Learning Resources

for the

DEMAL Training Course

Design of Adult Learning Courses

(Workshop Materials)

Project Partnership:

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Content

Introduction

The context

This document has been produced in the context of the Erasmus+ Strategic Partnership "Designing, monitoring and evaluating adult learning classes – Supporting quality in adult learning" (DEMAL). It contains the *workshop materials* pertaining to the DEMAL training programme on "Design of Adult Learning Courses".

The full DEMAL training has been designed as a blended programme which comprises an e-learning part of eight week plus a one-week face-to-face-workshop.

The learning resources pertaining to the *e-learning* are provided separately in a collection of documents which include:

- the study content covered in the elearning
- links to the introductory videos
- list of references / further reading
- glossary
- multiple choice questions for learning assessment after each unit

Further related documents:

- The DEMAL course description: "Training Course 'Design of Adult Learning Courses' - Course Structure and Contents.

  This document describes in detail the aim, structure and learning outcomes of the DEMAL training programme as a whole as well as for each single learning unit

- The DEMAL Competence Profiles: "Designing, Monitoring and Evaluation of Adult Learning Processes"

  This document describes in detail in two separate competence profiles the knowledge, skills and competence needed for performing professionally the tasks of designing and evaluating adult learning processes. The DEMAL training course "Design of Adult Learning Courses" was developed on the basis of these competence profiles.

All mentioned documents can be downloaded in various languages from the DEMAL website: www.demalproject.eu/.

Structure of this document

The first part of this document contains the detailed programme of the workshop as it was piloted as a European training within the DEMAL project from 14 to 18May 2018 in Bilbao. The second part contains the learning materials (case studies, role play) that were used during this workshop.

Usage of the materials

Any training provider wishing to design and organise their own training programme on the topic of Design of Adult Learning is welcome to use the DEMAL materials as examples and/or adapt it to their own circumstances as appropriate.

DEMAL Project Consortium, September 2018

Part 1. Workshop Programme

Workshop structure

Workshop structure	
Duration	Five days / 30 hours
Structure	Day 1: Introduction, presentation of participants, ice breakers, … Understanding the concepts. (Unit 1)
Day 2: Practical design of a training course: Identification of training needs / Selection of a training activity; Elaboration/description of the learning outcomes (Unit 2 and 3)
Day 3: Practical design of a training course: prerequisites and elaboration of the curriculum and definition of the contents. (Unit 4 and 5)
Day 4: Practical design of a training course: Course design (Unit 6)
Day 5: final assessment, feedback of the participant, closure.
Methodology	It is a workshop designed with a practical perspective. During the workshop, the participants will put in practice the aspects learned during the e-learning activities (8 weeks). They will work in groups to the design of an specific training activity:
- Identification of training needs. Selection of a training activity
- Requisites to access.
- Elaboration/description of the learning outcomes
- Elaboration of the curriculum and definition of the contents
- Course design
Workshop assessment	Questionnaire with close question to collect the feedback of the participants.
Reflections of participants about the workshop.
Trainer	The trainer of the course is a professional with generic and specific pedagogical competences; educational field specific competences and transversal competences in the field needed for the success of the course implementation.

Workshop Program

Day 1 – 14th May	
9:00 – 14:00	- **Introduction to the workshop** (120')
Face to face presentation of participants
Ice breakings
Expectations from the participants
Review of experience gained in the E-learning Program

- **Break** (20') |

	- **Aims of the training, introduction of the different units and contents** (60')
	
	 Presentation of the aims of the training by the trainer and first review of the contents to work on.
	
	 - **Break** (20')
	
	 - **Theme: Understanding the concept of Design**
	
	 Activity, group work: What is design? (60')
	
	    a. Group in groups of 3 or 4 people. List and define the related words, in national language. Planning, Design, Programming, …
	    b. Mix groups and create definitions
	    c. Present in plenary
	
	 - **Reflection of the day** (20')

Day 2 – 15th May	

9:00 – 14:00	- **Theme: Need analysis**
	
	 Introduction to theme (theory) (20')
	
	 Case Study 1: Practical activities in small groups about the Identification of training needs (90')
	
	 Activity, group work: How to define the training needs? (60')
	
	    a. Build groups of at least 4 people where there has to be a FACILITATOR, a TIME KEEPER, a REPORTER and a HEART KEEPER.
	    b. Different cases discussion within the group to compare similar or very different circumstances happening in the different countries.
	    c. Present in plenary
	
	 - **Break** (20')
	
	 - **Theme: Learning outcomes**
	
	 Review of the guidelines for the elaboration of LO (30')
	
	 Practical activities on Learning Outcomes (small group activity) (60')
	
	 Activity, group work: Description of Learning Outcomes
	
	    a. Group in groups of 3 people
	    b. Define a learning outcome in terms of knowledge, skills and competences. (Thematic is provided by the facilitator)
	
	 - **Break** 20')
	
	 Plenary session: Presentation of the activity conclusions by each group (45')
	
	 - **Reflection of the day** (20')

Day 3 – 16th May	
9:00 – 14:00	- **Reflection on previous day** (15') - **Theme: Learning assessment (entry levels, learning progress) – Influencing factors** Introduction to theme (theory) (20') Exchange of experiences related to the theme among the different countries. Group debate. (70') Assessment: continuous assessment vs. final evaluation and certification and the consequences for the teachers; The SSSS approach: Subject - Style of the trainer - Student´s profile, - Stage in learning; The role of different learning theories: behaviorism, cognitivism, constructivism; humanistic approaches - **Break** (15') - **Theme: Curriculum design and content reconstruction** Introduction to theme (theory) (20') Case Study 2: Practical activity (group activity) about the contents of a training curriculum (90') - **Break** (15') Plenary session to present the results (45') - **Reflection of the day** (10')
Day 4 – 17th May	
9:00 – 14:00	- **Reflection on previous day** (15') - **Theme: Course design** Introduction to theme (theory) (20') TIME-STRUCTURE-LO-LEARNING ACTIVITIES-METHODS-ASSESSMENT Introduction to **DEMAL Course Planning App** (30') - **Break** (15') Practical activity in small groups about the design of a specific training activity. (180') - **Break** (15') Continue with the practical activity. - **Reflection of the day** (10')

Day 5 – 18th May	
9:00 – 14:00	- **Reflection on previous day** and presentation of the results of the exercise about the design of a specific training activity. Presentation of each group. (90') - **Practice of selected useful activities for the classroom**, e.g. activities to support the positioning of participants on controversial issues: **"Bus of Preferences"**, "U shape", etc. - **Break** (15') - **Role Play:** Practical activity that includes different aspects developed during this training activity following the raised case study (90') - **Break** (15') - **Reflection and evaluation of Workshop** (90')

Part 2. Annexes

Annex 1 – Case Study 1: Identification of my organizations's training needs

Scenario

The participants are split into groups of 4 or 5. They are asked to decide upon the following roles:

1. FACILITATOR:
   - develops and manages the process for the team by helping them to stay on track and proceeding through ground rules;
   - remind the team of its schedule;
   - bring to the members attention alternatives and possible consequences;
   - help redirect the team toward their new objective.

2. TIME KEEPER:
   - monitors how long the team is taking to accomplish its tasks;
   - provides regular updates to the team on how they are using their time;
   - collaborates with the facilitator and others to determine new time schedules if the agenda needs to be adjusted.

3. REPORTER:
   - is responsible for writing down the team's key points, ideas and decisions;
   - presents the concluding ideas that the team members have agreed upon.

4. HEART KEEPER:
   - is enthusiastic and committed to the team's purpose;
   - maintains motivation and enthusiasm throughout the entire activity.

After each team decides on the roles, the members are asked to talk for 5 minutes each on a specific topic: a training need that they encountered at their organization. The case should follow these 5 questions:

1. When did you realize that there is a need for training?
2. What was the real need that you considered important? (maximum 3)
3. What did you do personally and who else was involved and how?
4. Was finally that gap or need properly addressed?
5. What did you learn from this experience (for you or for organization)?

The conclusions are presented in plenary by the Reporter and the discussion on training needs is further stimulated by the participants' examples and reflections.

Annex 2 – Case Study 2: Determining the contents of a training curriculum

Scenario

A country undergone recently an important curriculum reform, making a step from a content based curriculum to a competence based curriculum. The change is not only a matter of changing written curriculum at the national level, but more to become a reality in the actual teaching practice in the classroom.

Although the new curriculum was officially approved, there is a lack of appropriate training for teachers all over the country in order to familiarise themselves with the new curriculum approach. Moreover, the practices of content based and teacher centred approach is an additional challenge for an effective training of teachers in the view on implementing the new curriculum.

The Ministry of Education intents to develop a large scale continous training for teachers in order to ensure a good implementation of the curriculum in the classroom. Although various other teacher training programs addressed partially the students centred aproach in learning and also interactive methods, teachers still not connect the new curriculum requirments with the real practice of competence development in the clasroom.

An important teacher training provider was appointed to develop a consistent training programs for theachers for the new curriculum. The challenge is not only that the target group is extremely heterogeneous (different disciplines, different level of qualification, different schools and community contexts), but also in terms of designing the course in such a way that will have a direct impact on the real practice in the classroom, more precisely better learning outcomes of students.

Therefore, the initial design of the course took into consideration the following principals:
- The training curriculum will cover not only general curriculum approach, but also subject related modules (according to various disciplines in the national curriculum)
- The training curriculum will also offer specific optional modules related to specific learning contexts of schools and students.
- The training course will be organised in a blended learning system, in order to reduce the costs,
- The training program will be sequenced in phases:
  o face-to-face sessions
  o practice in the classroom with online and face-to-face coaching
  o continuos assessment
  o final evaluation and certification.

Task

The Ministry is ready to ensure the necessary financial resources for the training program, based on a ESF large scale programe.

- Based on the presented case, please identify the main curriculum aspects. What are the components explicitly mentioned in the case? What is missing?
- How are the different parts of the curriculum related? Are there any unclear links?
- What type of training methods do you think would be the most appropriate for the presented course? Why?
- What type of assesment and evaluation would be the most appropriate? Why?

The participants are split into groups of 4 or 5. They are asked to decide upon the following roles:

1. FACILITATOR:
    - develops and manages the process for the team by helping them to stay on track and proceeding through ground rules;
    - reminds the team of its schedule;
    - brings to the members attention alternatives and possible consequences;
    - helps redirect the team toward their new objective.

2. TIME KEEPER:
    - monitors how long the team is taking to accomplish its tasks;
    - provides regular updates to the team on how they are using their time;
    - collaborates with the facilitator and others to determine new time schedules if the agenda needs to be adjusted.

3. REPORTER:
    - is responsible for writing down the team's key points, ideas and decisions;
    - presents the concluding ideas that the team members have agreed upon.

4. HEART SHAKER:
    - is enthusiastic and committed to the team's purpose;
    - maintains motivation and enthusiasm throughout the entire activity.

The conclusions are presented in plenary by the Reporter and the discussion on training curriculum contents is further stimulated by the participants' reflections.

Annex 3 – Role Play: Interactive inequality simulation*

The purpose of the role play is to aid participants in gaining a greater awareness of the inequality that exists within our society. This exercise helps the team members become aware of the various privileges they might possess and help them develop awareness of themselves, which can improve how they relate to others. In this way, it invites trainees to think about ways how inclusivity can lead to positive changes in their organizations.

Instructions

- Create a calm atmosphere and ask participants to take a role card from the ones you have prepared.
- Tell them to keep it to themselves and not to show it to anyone else and ask them to begin to get into role.
- Ask people to remain absolutely silent as they line up beside each other.
- Tell the participants that you are going to read out a list of situations or events. Every time that they can answer "yes" to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.
- Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around to take note of their positions relative to each other.
- At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of role before debriefing in plenary.

Debriefing and evaluation

It is important to ask participants about what they think happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt.

Handouts - Role cards

You are an unemployed single mother.	You are the president of a party-political youth organisation (whose "mother" party is now in power).
You are the daughter of the local bank manager. You study economics at university.	You are the son of a Chinese immigrant who runs a successful fast food business.
You are an Arab Muslim girl living with your parents who are devoutly religious people.	You are the daughter of the American ambassador to the country where you are now living.
You are a soldier in army, doing compulsory military service.	You are the owner of a successful import-export company.
You are a disabled young man who can only move in a wheelchair	You are a retired worker from a factory that makes shoes.
You are a 17-year-old Roma (Gypsy) girl who never finished primary school.	You are the girlfriend of a young artist who is addicted to heroin.
You are an HIV positive, middle-aged prostitute.	You are a 22-year-old lesbian.
You are an unemployed university graduate waiting for the first opportunity to work.	You are a fashion model of African origin.
You are a 24-year-old refugee from Afghanistan.	You are a homeless young man, 27 years old.
You are an illegal immigrant from Mali.	You are the 19-year-old son of a farmer in a remote village in the mountains.

Situations and events

Read the following situations out aloud. Allow time after reading out each situation for participants to step forward and also to look to see how far they have moved relative to each other.

- You have never encountered any serious financial difficulty.
- You have decent housing with a telephone and television.
- You feel your language, religion and culture are respected in the society where you live.
- You feel that your opinion on social and political issues matters and your views are listened to.
- Other people consult you about different issues.
- You are not afraid of being stopped by the police.
- You know where to turn for advice and help if you need it.
- You have never felt discriminated against because of your origin.
- You have adequate social and medical protection for your needs.
- You can go away on holiday once a year.
- You can invite friends for dinner at home.
- You have an interesting life and you are positive about your future.
- You feel you can study and follow the profession of your choice.
- You are not afraid of being harassed or attacked in the streets, or in the media.
- You can vote in national and local elections.
- You can celebrate the most important religious festivals with your relatives and close friends.
- You can participate in an international seminar abroad.
- You can go to the cinema or the theatre at least once a week.
- You are not afraid for the future of your children.
- You can buy new clothes at least once every three months.
- You can fall in love with the person of your choice.
- You feel that your competence is appreciated and respected in the society where you live.
- You can use and benefit from the Internet.
- You are not afraid of the consequences of climate change.
- You are free to use any site on the Internet without fear of censorship.

* ***Compass. Manual for Human Rights Education with Young People – Council of Europe***
(http://www.eycb.coe.int/compass/en/pdf/compass_2012_inside_FINAL.pdf)

DEMAL

Designing, monitoring and evaluating adult learning classes
Supporting quality in adult learning

"Designing, monitoring and evaluating adult learning classes – Supporting quality in adult learning" (DEMAL)

is an Erasmus+ Strategic Partnership project, running from October 2016 to September 2018.

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Project Aims

DEMAL seeks to contribute to the quality of adult learning by promoting two professional key competences of adult educators and trainers:

- Design of the Adult Learning Process, and
- Monitoring and Evaluation of the Adult Learning Process

Both competences can be considered as essential prerequisites for ensuring that the adult learning provision is effective, of high quality and matches the needs of the learners.

Project Objectives

- develop two detailed European reference profiles for these key competences, linked to the EQF;
- develop and pilot two in-service training courses (e-learning plusone-week workshop) including the related learning resources for these key competences
- test the potential of an innovative course planning app to support bothself-directed learning and the enhancedprofessional everyday practice ofteachers and trainers of adults inEurope
- develop and pilot a validationframework to enhance thecomparability of existing training provisionand qualifications, and facilitate therecognition of informally acquiredcompetences, and thus enhance theflexibility of qualification routes foradult learning staff in Europe

Target group

Staff in adult learning organisations with diverse educational and professional backgrounds, engaged with the tasks of designing training programmes and monitoring and evaluating the learning process.