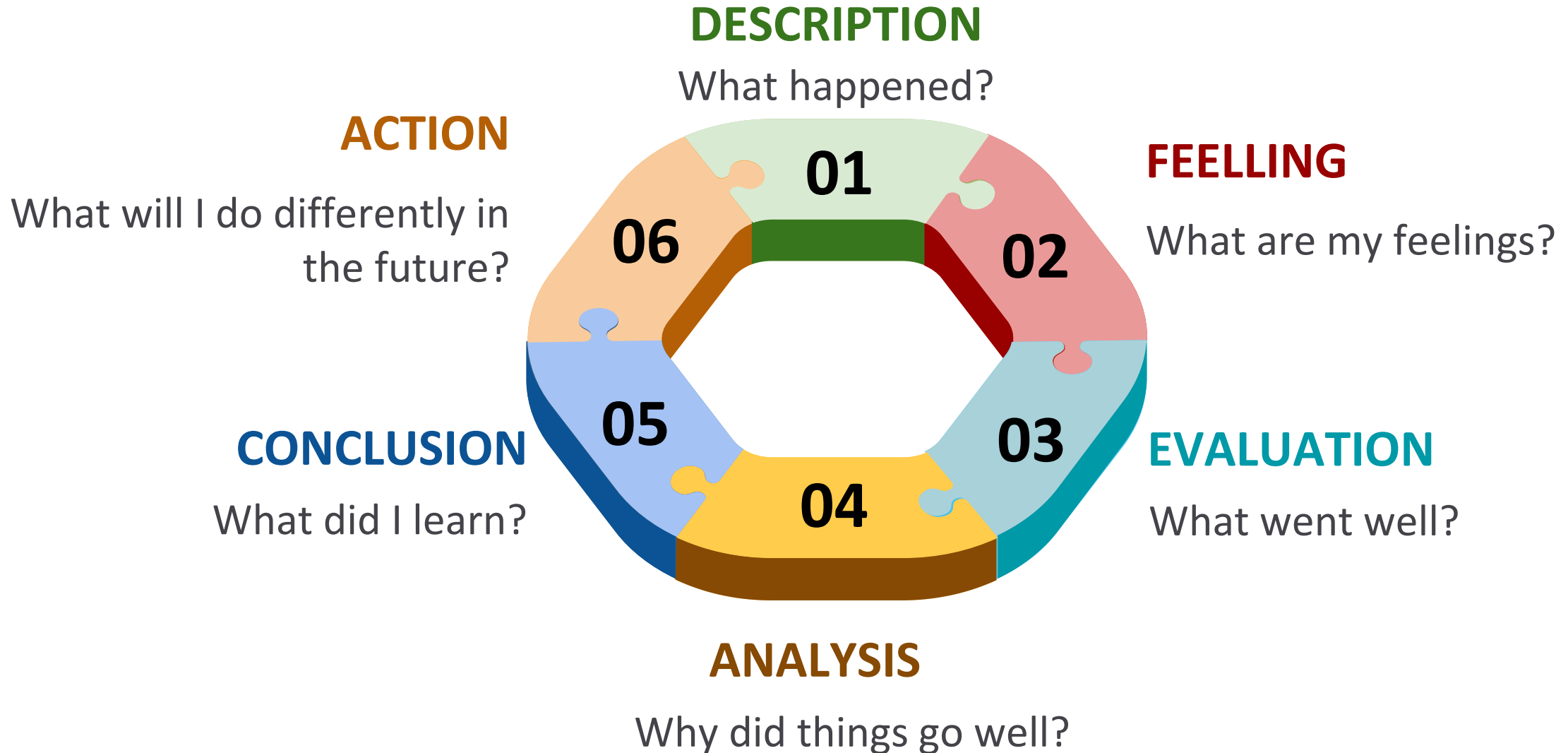
Unit 3: Monitoring, evaluation and improving techniques

The Kirkpatrick Taxonomy



Unit 3: Monitoring, evaluation and improving techniques

The Gibbs' Reflective Cycle



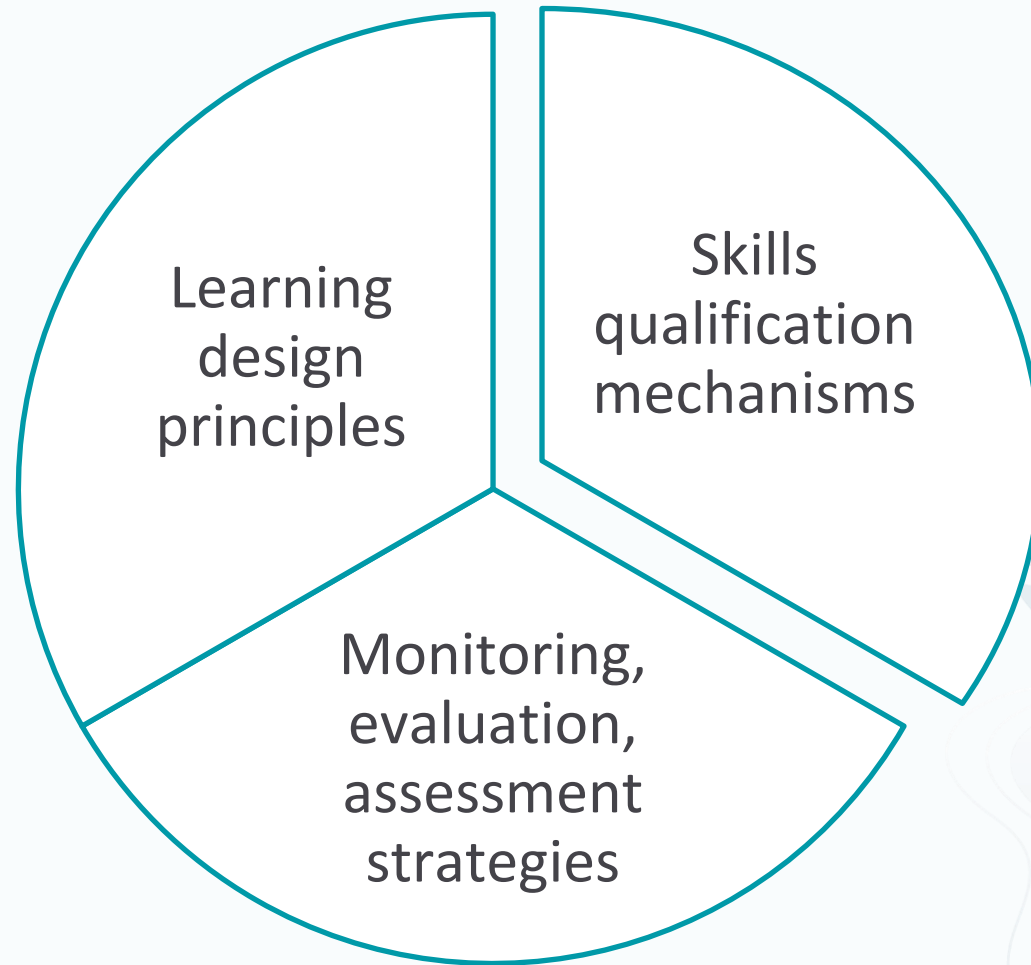
Unit 3: Monitoring, evaluation and improving techniques

Activity: self-reflection evaluation strategy

- Reflect on one of your most recent lessons
- Use the framework to develop innovative solutions that you can implement in your next session



Worksheet M3.3



END OF MODULE 2

