Curriculum for adult educators

Supporting adult learners' efficiency in learning

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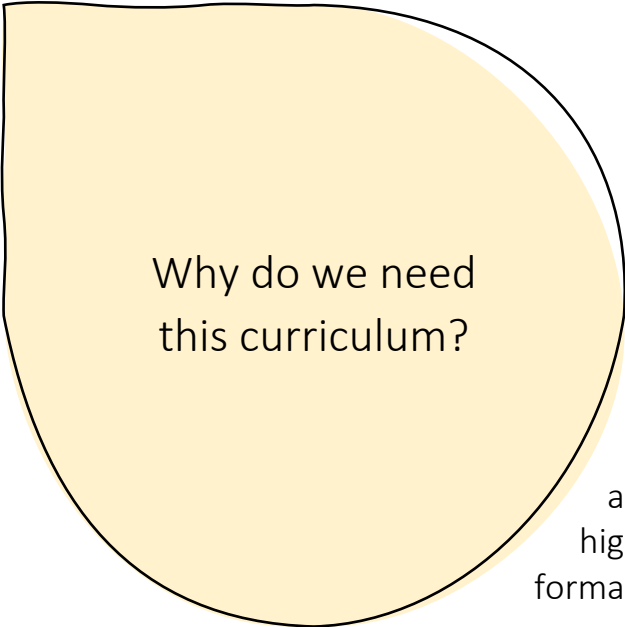- Annex 3 Slovakian training program

Focus of the curriculum

In the heart of developing this curriculum was the idea to support adult educators in raising the learning efficiency of adult learners, especially those who's learning attitude is not very high and learning skills not so strong. By adult educators in this document, we mean educational trainers and teachers who deal with adult learners, for example teachers of adult gymnasiums/secondary schools (so-called second chance schools) or vocational schools or educational trainers dealing with unemployed people.

The curriculum was developed during the Erasmus+ strategical cooperation project "Efficiency in adult learning and training".

The curriculum's concept is underlined with the approach that learning efficiency can be increased through learner-centredness. The curriculum focuses on increasing the knowledge and skills of adult educators to design and conduct a learner-centred course in their field. The second underlying approach lies in designing the learning process by considering the modern knowledge about learning – the curriculum emphasizes the 4C model and Six Trumps by Sharon Bowman. Therefore, the curriculum focuses on increasing the knowledge and skills of adult educators to design a learning process, which supports efficient learning.

Through these approaches the curriculum also aims to support adult educators in supporting low-educated and/or low-skilled adults. By low-educated adults we mean adults with basic or secondary education or lower, including therefore adults whose school path has been disrupted. By low-skilled adults we mean adults whose skills are out of date, for example adults who have not or have rarely participated in continuing education for developing their knowledge and skills in relation to their work field and/or societal roles (e.g., being a society member, community member, parent, volunteer, member of an association, union etc).

1

Why do we need this curriculum?

Background

Lifelong learning is not a new term nor a new phenomenon. Although the statistics of the participation in lifelong learning (LLL) varies between the European Union's member states, without continuing education it is impossible to face the modern challenges of our work and everyday life embedded in the changes of our environment, related to the economics and social wellbeing.
The growing tendency of adult learners participating in continuing education, has and will influence the formal education. More and more adults will participate in higher or vocational education. This in turn will change the role of the teacher in formal education.

1 Teachers need to be supported to make a mind-set shift from the safe and usual teacher-centred approach towards a learner-centred. They also need the modern methodology. That is why our project aimed to support teachers, who are now faced with dealing with adult learners more and more.

Although we can cherish the situation that more and more adult learners find the way to LLL, it comes along with a paradox. The tendency shows that adults who are more educated and anyway participate more in LLL, are increasing the statistics. But what about the adults who are not engaged in LLL? In the educational training sector, we want to believe that adult learners are highly motivated, active, and self-directed in their learning. This is not always the case. Many European Union countries challenge with low-educated and/or low-skilled adults, who's participation rate is low or growing very slowly. So, what happens when adult learners enter the training rooms and/or classrooms who are not that motivated, who's learning and social skills are not that strong, or who even do not believe that learning in adulthood could enable chances for change.

2 The curriculum focused on learner centredness and modern approaches of adult learning to support adult educators in supporting their learners' learning efficiency.
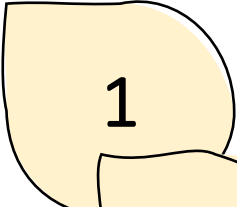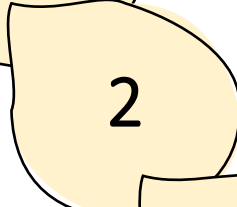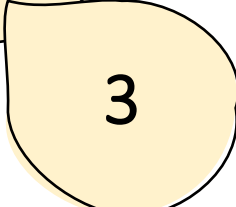
Usage of the curriculum & the suitable target groups

The curriculum describes an overall framework, including the learning outcomes, underlying principles, learning process, homework, and assessment. You will also find the training programmes (annexes 1-3) for the pilot courses conducted in Estonia, Latvia, and Slovakia. The training programmes might slightly vary as each country's partner has somewhat different competences and the training programmes considered the target groups' needs.

The curriculum can be used

1 to order a continuing education course for adult educators. For example, for the teacher in the adult gymnasiums or vocational schools by the management of the schools or the government (e.g., by educational ministries)

2 to order a continuing education course for educational trainers and/or employment services' specialists and/or social workers who support low-educated and/or low-skilled adults

3 to have inspiration to design a curriculum with similar aim

PS! This curriculum suits for beginner adult educators and for those whose main work is not to be an educational trainer, as well as to experienced adult educators.

3

CURRICULUM'S FRAMEWORK

The aim of the curriculum is to support adult educators to raise the learning efficiency of their learners by adapting their teaching to the learner-centred approach.

Target group

- teachers dealing with adult learners, e.g., teachers of adult gymnasiums/secondary schools (so-called second chance schools) and vocational schools
- educational trainers who support low-educated and/or low-skilled adults
- other specialist (e.g., employment services' specialists, social workers) who support low-educated and/or low-skilled adults

Optimal number of participants

- 10 – 15 persons per group

Duration *(see also the Learning process figure, page 7)*

- In total 24 academic hours (1 academic hour = 45 minutes) divided between six days

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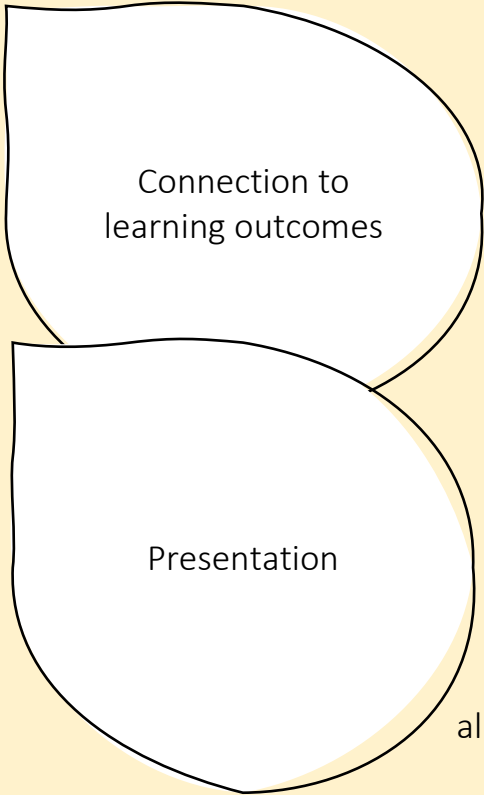
Learning outcomes

1. Defines (Formulates) learning outcomes and understands the importance of them in the learning process.
2. Prepares a lesson driving plan based on the learning outcomes. *Knows how to use different pre-work methods to learn more about the adult learners in the groups.
3. Understands the basic concepts in adult learning methodology, role of the teacher and knows the contemporary approach to learning. Knows how to motivate students.
4. Understands psychological barriers to learning, learners' difficulties due to low learning and social skills and knows how to help learners overcome them. Gives feedback to learners in a non-threatening and non-critical way.
5. Can choose and use several training methods and tools to reach the training objectives and powerful learning experience. *Knows methods to gather feedback from the training group.
6. Knows the group dynamics phases, understands the importance of group dynamics in the training process. *And plans the activities of the training program (curriculum) to manage the group process.
7. *Understands learning assessment models to analyse training and learning efficiency. Analysis feedback results and reflects his/hers activities during the training, defines improvement needs.
8. Understands the need for self-analysis as a supporter of an adult educator's professional development and uses appropriate self-analysis methods.

Suggestion

*Parts marked with yellow are optional learning outcomes for which we suggest prolonging the curriculum.

5

Assessment of learning outcomes

The assessment is based on **practical work**, which is composed by the participants individually and for what every learner will get personal feedback from trainers and group members.

Connection to learning outcomes

According to the second learning outcome the participants must compose a **lesson driving plan**. Learning outcome (LO) 1 and 3-7 support the development of the lesson driving plan. LO 8 is not assessed directly, but the learning process and chosen methods itself support self-analysis throughout the whole learning process.

In the beginning of the training, it is important to discuss and agree with the participants on the criteria in relation to the practical work. The adult educators have to make sure that they connect to the LOs (1, 3-7).

Presentation

Different presentation ways can be used. For example, in testing the Estonian learners had to present one element from the lesson driving plan, for which they got first oral feedback and then also written feedback for later analysis from the group and adult educators. Latvian adult educators used a similar way, but also video-taped the presentations of the learners, sent it to them for later analysis and gave oral feedback. This allowed the learners to have even a deeper analysis of their performance as adult educators.

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Learning process

The engagement of the learners increases due designing their own training plan and getting ready for the final assessment.

Day 1 - 2
I physical two-day session
(in total 10 academic hours, e.g., 6 +4)

Day 3
I online session
(2 academic hours)

Day 4
II online session
(2 academic hours)

Day 5 - 6
II physical two-day session
(in total 10 academic hours, e.g., 6 +4)

*Homework for the II online session: create a training plan based on the 4 C model

*Homework for the II physical session: prepare for the final assessment

Suggestion
We suggest prolonging the training. And even more when you want to achieve optional learning outcomes.

*Pre-work: questionnaire for self-assessment, asking about learners' expectation and study needs, reading material

Total duration of the program 2 - 2,5 months. The longer period gives participants time to develop their training plans.
Suggestion: If necessary, based on the group needs, the duration can be much shorter and intensive.

7

Underlying principles for conducting the training

As an underlying principle we agreed that the training follows modern approaches for teaching and learning. We have to let learners experience, otherwise they will not get access to new knowledge and there might be no change in behavior. The curriculum follows the 4C model and Six Trumps Concept by Sharon Bowman[1] and the Kolb Experiential Learning Cycle.

C – Connections
The desire to learn – that is, to connect in meaningful ways to the physical environment and everything in it, including other learners who are present – is innate to the human brain.

C – Concepts
As your brain immerses itself in learning, it gathers information in all sorts of ways: watching, listening, doing, trial and error, until, over time, it creates mental and physical patterns that will translate into cognition, emotion, and physical action.

C - Concrete practice
This step goes together with the one before it. As the brain learns new information, it immediately begins the trial-and-error application of that information to the physical world.

C – Conclusions
Throughout the entire learning process, the brain assesses what it has learned and how it can use the new learning in its own life. The new learning gets folded into the old, and new cognitive, emotional, and physical patterns emerge.

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[1] https://www.bowperson.com/

According to the 4C model adult learners needs different methods in different learning phases:

C1: methods that help learners actively get to know the new concept what they are learning

C2: methods for helping them to connect with the topic and other learners (warm-ups)

C4: methods that support reflection and help learners to summarize what they have learned, how they are going to use it in their practice

C3: methods that help learners to start practice new information and get feedback that the new information stays and turns to the deep knowledge

8

The Six Trumps Concept by Bowman helps to choose brain friendly methods following six principles. Our aim was to model a learning process, which takes them into account ant allows learners to experience and test by themselves.

Movement trumps sitting.

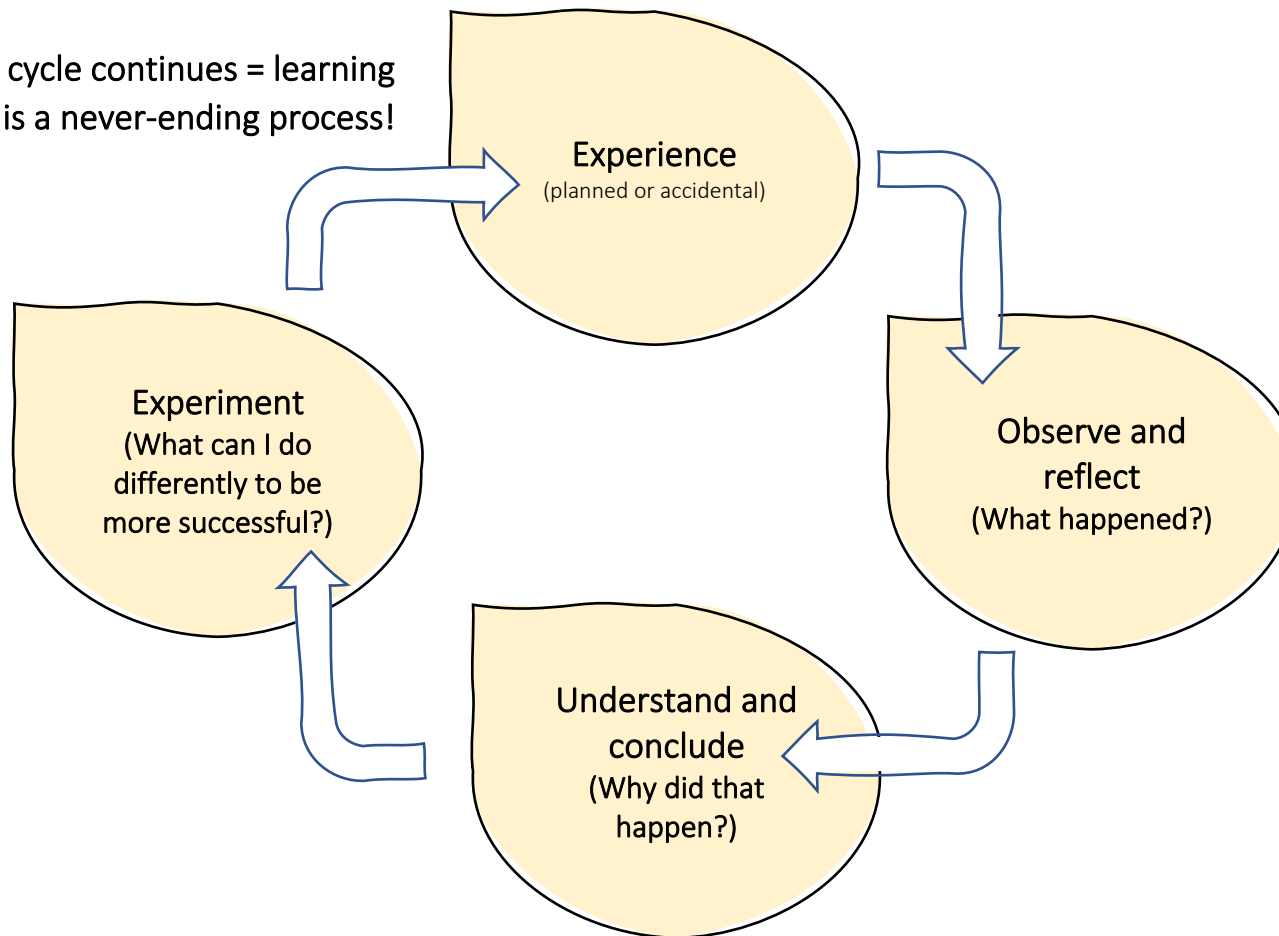Talking trumps passive listening.

Images trump words.

Writing trumps reading.

Shorter trumps longer.

Different trumps same.

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The term Experiential Learning reffers to a very specific form of learning, which is outlined in the work of David Kolb and best illustrated in the Kolb Experiential Learning Cycle diagram. It is the four-stage process which offers the potential for learning from any experience - planned or accidental - that happens to us. Reflection is widely recognized as one of the most effective ways that adults learn. Reflection is an active process in which you learn through exploring your practice, your experience.

... and the learning cycle continues = learning is a never-ending process!

Reflection is a practical tool providing the learner with the opportunity to make sense of their experiences, thoughts, and feelings.

Experience
(planned or accidental)

What can you reflect on:
What happened including your involvement and that of others?
Why was the incident important and how did you feel at the time?
What do you think was positive/negative in the situation?

Trying out the learning in other similar situations – communication, group work, problem solving and decision making, conflict resolution, stress management etc.

Experiment
(What can I do differently to be more successful?)

Observe and reflect
(What happened?)

Understand and conclude
(Why did that happen?)

Trying to understand from reflections why that happened. Analyzing behavior and feelings to develop ideas to apply to similar situations in future to lead to more successful behaviors in those situations.

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Training group

As the target group of this curriculum can be very wide, the groups can be either more homogeneous or more heterogeneous.

Aspects to take into account while working with one-organisation-based groups in their working place:

more homogeneous groups
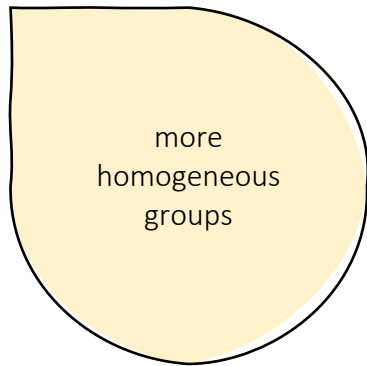
- Keeping participants focused on learning takes extra attention from adult educators. For participants it is easy to give up their temptations to use pauses some work-related issues and that drives their focus of the learning process.
- Themes, aspects, and issues are delivered to a group of adult educators in the same organization - that raises the probability to start collectively using this new knowledge and practices. Participants always have someone in their working place who understands and is ready to discuss.
- The management level can be involved (maybe even participate) to support that the learning outcomes become a part of everyday practice.

Aspects to take into account while working with open groups outside their everyday environment:

more heterogeneous groups
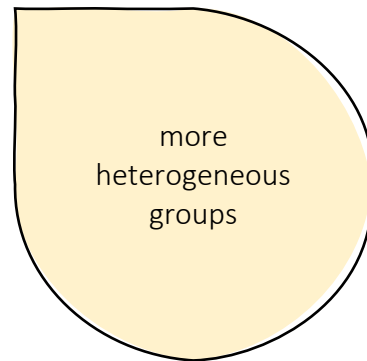
- Warm-up takes more time and needs extra attention and time - getting to know each other and adjusting the context of training with their working environment is important.
- Group discussions and open discussions are more varied, different contexts of teaching add some extra value to the group, widen the understanding of each other's work and challenges.
- Learning outside the usual working environment also helps to free the mind and be more open to new knowledge and practice.

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About the project

In the period of 2019 - 2022 the project **"Efficiency in adult learning and training"** (EFFECT) was conducted.

Four educational training companies from Estonia (OÜ Kasvulava and OÜ Loome, DevelopDesign®), Latvia (Spring Valley) and Slovakia (topcoach) developed together a curriculum and toolkit for adult educators as the result of an Erasmus+ strategic cooperation project, which aimed to contribute to the challenges with adult learners who are low-educated or have out of date skills. The project partners share a common view, that learning efficiency can be increased with the learner centered approach in the learning process.

The main aim of the project was to encourage teachers in schools to raise the efficiency of the learning process by adapting their teaching approaches to learner centered.

Coordinator: OÜ Kasvulava (Estonia)
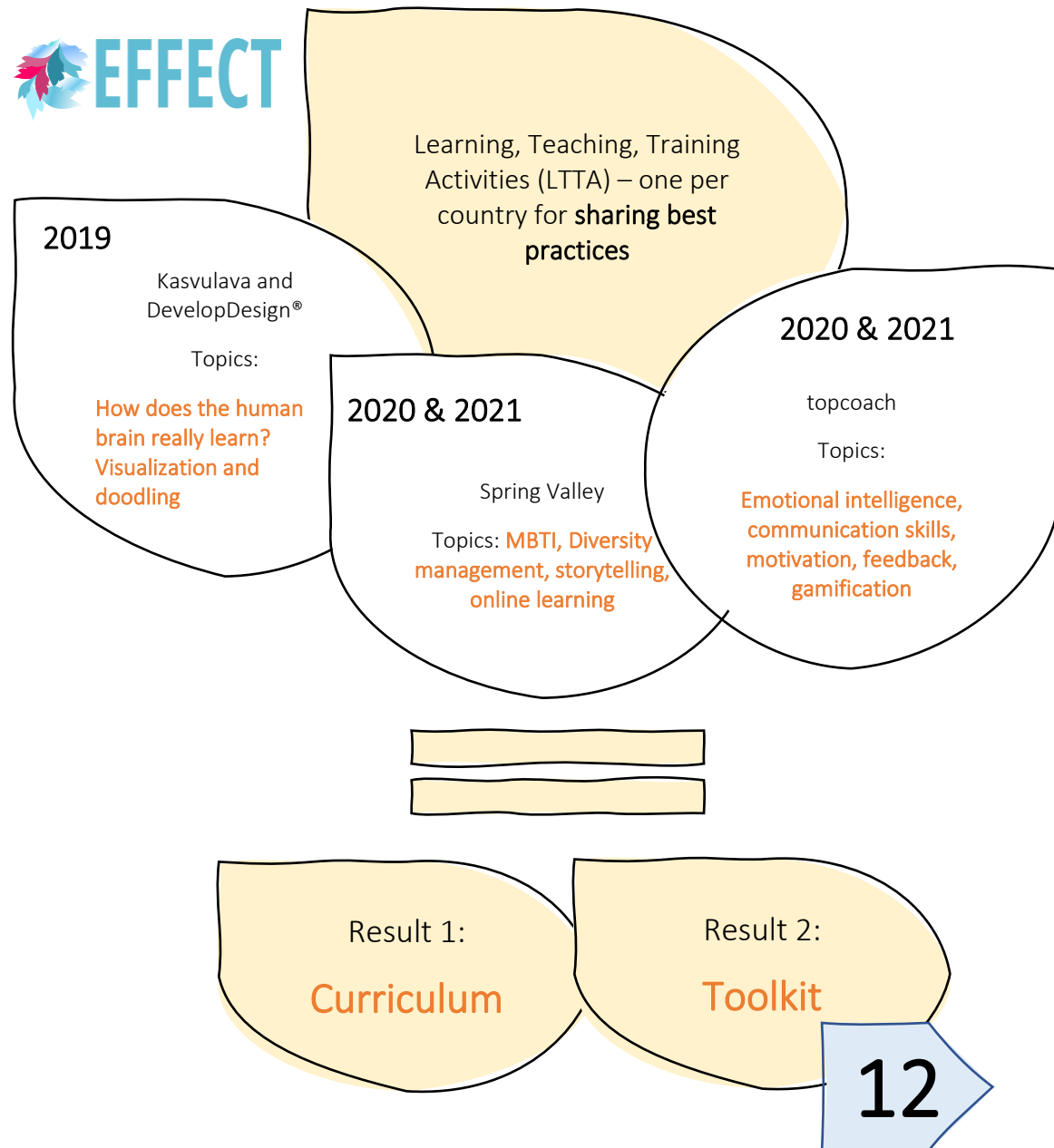**Duration:** September 2019 – April 2022
Co-funded by Erasmus+ and the European Social fund.

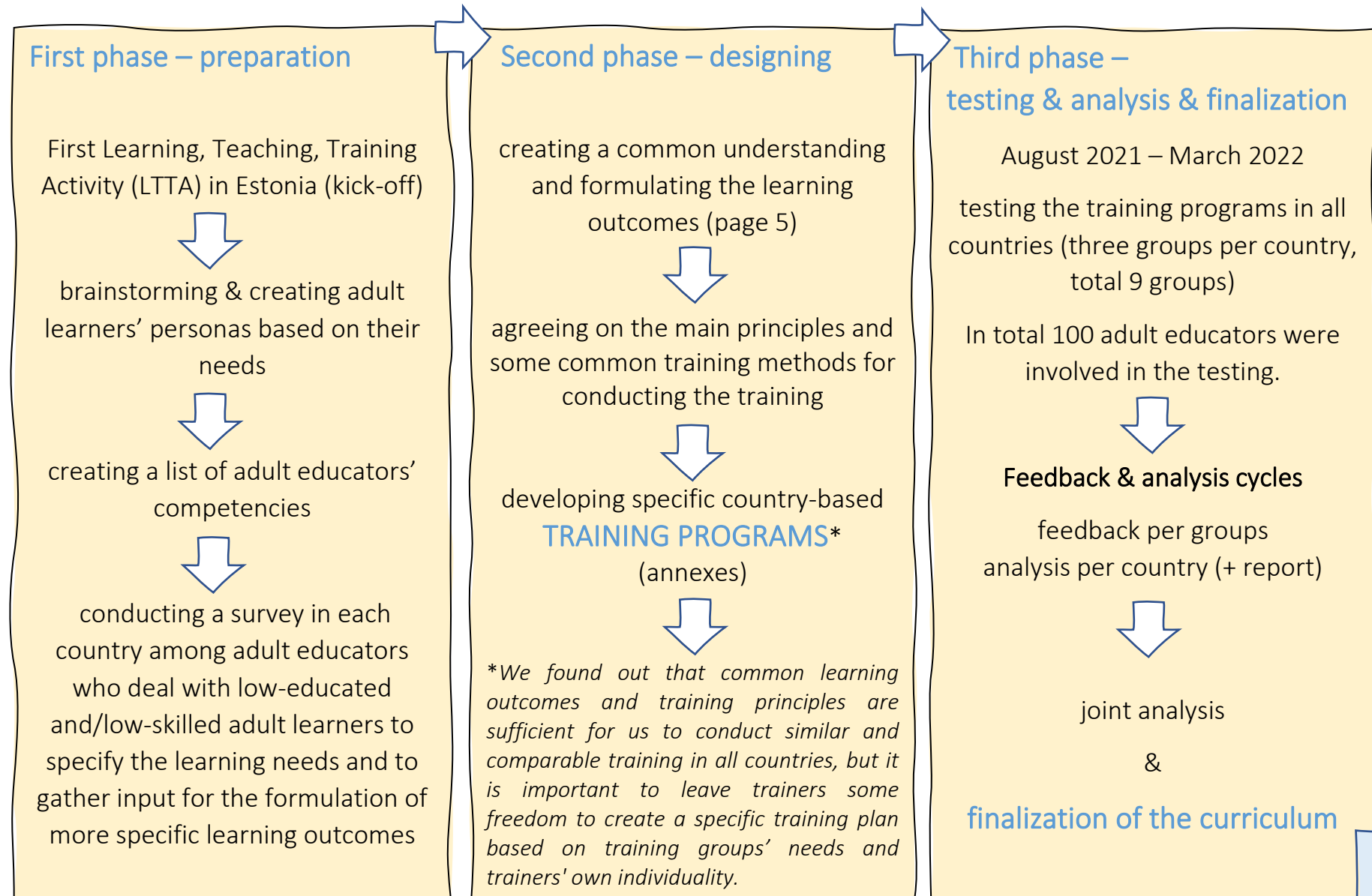Find our results on Erasmus+ Project Results Platform.
Read more about the project:
https://kasvulava.ee/en/projects/

Project process in a nutshell

EFFECT

2019
Kasvulava and DevelopDesign®

Topics:

How does the human brain really learn? Visualization and doodling

Learning, Teaching, Training Activities (LTTA) – one per country for **sharing best practices**

2020 & 2021
Spring Valley

Topics: MBTI, Diversity management, storytelling, online learning

2020 & 2021
topcoach

Topics:

Emotional intelligence, communication skills, motivation, feedback, gamification

Result 1:

Curriculum

Result 2:

Toolkit

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The curriculum's development process in a nutshell

Leader of the process: OÜ Loome (Estonia)

First phase – preparation

First Learning, Teaching, Training Activity (LTTA) in Estonia (kick-off)

⬇

brainstorming & creating adult learners' personas based on their needs

⬇

creating a list of adult educators' competencies

⬇

conducting a survey in each country among adult educators who deal with low-educated and/low-skilled adult learners to specify the learning needs and to gather input for the formulation of more specific learning outcomes

Second phase – designing

creating a common understanding and formulating the learning outcomes (page 5)

⬇

agreeing on the main principles and some common training methods for conducting the training

⬇

developing specific country-based
TRAINING PROGRAMS*
(annexes)

⬇

We found out that common learning outcomes and training principles are sufficient for us to conduct similar and comparable training in all countries, but it is important to leave trainers some freedom to create a specific training plan based on training groups' needs and trainers' own individuality.

Third phase – testing & analysis & finalization

August 2021 – March 2022

testing the training programs in all countries (three groups per country, total 9 groups)

In total 100 adult educators were involved in the testing.

⬇

Feedback & analysis cycles

feedback per groups
analysis per country (+ report)

⬇

joint analysis

&

finalization of the curriculum

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Annexes

Annex 1 Estonian training program

Pre-work before I session

- Questionnaire for self-assessment
- Also asking about learners' expectation and study needs

Firs Module (first and second day in a row)

First day (6 x 45 minutes)

Time/ Duration	Theme/ Topic	Activity/method that will be used for this topic	Which learning outcome it supports	Materials
90 min	Introduction Warm up Adult trainers' role Goal setting	Introduction of trainers and participants Short introduction of the program Warm up: get acquaintance with each other with warm up exercise "Meet participants" Agreed Group rules Brainstorming: What adult trainer does? Mini lecture: Adult trainers' role and competencies Goal setting for training (incl pre-work analyse)	3 Understands the basic concepts in adult learning methodology, role of the teacher and knows the contemporary approach to learning. Knows how to motivate students.	Worksheet „Adult trainers' role " Worksheet: „Goal setting for training"
90 min	Contemporary approach to learning and teaching	Group task: False or true? Claims about learning. Mini- lecture with students making their conspect and teaching materials back to	3	Worksheet „How do turn information to deep knowledge " Material about brain

	Brain-friendly learning	peers: „ How to turn information into deep knowledge? " Mini lecture: Contemporary approach to learning; Brain friendly learning by Medina Adult learning principles by Knowles. Discussion.	... knows the contemporary approach to learning. Knows how to motivate students.	rules and adult learning principles by Medina and Knowles
90 min	Psychological barriers to learning, learners' difficulties due to low learning and social skills knows how to teacher can support	Groupwork: Portrait of our students (persona) – needs, difficulties. Mini lecture: Learning barriers (incl beliefs, skills, motivation). Groupwork: How teachers can support students overcoming the learning barriers. Conclusion and reflection of the first training day. Silent Writing. Talking in pairs („What did I experienced today, what was important ...").	4 Understands psychological barriers to learning, learners' difficulties due to low learning and social skills and knows how to help learners overcome them. Gives feedback to students in a non-threatening and non-critical way.	Worksheet „Learning barriers " Worksheet „Silent writing"

Second day (4 x 45 minutes)

Time/ duration	Theme/ Topic	Activity/method that will be used for this topic	Which learning outcome it supports	Materials
90 minutes	Group dynamics	Introduction Warm up: Gallery walks (Posters on the walls that encourage learners and contain different learning strategies, according to S. Bowman)	6 Knows group dynamics phases, understands the importance of group dynamics in the training process and plans the activities of the training	Posters Material and worksheet „Group dynamics "

		Brainstorm: learning in groups – benefits vs. problems and difficulties. Discussion: How to overcome problems-difficulties to get benefits? Recommendations to teachers. Mini lecture: Group development phases based on Tuckman. Groupwork /gallery walk: Trainer activities to influence group dynamics (how do establish supportive norms; how do support group members to get to know each other; how to keep the study group's activities purposeful etc)	program (curriculum) to manage the group process.	
90 min	How do choose training methods	Warm up: What kind of method I use most? Why? Mini lecture with visualization: How to choose training methods? Selecting method based on learning cycle. Self-analysis task: What kind of methods should I add / use more? Methods from those training days, what I can start to use? Mini lecture. Which methods to prefer based on neuroscience? 6 trumps based on S. Bowman + students drawing cards with symbols to help them remember: Group task: Find out a training method that combines two trumps. Introduction of homework	5 Can choose and use several training methods and tools (including in online learning) to reach the training objectives and powerful learning experience. Knows methods to gather feedback from the training group. $\rightarrow$	Worksheet „Which methods I use most Material about selection of training methods and learning cycle. Homework guide Worksheet „Silent writing"

		Conclusion and reflection of the second training day. Silent Writing. Talking in pairs („What am I going to implement...)		
Description of homework: Describe training method-based structure given by trainers (Padlet). Give explanations in which phase of the learning cycle that method suits; what kind of skills this method helps to develop (learning skills, communication skills etc).				

First Online session (2 x 45 minutes), approx. 10 days after 1. session

Main goal of the online session:
1 Defines (Formulates) learning outcome and makes a difference between learning outcome and learning objective.
2 Prepares a lesson driving plan based on the curriculum and Classroom Management checklist. Knows how to use different pre-work methods to learn more about the students in the groups→
5 Is able to choose and use several training methods and tools (including in online learning) to reach the training objectives and powerful learning experience. Knows methods to gather feedback from the training group

Short description of the online session

Theme/Topic	Activity/method that will be used for this topic	Online tools will be used
Learning outcomes	Introduction Warm up in break out groups Mini-lecture: Learning outcomes – what and why? Task: Correct learning outcome. Find what is wrong and give better formulation. Task: Write your training learning outcome.	Material about learning outcomes. Worksheet „Learning outcomes"
Lesson training plan	Mini lecture: 4 C model for creating training plan. Task: Group brainstorming: find learning methods for every „C ". Task in breakout groups: Create a short training plan by using „4C model ". Presentation and feedback. Introduction of homework.	Worksheet „4 C models for training plan "

	Conclusion and reflection. Write to Chat.	
	Homework: formulate one more learning outcome and create a training plan based on 4 C model. Publish your training plan in course electronic learning environment (Moodle, Drive, Padlet). Check out other work, get ready for peer review.	Homework guide

Second Online session (2 x 45 minutes), approx. 10 before 2. session

Main goal of the online session:
2 Prepares a lesson driving plan based on the curriculum and Classroom Management checklist (this we complete on a last training day).
Knows how to use different pre-work methods to learn more about the students in the groups.
7 Understands learning evaluation models to analyse training and learning efficiency. Analysis feedback results and reflects trainer's activities during the training, defines improvement needs. →

Short description of the online session

Theme/Topic	Activity/method that will be used for this topic	Online tools will be used
Feedback	Mini-lecture: meaning of feedback in study-process. How do give feedback to students. Group consultation: brief discussion and feedback to each learner's homework (training plan), questions etc.	Material about feedback
Evaluation and evaluation criteria	Mini lecture: Evaluation in adult education. Evaluation criteria. How to involve the learner in self-assessment. Brainstorming: creating together evaluation /assessment criteria.	Material about evaluation in adult education
	Homework: create your own training plan. Prepare for giving peer-feedback to others training plans (have your notes with you).	Homework guide, how do present training plan (table format)

Pre-work last two days:

Creates own training plan for 10 minutes mini-training and prepares to conduct it.

Third ja fourth day (in a row)
Third day (6 x 45 min)

Time/ duration	Theme/Topic	Activity/method that will be used for this topic	Which learning outcome it supports	Materials
90 min	Feedback for mini trainings	Introduction Warm up: how I´m feeling Short overview of main goals of training Individual work: about which I want feedback today Once again shortly about giving feedback and remaining evaluation criteria to the training plan. Logistics and agreements for mini trainings (order, criteria etc.) First mini training with feedback Second mini training with feedback.	7 Understands learning evaluation models to analyse training and learning efficiency. 4 Gives feedback to students in a non-threatening and non-critical way.	Material how do give and get feedback
90 min		Third mini training with feedback Four mini-training with feedback Fifth mini training with feedback Sixth mini training with feedback	4 Gives feedback to students in a non-threatening and non-critical way.	
90 min		Seventh mini training with feedback Eighth mini training with feedback Nineth mini-training with feedback Group work for reflection of the training day: observations and lessons about the learning	4 Gives feedback to students in a non-threatening and non-critical way. 7	

		process, group process, support for the learner's personal growth, social and study skills + other that was valuable.	Analysis feedback results and reflects trainer's activities during the training, defines improvement needs.	

Fourth day (4 x 45 minutes)

Time/duration	Theme/Topic	Activity/method that will be used for this topic	Which learning outcome it supports	Materials
90 min		Tenth mini training with feedback Eleventh mini-training with feedback Twelfth mini-training with feedback Group work for reflection of the todays training experience: observations and lessons about the learning process, group process, support for the learner's personal growth + other that was valuable	4 Gives feedback to students in a non-threatening and non-critical way. Analysis feedback results and reflects trainer's activities during the training, defines improvement needs.	
90 min	How do prolong learning process by using pre-and after work methods	Mini lecture: Trainer's self-analysis. and methods for that. Self-analyses: my study goals at the beginning. Where I´m now? Task in pairs: Find your trainer's voice. Back to our learners needs – how do support their learning- and social skills development. Group work: sharing experiences how to prolong learning process.	8 Understands the need for self-analysis as a supporter of a teacher's professional development and uses appropriate self-analysis methods. 2 Knows how to use different pre-work methods to learn	Material about trainer's self-analysis Worksheet „Trainer's self-analysis "

		Introduction of Toolkit as a resource bank.	more about the students in the groups.	
		Feedback for a whole training program Certificates. Celebration		

Description of assessment

Assessment is based on three sources:
1) learners' self-assessment: at the beginning every learner defines his/her objectives in relation to the curriculum's learning outcomes. At the end of the course, they assess whether these objectives were achieved or not.
2) peers' feedback: for mini training
3) trainers' feedback: trainers give feedback to the mini- training

Annex 2 Latvian training program

Pre-work before I session (work that you plan to ask learners to do before the training if any):

1. Write the essay (previous experience in training, goals for participation in the program, etc.)
2. Home reading (topics on adult learning, development issues, psychology etc.)

First and second day (in a row)

First day (6 x 45 minutes)

Main goals of training day:

1)Build supporting and psychologically safe training environment.

2)Introduce the basic concepts of adult learning and methodology.

3)Show the training plan as a useful format for thinking about activities and resources to reach the learning objectives.

Time/ duration	Theme/Topic	Activity/method that will be used for this topic	Which learning outcome it supports (write number)	Materials
45'	Intro in the program: -Getting to know each other -Goals, planned outcomes and process of the program -Psychological contract -Ground rules	Ice breaker Group work Discussion	1.	
45'	Basic concepts of adult learning. Pedagogy vs Andragogy.	Structured discussion on the topic (home reading) – group work.	3., 4.	Handouts

		Learning styles. Experiential learning. Role of the trainer. Facilitative trainer.	Trainer's comments and short summary on PP.		
			Kolb's learning cycle. Test on Learning styles. Analyses. Discussion Summary	6.	Test PPT
15'		Training cycle (identify training needs, plan and design training, effective training plan, evaluation of the training). Manage training process.	Short lecture PP Discussion	4., 6.	Handouts
30'		Definition of the personal objectives in relation to the curriculum's learning outcomes.	Set individual objectives	1.	
45'		Intro about the training methods.	Short lecture Demonstrations	5., 2.	Handouts
75'		Plan and design of the training plan.	Examples Demonstration Individual practical work	2.	Handouts
15'		Wrap-up	FB from the group – summary of the day		FB checklists

Second day (4 x 45 minutes)

Main goals of the training day:

1)Support participants with knowledge and skills to plan and design an effective training plan.

2) Introduce the participants with learning evaluation models.

3)Encourage participants to practice effective feedback skills.

Time/duration	Theme/Topic	Activity/method that will be used for this topic	Which learning outcome it supports (write number)	Materials
45'	Plan and design the training plan (continued)	„	2.	
45'	Learning evaluation models	PP	7.	Handouts
45'	FB	Lecture Demonstration Practising FB	5., 4., 7.	
30'	Criteria for evaluation of the training plan	Co-create criteria for evaluation of the training plan	7., 5.	
15'	Wrap-up	FB from the group – summary of the day		FB checklists
Description of homework Planning and designing the training plan.				

First Online session (2 x 45 minutes), approx. 10 days after the 1st session

Main goal of the online session: Supporting and consulting participants on their way of creating the training plans.

Short description of the online session

Theme/Topic	Activity/method that will be used for this topic	Online tools will be used
15' 60' 15'	Check- in. Consultations and advice on training plan content, methods, timing, etc. Trainer' s recommendations and suggestions for the further preparation process.	Zoom

Second Online session (2 x 45 minutes), approx. 10 days before the 2nd session

Main goal of the online session:

1)Supporting and consulting participants on final version of their training plans

2)Encourage to deliver effective presentations

Short description of the online session

Theme/Topic	Activity/method that will be used for this topic	Online tools will be used
15' 40' 30' 5'	Check-in. Consultations and advice on training plan final version. Discussion about the aspects of the effective presentation. See you!	Zoom

Pre-work (Be ready for effective presentation!)

Third and fourth day (in a row)

Third day (6x 45 min)

Main goal of the training day:

1)Demonstrate the learning outcome in planning and designing the training plan.

2)Practice in managing assessment process and effective feedback skills.

Time/duration	Theme/Topic	Activity/method that will be used for this topic	Which learning outcome it supports (write number)	Materials
15'	Intro	Warm-up		
Approx. 45' x 5 (225') =	Individual presentations on training plans	Individual presentations Video	2., 5.	Lists of assessment criteria for each participant to fill in FB during presentation

10-12 x 10' presentations 10-12 x 10' FB		Peers' and trainer's FB using previously agreed assessment criteria		
15'	Wrap-up	FB from the group – summary of the day		FB checklists

Fourth day (4 x 45 minutes)

Main goal of the training day:

1)Evaluate individual learning process, learning objectives and learning outcomes.

2)Understand the need for self-analyses and continuous development.

Time/duration	Theme/Topic	Activity/method that will be used for this topic	Which learning outcome it supports (write number)	Materials
15'	Check-in			
30'	Assessment whether the set objectives were achieved (or not)	Individual assessment Group work, sharing	7., 5.	Personal lists of the previously set objectives
60'	Self-analyses and continuous development	Short lecture/PP on self-analyses methods Sharing Discussion	8.	PPT Handouts
60'	Feed-back – individual, in the group	Practicing giving and collecting FB Demonstration Sharing	4.,5.	Handouts
15'	Wrap-up			

Description of assessment

Assessment is based on three sources:
1. Learner's self-assessment: at the beginning every learner defines his/her objectives in relation to the curriculum's learning outcomes. At the end of the course, they assess whether these objectives were achieved or not.
1. Peers feedback: for final assessment learners prepare their own lesson driving plan and will get feedback for that from peers
1. Trainer's feedback: at the beginning of the training program learners participate in the co-creation process together with trainers to create the criteria for evaluation of the lesson driving plan. Trainers give feedback to the training plan that learners have created.
Comments and remarks about assessment:

Annex 3 Slovakian training program

Pre-Work Before I Session (work that you plan to ask learners to do before the training if any):

1. Please, describe your expectations of the training, but also difficulties and challenges you use to have during all phases of training process you would like to solve during this training. (There will be used parking method).
2. Assess yourself on a scale from 0 to 10 how strong you feel about the topic myself as a teacher of low-skilled adult learners?
3. A wheel of learning – trainers will get a wheel to provide their level of skills related to being a trainer of low-skilled adult learners. The wheel will consist of items =learning outcomes. This tool is known in coaching as a Wheel of Life.

First and second day (in a row)

First day (6 x 45 minutes)

Time/ duration	Theme/Topic	Activity/method that will be used for this topic	Which learning outcome it supports (write number)	Materials
180 minutes	Definition/Formulation of the learning outcome and understanding the difference between learning outcome and learning objective Introduction: Warm-up Theory: 1. Definition of learning outcome, learning objective 2. Differences between learning outcome and learning objective 3. Components of measurable learning outcome	Introduction: Warm-up=Q&A Theory: 1. Definition of learning outcome, learning objective=Lecture; Discussion 2. Differences between learning outcome and learning objective=Lecture; Discussion 3. Components of measurable learning outcome=Lecture; Discussion 4. ABCD Structure of a Learning Outcome=Lecture; Discussion 5. Outcome Writing – The 3 Ms=Lecture; Discussion	1.	- Trainers Material - Participant's Handbook - Set of exercises

	4. ABCD Structure of a Learning Outcome 5. Outcome Writing – The 3 Ms 6. Bloom's revised taxonomy, the wheel Exercise: 1. Training competencies exercise 2. Definition of learning outcome exercise (per participant) 3. Definition of learning outcome exercise (per group) 4. Best practice about how to define learning outcomes while training low-skilled adults	6. Bloom's revised taxonomy, the wheel=Lecture; Discussion Exercise: 1. Training competencies exercise=Individual work; Discussion 2. Definition of learning outcome exercise (per participant) =Individual work; Discussion 3. Definition of learning outcome exercise (per group) =Brainstorming; Group work 4. Best practice about how to define learning outcomes while training low-skilled adults=Discussion		
90 minutes	Driving plan based on the curriculum and Classroom Management checklist. Theory: 1. What is Training plan and how to make it 2. Examples of Training plan 3. What is and Classroom management checklist and why we use it 4. Elements of effective Classroom management checklist Exercise: 1. Training plan design 2. Design of Classroom checklist of this course 3. Case study about the Driving plan based on the curriculum and Classroom Management checklist while working with low-skilled adults	Theory: 1. What is Training plan and how to make it=Lecture 2. Examples of Training plan=Lecture; Discussion 3. What is and Classroom management checklist and why we use it=Lecture 4. Elements of effective Classroom management checklist=Q&A; Lecture Exercise: 1. Training plan design=Group work; Discussion 2. Design of Classroom checklist of this course= Group work; Discussion Case study about the Driving plan based on the curriculum and Classroom Management checklist while working with low-skilled adults=Group work; Discussion	2.	- Trainers Material - Participant's Handbook - Set of exercises

Second day (4 x 45 minutes)

Time/duration	Theme/Topic	Activity/method that will be used for this topic	Which learning outcome it supports (write number)	Materials
90 minutes	Understand the target group of students. Theory: 1. Why to know your target group 2. Questions to ask to understand your learners 3. Methods to use to analyze your target audience 4. Target group persona Exercise: 1. Design and presentation of target group persona-low-skilled adults	Theory: 1. Why to know your target group=Lecture; Discussion 2. Questions to ask to understand your learners=Lecture; Discussion 3. Methods to use to analyze your target audience=Lecture; Discussion 4. Target group persona= Lecture; Q&A Exercise: 1. Design and presentation of target group persona-low-skilled adults = Visualization; Group work; Discussion	2.	- Trainers Material - Participant's Handbook - Set of exercises
90 minutes	Group dynamics. Theory: 1. Importance of group dynamics in training process 2. 5 stages of group development 3. Explanation of different models of group dynamic Exercises:	Theory: 1. Importance of group dynamics in training process= Lecture; Discussion 2. 5 stages of group development=Lecture; Q&A 3. Explanation of different models of group dynamic Lecture; Discussion Exercises: 1. Case study of group dynamics low-skilled adults=Group work; Discussion	6.	- Trainers Material - Participant's Handbook - Set of exercises

	1. Case study of group dynamics in relation to low-skilled adults			

Description of homework
Reflection about the course so far.
Please, write in a couple of sentences what have you learnt. You can reflect to questions below:
- Which three points did you learn during these sessions?

- What has been the AHA moment(s) for you?

First Online session (2 x 45 minutes), approx. 10 days after 1. session

Main goal of the online session: We will focus on Motivation of the adult learners

Short description of the online session

Theme/Topic	Activity/method that will be used for this topic	Online tools will be used
Adult learning and the motivation of adult learners. (3.)	Adult learning and the motivation of adult learners. Theory: 1. Knowles' theory related to the motivation of adult learning 2. 6 motivation factors for participating in adult learning 3. How the characteristics of learners' influence teaching strategies 4. Specification about low-skilled adult learners Exercise: 1. Tips to motivate adult learners. Including gamification, storytelling, and analogies. 2. Specification about low-skilled adult learners – SWOT analysis exercise.	There will be used pulls and groups. Pulls in case there will be Q&A. In groups (zoom) people will work on the practical exercise.

Second Online session (2 x 45 minutes), approx. 10 before 2. session

Main goal of the online session: We will focus on the feedback given to adult learners

Short description of the online session

Theme/Topic	Activity/method that will be used for this topic	Online tools will be used
Barriers to learn and how to correctly provide the feedback. (4.)	Adult learning and the motivation of adult learners. Theory: 1. Feedbacking via the sandwich method 2. Why criticism hurts – David Rock's SCARF model 3. Feedback styles: The brain – based model of feedback; Giving positive feedback; New hamburger feedback method Exercise: 1. Exercise of KIM SCOTT's „Radical candor"method.	There will be used pulls and groups. Pulls in case there will be Q&A. In groups (zoom) people will work on the practical exercise.

Pre-work (work that you plan to ask learners to do before the training if any): NA.

Third and fourth day (in a row)

Third day (6x 45 min)

Time/duration	Theme/Topic	Activity/method that will be used for this topic	Which learning outcome it supports (write number)	Materials
180 minutes	Powerful training methods and tools. Theory: 1. Training methods and tools 2. Understanding of suitable selection of training methods or tool according	Theory: 1. Training methods and tools Lecture; Discussion 2. Understanding of suitable selection of training methods or tool according to	5.	- Trainers Material - Participant's Handbook

	to environments (offline, online) and target group-low-skilled adults 3. Definition of Expositive methods; application methods and collaborative methods 4. Explanation of the most effective and powerful offline and online training methods and tools (e.g.: Case study; Game based training; Role play, Lecture, etc.) Exercise: 1. Practice of the learning methods and techniques, each group will choose one method and will demonstrate it (with relation to our target group)	environments (offline, online) and target group-low-skilled adults =Lecture 3. Definition of Expositive methods; application methods and collaborative methods=Lecture; Case study 4. Explanation of the most effective and powerful offline and online training methods and tools (e.g.: Case study; Game based training; Role play, Lecture, etc.) =Lecture; Discussion Exercise: 1. Practice of the learning methods and techniques, each group will choose one method and will demonstrate it (with relation to our target group) =Group work; Discussion		- Set of exercises
45 minutes	Learning evaluation. Theory: 1. Why to provide evaluation of learning process 2. 4 aspects of evaluation 3. Types of evaluation 4. Strategies for evaluation of teaching effectiveness Exercise: 1. Practical training of different types of evaluation of the learning process	Theory: 1. Why to provide evaluation of learning process=Q&A; Lecture 2. 4 aspects of evaluation=Lecture 3. Types of evaluation=Lecture; Discussion 4. Strategies for evaluation of teaching effectiveness=Lecture; Case study Exercise: 1. Practical training of different types of evaluation of the learning process=Group work; Discussion	7.	- Trainers Material - Participant's Handbook - Set of exercises
45 minutes	Lecturer's self-analysis.	Lecturer's self-analysis.	8.	- Trainers Material

	Theory: 1. Importance of group teacher's self-analysis 2. Types of self-analysis 3. Selection of the suitable self-analysis tool 4. Professional development of the lecturer 5. Specification for trainers' development while working with low-skilled adults Exercises: 1. Guide and instruction for self-analysis as a lecturer	Theory: 1. Importance of group teacher's self-analysis = Lecture, Discussion 2. Types of self-analyses = Lecture 3. Selection of the suitable self-analysis tool=Q&A; Lecture 4. Professional development of the lecturer=Discussion; Lecture 5. Specification for trainers' development while working with low-skilled adults=Discussion; Lecture Exercises: 1. Guide and instruction for self-analysis as a lecturer=Individual work; Discussion		- Participant's Handbook - Set of exercises

Fourth day (4 x 45 minutes)

Time/duration	Theme/Topic	Activity/method that will be used for this topic	Which learning outcome it supports (write number)	Materials
100 minutes	Creation of participants' own training plan.		All	- Trainers Material - Participant's Handbook
50 minutes	Presentation of all training plans.		All	
40 minutes	Feedback on all training plans.			

Description of assessment

Assessment is based on three sources:
1. Learners' self-assessment: at the beginning every learner defines his/her objectives in relation to the curriculum's learning outcomes. At the end of the course, they assess whether these objectives were achieved or not.
1. Peers feedback: for final assessment learners prepare their own lesson driving plan and will get feedback for that from peers
1. Trainer's feedback: at the beginning of the training program learners participate in the co-creation process together with trainers to create the criteria for evaluation of the lesson driving plan. Trainers give feedback to the training plan that learners have created.

Comments and remarks about assessment:
Final Assessment
     1. We will ask trainers if their expectations from the training were met or not, (compare with pre-work 1.).
     2. We will ask trainers again to evaluate themselves after the training, (compare with pre-work 2.).
     3. We will ask trainers again to assess the wheel, (compare with pre-work 3.).
     4. They will have a quiz to fill related to all outcomes covered during the training.
     5. There will be evaluation questionnaires provided.