



Õppekava koolitajatele/
täiskasvanute õpetajatele:

**Täiskasvanud õppijate
õppimise tõhususe
toetamine**



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SISUKORD

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Lisad

- Lisa 1 Eesti koolituskava (töödokument – ainult inglise keeles)
- Lisa 2 Läti koolituskava (töödokument – ainult inglise keeles)
- Lisa 3 Slovakkia koolituskava (töödokument – ainult inglise keeles)

Õppekava fookus

Õppekava väljatöötamise idee sündis vajadusest toetada koolitajaid ja täiskasvanute õpetajaid, et nemad saaksid omakorda paremini toetada täiskasvanud õppijate õppimist. Iseäranis just neid täiskasvanud õppijaid, kelle õpihoid ei ole kuigi positiivne ja õpioskused üleliia head.

Käesolevas dokumendis mõistame sõna koolitaja all nii eraturul kirjeldatud sihtrühmaga töötavaid koolitajaid kui ka täiskasvanute õpetajaid täiskasvanute gümnaasiumitest ja kutsehariduskeskustest.

Loodud õppekava läbivaks põhimõtteks on, et õppimise tõhusust saab toetada läbi õppijakeskse lähenemise. Õppekava eesmärk on laiendada koolitajate teadmisi ja oskusi õppijakeskse koolituse/tunni läbiviimiseks nende enda valdkonnas/erialas. Teine läbiv põhimõtte seisneb nüüdisaegsete õppimise ja õpetamisega seotud käsituste kasutamises – õppekava lähtub muuhulgas Sharon Bowmani 4C mudeli ja kuue trumbi põhimõtetest. Seeläbi soovitakse toetada koolitajate teadmisi ja oskusi õppeprotsessi kujundamisest.

Toetudes nendele põhimõtetele on õppekava eesmärk toetada koolitajaid töös madala haridustaseme või aegunud oskustega täiskasvanutega. Madala haridustasemega täiskasvanud õppijate all peame silmas põhi- ja/või keskkooli hariduseta inimesi, ehk täiskasvanuid, kelle koolitee on jäänud pooleli. Aegunud oskustega täiskasvanud õppijate all peame silmas inimesi, kes ei ole üldse või on väga vähe osalenud täiendõppes. Nad ei ole tegelenud pideva enesetäiendamisega seoses oma ameti või sotsiaalsete rollidega (nagu näiteks ühiskonna liikme rollis osalemine, lapsevanema roll, MTÜ liige jne).

Õppekava arendustöö toimus
Erasmus+ strateegilise
koostööprojekti
**“Õppimise ja koolitamise
tulemuslikkus”**
raames.
Loe rohkem leheküljelt 12

Milleks on vaja sellist õppekava?

Taustalugu

Elukestev õpe ei ole enam uudissõna. Täiskasvanud õpivad üha usinamalt, seda eriti Eestis, kuid ka Euroopa Liidus laiemalt! Kuigi liikmesriigiti on statistika väga varieeruv, on selge, et ilma pideva enesetäiendamiseta on keeruline vastu astuda üha tempokamatele ja keerukamatele muutustele meie töö- ja igapäevaelus.

Täiskasvanud õpivad üha rohkem ja uuesti nii kõrgkoolides ja/või kutsehariduskeskustes või leiavad tee tagasi lõpetamata põhi- /keskhariduse juurde – see on muutmas formaalhariduse “nägu” ja õpetajate rolli.

1

Õpetajad vajavad toetust harjumuspärase õpetaja-keskse mõtteviisi muutmisel õppija-kesksemaks ja nüüdisaegsete õppemeetodite kasutamisel. Just seetõttu keskenduski meie projekt õpetajatele, kes üha rohkem seisavad silmitsi just täiskasvanud õppijatega.

Kuigi saame rõõmustada selle üle, et üha rohkem täiskasvanuid õpib, siis sellel mündil on ka teine pool. Statistika näitab, et õpivad rohkem need, kes on harjunud õppima ja kelle haridustase on kõrgem ja sellest tulenevalt ka õpioskused paremad. Sestap seisavad nii Eesti kui ka paljud teised Euroopa Liidu liikmed väljakutse ees, kuidas toetada just madala haridustaseme ja/või aegunud oskustega täiskasvanuid, keda on keeruline õppesse saada. Kui tavapäraselt tahame täiskasvanud õppijatest mõelda kui ennastjuhtivatest, seega hästi motiveeritud ja aktiivsetest õppijatest, siis mis juhtub, kui klassi- või seminariruumis on täiskasvanud, kelle õpimotivatsioon on madal ja õpihoiak negatiivne? Kes ei pruugigi ise uskuda, et õppimisega hakkama saavad või et see neile positiivseid muutusi kaasa tooks.

2

Loodud õppekava keskendub õppija-keskse lähenemise toetamisele ja täiskasvanute õppimisega seotud nüüdisaegsetele käsitlustele, aitamaks koolitajatel toetada täiskasvanute õppimise tõhusust.

2

Õppekava rakendatavus ja sihtrühmad

Käesolev dokument kirjeldab õppekava raamistikku, sealhulgas õpiväljundeid, läbivaid põhimõtteid, õppeprotsessi, iseseisvat tööd ja hindamist. Samuti leiab siit dokumendist ka partnerite detailsed koolituskavad (lisad 1-3), millele toetudes viidi läbi pilootkursused Eestis, Lätis ja Slovakkias. Koolituskavad võivad natuke erineda, kuna iga riigi partneril on mõnevõrra erinev kompetents, samuti on koolituskavades arvestatud kohapealsete sihtrühmade vajadustega.

Õppekava on sobilik

- 1 koolitajate/ täiskasvanute õpetajate koolitamiseks. Näiteks võiksid täiskasvanute gümnaasiumid, kutsehariduskeskused kaaluda koolituse tellimist selle õppekava põhjal;
 - 2 madala haridustasemega täiskasvanutega tegelevate spetsialistide (nt Töötukassa töötajate, sotsiaaltöötajate) täienduskoolituse tellimiseks;
 - 3 inspiratsiooni saamiseks sarnase eesmärgiga õppekavade ülesehitamisel.
- NB!** Õppekava sobib nii alustavatele koolitajatele kui ka nendele, kes on juba pikalt valdkonnas töötanud ja spetsialistidele, kelle otsene töö ei ole koolitamine (nt Töötukassa spetsialistid, sotsiaaltöötajad jne).

ÕPPEKAVA RAAMISTIK

Õppekava eesmärk on läbi õppijakeskse lähenemise toetada koolitajaid täiskasvanud õppijate õpetamisel.

Sihtrühmad

- õpetajad, kes tegelevad täiskasvanud õppijatega, näiteks täiskasvanute gümnaasiumite, mittestatsionaarset õpet pakkuvate koolide ja kutsehariduskeskuste õpetajad
- koolitajad, kes tegelevad madala haridustasemega ja/või aegunud oskustega täiskasvanutega
- spetsialistid, kes tegelevad madala haridustasemega ja/või aegunud oskustega täiskasvanutega (näiteks Töötukassa spetsialistid, sotsiaaltöötajad, tugispetsialistid koolides jne)

Paraja suurusega õppegrupp

- 10 - 15 inimest ühe grupi kohta

Kestus *(vaata ka õppeprotsessi joonist, lk 7)*

- 24 akadeemilist tundi (1 akadeemiline tund = 45 minutit) jagatud kuue päeva vahel

Õpiväljundid

1. Sõnastab õpiväljundeid ja mõistab nende sõnastamise olulist õppeprotsessis.
2. Koostab koolituskava lähtudes õpiväljundi(te)st. *Teab kuidas kasutada erinevaid meetodeid, mis aitavad välja selgitada grupis olevate täiskasvanud õppijate õpivajadusi.
3. Mõistab nüüdisaegset õpikäsitlust ja täiskasvanud õppija eripära ning nendest tulenevalt koolitaja rolli.
4. Mõistab õppimisega seotud psühholoogilisi barjääre, õppija raskusi tulenevalt madalatest õpi- ja sotsiaalsetest oskustest ja teab, kuidas õppijaid toetada nende raskustega toimetulekul.
5. Valib ja kasutab erinevaid õppemeetodeid, et saavutada koolituse/kursuse eesmärk ja tähenduslik õppimise kogemus. *Teab kuidas kasutada meetodeid, millega koguda õppegrupilt tagasisidet.
6. Teab grupidünaamika arengufaase ja mõistab grupidünaamika rolli õppeprotsessis. *Planeerib koolituskavas tegevused grupiprotsesside juhtimiseks.
7. *Mõistab õppimise hindamise mudeleid, et analüüsida koolituse ja õppimise tulemuslikkust. Analüüsib saadud tagasisidet, reflekteerib enda kui koolitaja tegevusi koolituse käigus ja sõnastab arenguvajadused.
8. Mõistab eneseanalüüsi vajalikkust enda kui koolitaja professionaalse arengu toetamiseks ja kasutab asjakohaseid eneseanalüüsi meetodeid.

Soovitus

*Kollase taustaga õpiväljundid on soovituslikud. Nende saavutamiseks soovitame ka õppekava kestust pikendada.

Õpiväljundite hindamine

Õpiväljundite hindamine baseerub individuaalse **praktilise töö** koostamisel. Iga osaleja saab sellele ka personaalse tagasiside nii koolitaja(te)lt kui ka kaasõppijatelt.

Seotus
õpiväljunditega

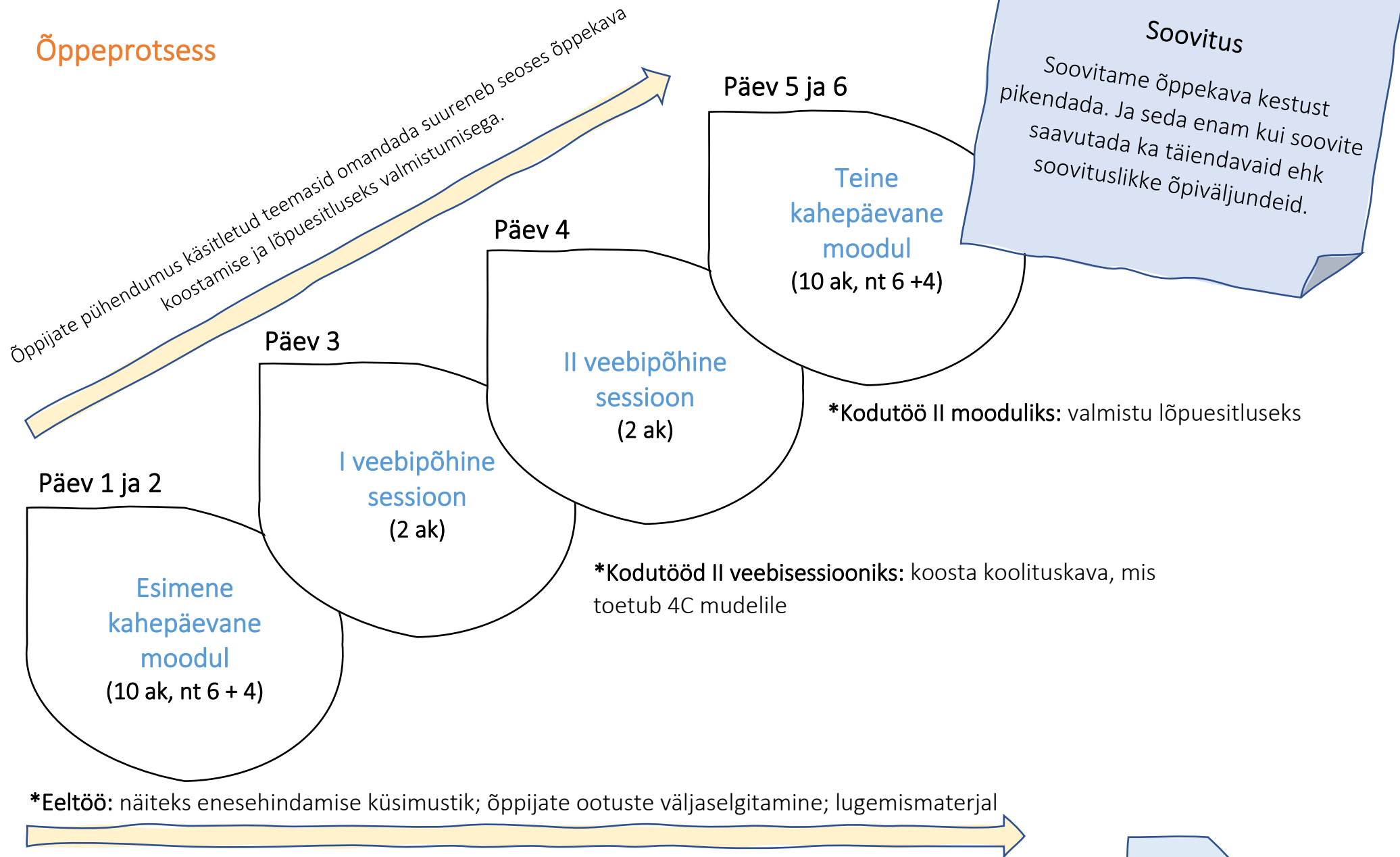
Lähtuvalt käesoleva õppekava teisest (2) õpiväljundist, peavad õppijad koostama **koolituskava**. Õpiväljundid 1 ja 3-7 toetavad koolituskava väljatöötamist. Kaheksandat õpiväljundit otseselt ei kontrollita, kuid kogu planeeritud õppeprotsess ja valitud meetodid toetavad eneseanalüüsi läbivalt.

Koolituse alguses on oluline õppijatega arutada ja leppida kokku praktilise tööga seotud kriteeriumid, mis peavad olema täidetud. Koolitaja(d) peavad vastutama selle eest, et need oleksid seotud õpiväljunditega 1 ja 3-7.

Praktilise töö
esitlemine

Praktilise töö esitamiseks võib kasutada erinevaid viise. Näiteks Eesti pilootkursustel viisid õppijad läbi ühe osa oma koolituskavast minikoolitusena. Sellele said nad nii suulist kui ka kirjalikku tagasisidet grupilt ja koolitaja(te)lt. Lätlased kasutasid sarnast viisi, kuid lisaks filmisid õppijate esitlusi, jagades hiljem nendega videosid ja andes ka suulist tagasisidet esitlemisele. See andis õppijatele veelgi sügavama analüüsikogemuse.

Õppeprotsess



Kogu programmi pikkus võiks olla 2 - 2,5 kuud. Pikem periood annab osalejatele võimaluse enda koolituskavasid põhjalikumalt ettevalmistada. Soovitus: Vastavalt grupivajadustele saab koolituse ka lühemalt ja intensiivsemalt läbi viia.

Koolituse läbiviimise läbivad põhimõtted

Õppekava lähtub Sharon Bowmani **4C mudelist** ja **kuue trumbi** põhimõttest ning David Kolbi **kogemusliku õppimise mudelist**.

C1 – Seosed

Soov õppida ehk seostada mõtestatult meid ümbritsev maailm, sealhulgas suhestuda kaasteelistega – on inimese ajule kaasasündinud.

C2 – Uued mõisted (kontseptsioonid)

Kui teie aju sukeldub õppimisse, kogub see teavet kõikvõimalikel viisidel: vaadeldes, kuulates, katse-eksituse meetodil – aja jooksul loob see vaimsed ja füüsilised mustrid, mis väljenduvad tunnetuses, emotsioonides ja füüsilises tegevuses.

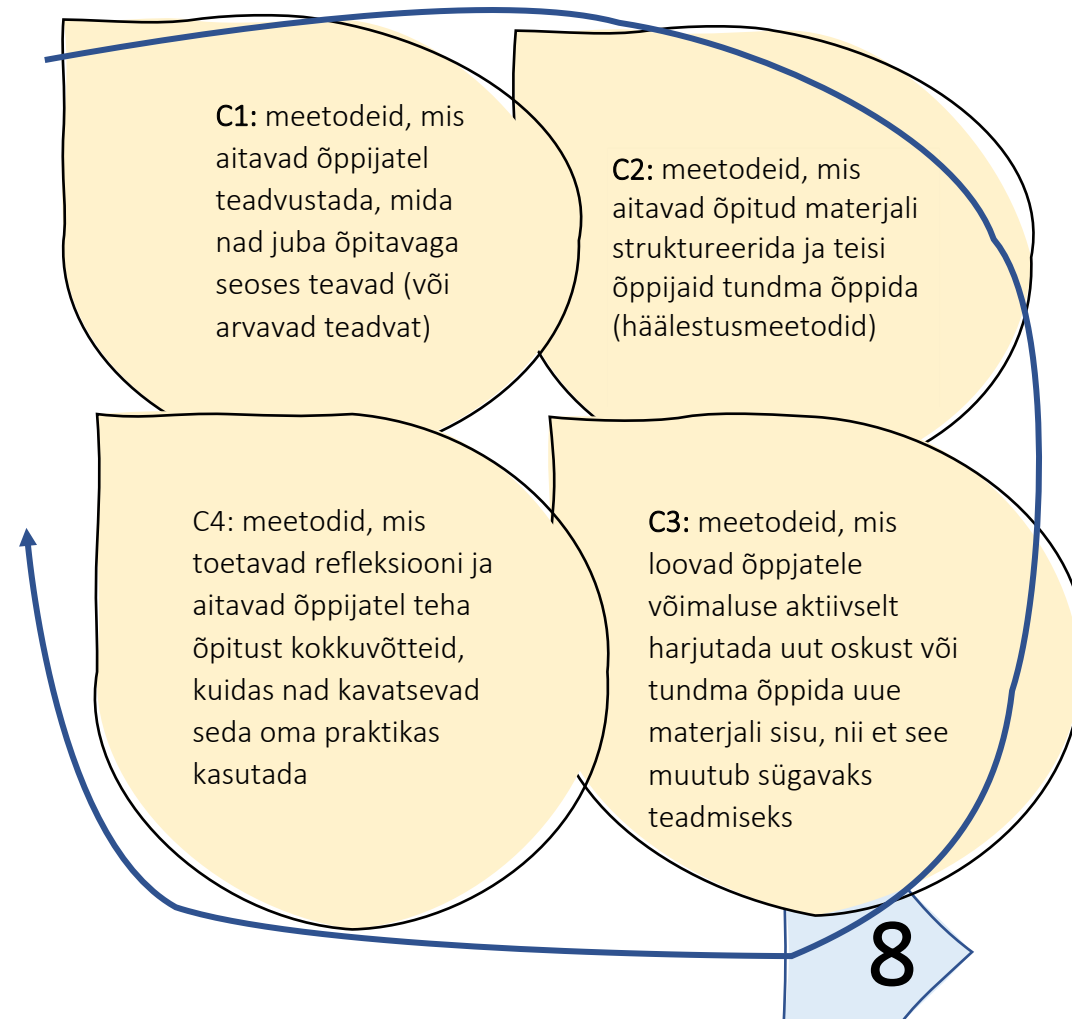
C3 – Harjutamine

See samm käib koos eelnevaga. Kui aju õpib uut teavet, alustab see kohe selle teabe katse-eksituse meetodil rakendamist füüsilises maailmas.

C4 – Järeldused

Kogu õppeprotsessi vältel hindab aju seda, mida ta on õppinud ja kuidas saab uut õpitut oma elus kasutada. Äsja õpitu liidetakse olemasoleva teadmisega kokku ja tekivad uued kognitiivsed, emotsionaalsed ja füüsilised mustrid.

Vastavalt 4C mudelile vajavad õppijad erinevaid meetodeid erinevates õppeprotsessi etappides:



Bowmani **kuue trumbi põhimõtted** aitavad valida ajusõbralikke õppemeetodeid. Printsibid, millest lähtuda on järgnevad:

Liikumine
trumpab üle
istumise.

Rääkimine
trumpab üle
kuulamise.



Pildid
trumpavad üle
sõnad.

Kirjutamine
trumpab üle
lugemise.

Lühike
trumpab üle
pika.

Erinev trumpab
üle ühetaolise.

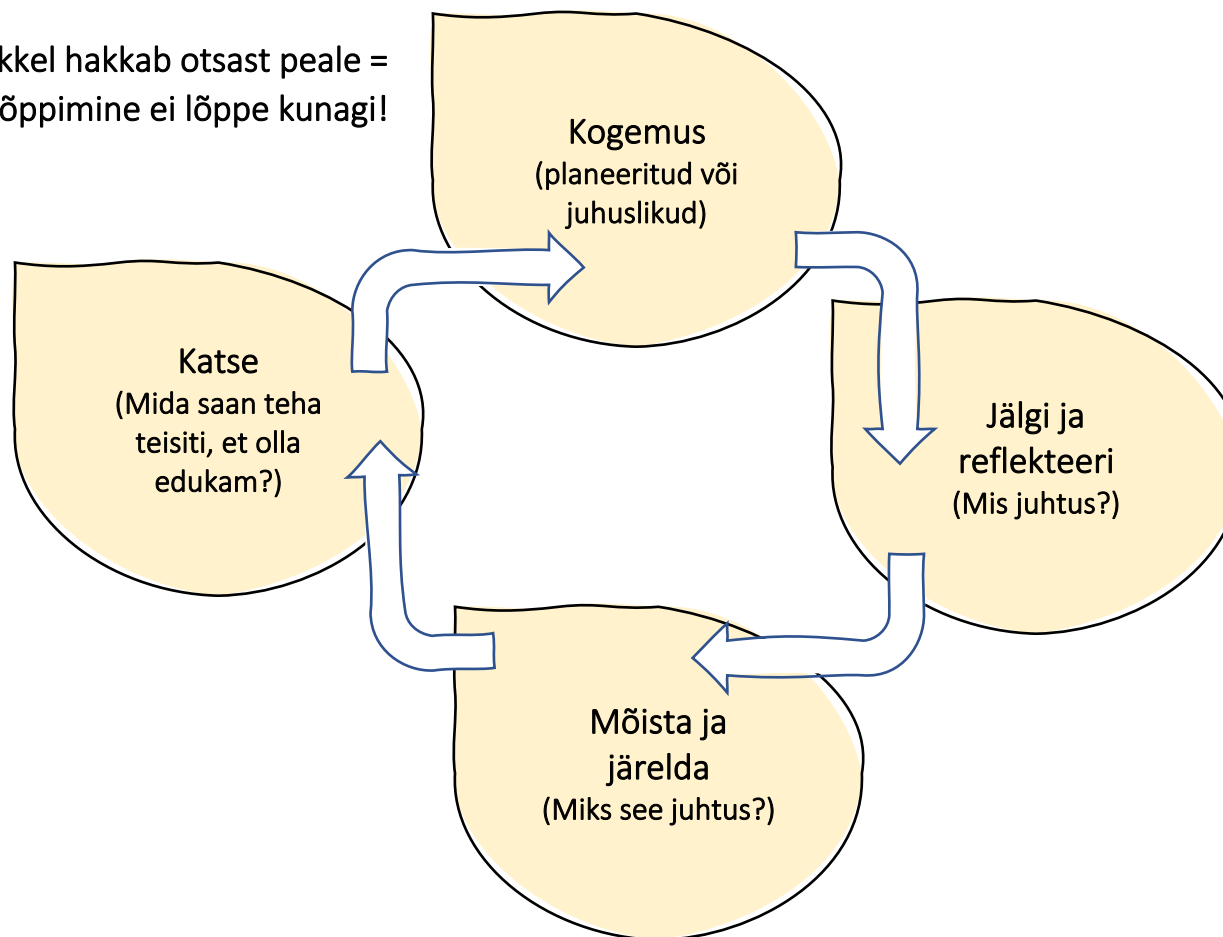
Uuri ka projekti raames
koolitajatele koostatud
tööriistakasti, mis aitab leida
meetodeid nende põhimõtete
järgimiseks.

- inglise keeles – [vajuta siia](#)
- eesti keeles - [vajuta siia](#)

Mõiste kogemuslik õppimine viitab kindlale õppimisviisile, mida on enda töös kirjeldanud David Kolb ja mida kõige paremini illustreerib tema **kogemusliku õppimise mudel**. See on neljaetapiline protsess, mis loob eelduse õppida igast kogemusest, nii planeeritustest kui ka juhuslikest. Kolbi käsituses eeldab õppimine ka refleksiooni – refleksioon ongi kogemusliku õppimise põhimõiste. Refleksioon on kognitiivne ja personaalne protsess, mille käigus õpitakse läbi enda kogemuse uurimise ja mõtestamise.

... ja õppimise tsükkel hakkab otsast peale =
õppimine ei lõppe kunagi!

Õpitu rakendamine teistes sarnastes olukordades, näiteks suhtlemisel, rühmatöös konfliktide lahendamisel, stressi maandamisel jne.



Refleksioon on praktiline tööriist, mis annab õppijale võimaluse oma kogemusi, mõtteid ja tundeid mõtestada.

Küsimused, mis aitavad reflekteerida:

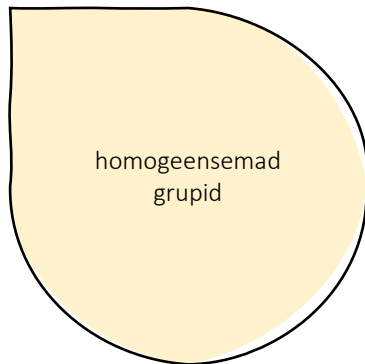
Mis juhtus, milline oli Teie ja teiste osalus?
Miks oli juhtum oluline ja kuidas Te end tundsite?
Mis oli Teie arvates olukorras positiivne/negatiivne?

Toetudes refleksioonile püüa aru saada, miks see juhtus. Käitumist ja tundeid tuleb analüüsida, et arendada ideid, kuidas tulevikus sarnastes olukordades käituda.

Õppegrupp/koolitusgrupp

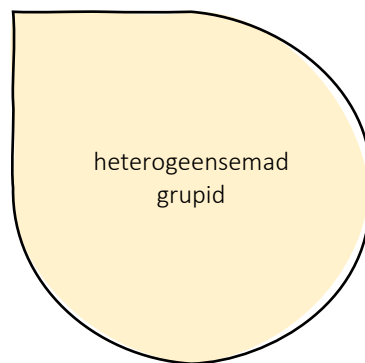
Kuivõrd käesoleva õppekava sihtrühm on väga laia, siis sellest tulenevalt võivad ka koolitusgrupid olla, kas rohkem homogeensemaj või heterogeensemaj.

Millega tuleb arvestada, kui koolitusgrupp on ühe organisatsioonipõhine ja koolitus viiakse läbi nende tavapärasel töökeskkonnas



- Õppijate tähelepanu hoidmine võib olla keerulisem, sest osalejatel on kiusatus kasutada pause tööülesannete lahendamiseks ja seeläbi kaob fookus õppimiselt.
- Samas suureneb tõenäosus, et õpitu kinnistub organisatsioonikultuuri, sest kolleegid õppisid koos. Osalejatel on ka võimalus kolleegidega edasisi teemakohaseid arutelusid pidada.
- Juhtimistasandi töötajad võiksid olla kaasatud või isegi osaleda, et toetada õpitu kinnistumist organisatsioonikultuuri.

Millega tuleb arvestada, kui koolitusgrupp on nii-öelda avatud ja koolitus viiakse läbi väljaspool tavapärasel töökeskkonda



- Häälestus teemale võib võtta rohkem tähelepanu ja aega, on oluline planeerida aega üksteise tundmaõppimiseks ja kohanemiseks keskkonnaga.
- Arutelud, sh grupiarutelud võivad olla rohkem silmaringi avardavad, sest võimaldavad teada saada erinevatest ametitest ja nendega seotud väljakutsetest.
- Õppimine väljaspool tavapärasel keskkonda aitab mõtte vabaks lasta ja olla rohkem avatud uue suhtes.

Projektist

Erasmus+ strateegiline koostööprojekt “**Õppimise ja koolitamise tulemuslikkus**” (EFFECT) viidi ellu ajaperioodil 2019 - 2022.

Neli koolitusettevõtet – Eestist OÜ Kasvulava ja OÜ Loome (DevelopDesign®), Lätist Spring Valley ja Slovakiast Topcoach – arendasid Erasmus+ strateegilise koostööprojekti raames välja õppekava ja tööriistakasti koolitajatele, toetamaks nende paremat toimetulekut vähema konkurentsivõimega täiskasvanud õppijatega. Projektipartnerid jagavad ühist arusaama, et õppijakeskne lähenemine õppimisprotsessi ülesehitamisel suurendab õppimise tõhusust.

Projekti eesmärk on võimestatud õpetajad – nende suutlikkus toetada õppija õppimise tõhusust, lähtudes oma õpetamise praktikas õppijakesksusest.

Koordinaator: OÜ Kasvulava (Estonia)

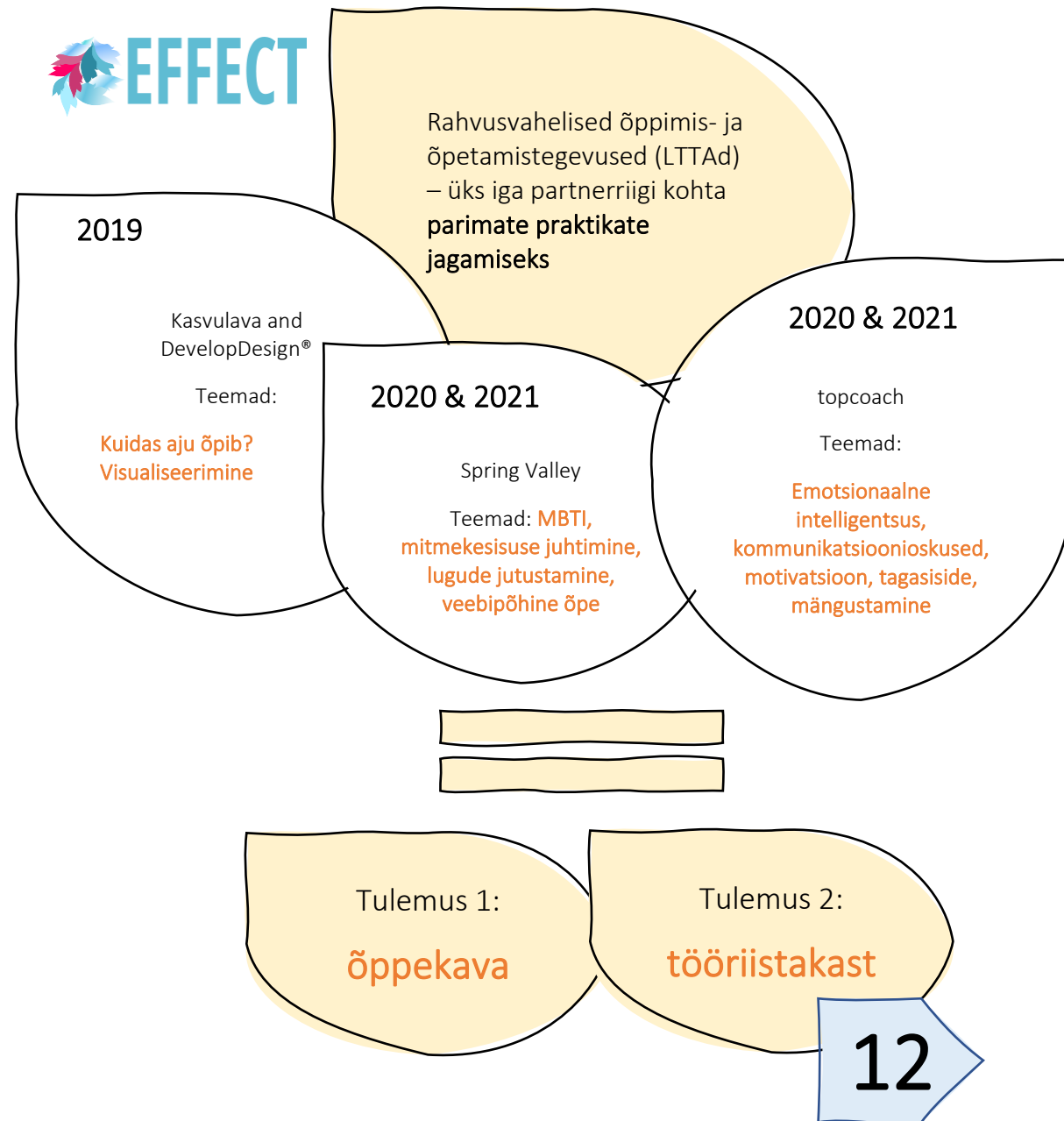
Kestus: september 2019 - aprill 2022

Projekt on kaasrahastatud **ERASMUS+ programmist** (2019-1-EE01-KA204-051582).

Meie projekti tulemused leiad ka [Erasmus+ projektitulemuste platvormilt](#).

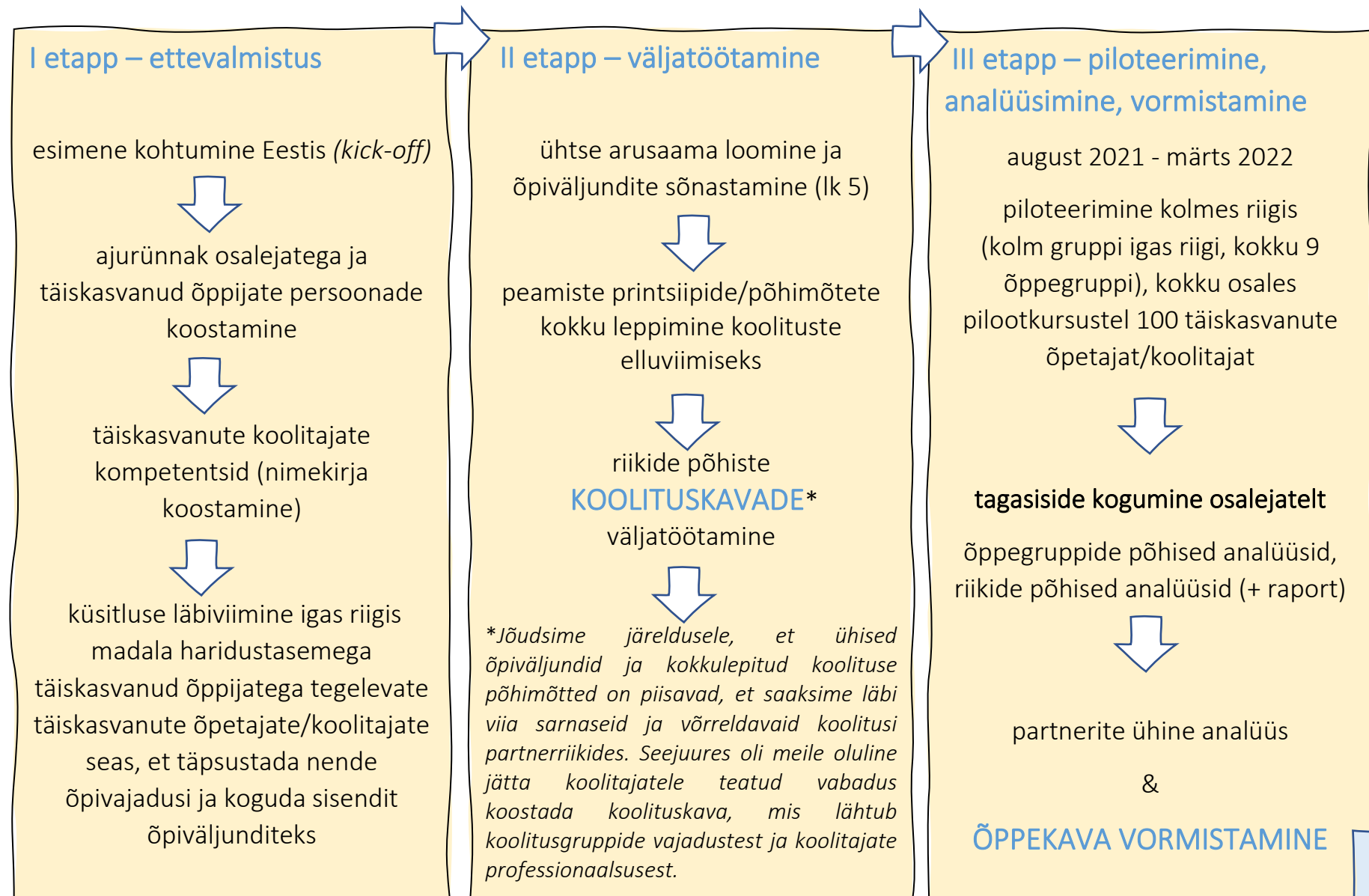
Projektist loe rohkem meie kodulehelt: www.kasvulava.ee

Projekti kokkuvõte



Õppekava koostamise protsessi ülevaade

Protsessi eestvedaja: OÜ Loomes



Lisa 1

Lisa 1 Eesti koolituskava (*töödokument – ainult inglise keeles*)

Pre-work before 1 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 “

		<p>Brainstorm: learning in groups – benefits vs. problems and difficulties. Discussion: How to overcome problems-difficulties to get benefits? Recommendations to teachers.</p> <p>Mini lecture: Group development phases based on Tuckman.</p> <p>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)</p>	<p>program (curriculum) to manage the group process.</p>	
90 min	How do choose training methods	<p>Warm up: What kind of method I use most? Why?</p> <p>Mini lecture with visualization: How to choose training methods? Selecting method based on learning cycle.</p> <p>Self-analysis task: What kind of methods should I add / use more? Methods from those training days, what I can start to use?</p> <p>Mini lecture. Which methods to prefer based on neuroscience? 6 trumps based on S. Bowman + students drawing cards with symbols to help them remember:</p> <p>Group task: Find out a training method that combines two trumps.</p> <p>Introduction of homework</p>	<p>5</p> <p>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. →</p>	<p>Worksheet „Which methods I use most</p> <p>Material about selection of training methods and learning cycle.</p> <p>Homework guide</p> <p>Worksheet „Silent writing“</p>

		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.	
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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 today's 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. Feedback for a whole training program Certificates. Celebration	more about the students in the groups.	
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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

Lisa 2 Läti koolituskava (*töödokument – ainult inglise keeles*)

Pre-work before 1 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 Practicing 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'	Check- in.	Zoom
60'	Consultations and advice on training plan content, methods, timing, etc.	
15'	Trainer' s recommendations and suggestions for the further preparation process.	

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'	Check-in.	Zoom
40'	Consultations and advice on training plan final version.	
30'	Discussion about the aspects of the effective presentation.	
5'	See you!	

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		Peers' and trainer's FB using previously agreed assessment criteria		
10-12 x 10' FB				
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:

Lisa 3 Slovakkia koolituskava *(töödokument – ainult inglise keeles)*

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	<p>Definition/Formulation of the learning outcome and understanding the difference between learning outcome and learning objective</p> <p>Introduction: Warm-up</p> <p>Theory: 1. Definition of learning outcome, learning objective 2. Differences between learning outcome and learning objective 3. Components of measurable learning outcome</p>	<p>Introduction: Warm-up=Q&A</p> <p>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</p>	1.	<p>- Trainers Material</p> <p>- Participant's Handbook</p> <p>- Set of exercises</p>

	<p>4. ABCD Structure of a Learning Outcome</p> <p>5. Outcome Writing – The 3 Ms</p> <p>6. Bloom's revised taxonomy, the wheel</p> <p>Exercise:</p> <ol style="list-style-type: none"> 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 	<p>6. Bloom's revised taxonomy, the wheel=Lecture; Discussion</p> <p>Exercise:</p> <ol style="list-style-type: none"> 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	<p>Driving plan based on the curriculum and Classroom Management checklist.</p> <p>Theory:</p> <ol style="list-style-type: none"> 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 <p>Exercise:</p> <ol style="list-style-type: none"> 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 	<p>Theory:</p> <ol style="list-style-type: none"> 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 <p>Exercise:</p> <ol style="list-style-type: none"> 1. Training plan design=Group work; Discussion 2. Design of Classroom checklist of this course= Group work; Discussion <p>Case study about the Driving plan based on the curriculum and Classroom Management checklist while working with low-skilled adults=Group work; Discussion</p>	2.	<p>- Trainers Material</p> <p>- Participant's Handbook</p> <p>- Set of exercises</p>

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	<p>Understand the target group of students.</p> <p>Theory:</p> <ol style="list-style-type: none"> 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 <p>Exercise:</p> <ol style="list-style-type: none"> 1. Design and presentation of target group persona-low-skilled adults 	<p>Theory:</p> <ol style="list-style-type: none"> 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 <p>Exercise:</p> <ol style="list-style-type: none"> 1. Design and presentation of target group persona-low-skilled adults = Visualization; Group work; Discussion 	2.	<ul style="list-style-type: none"> - Trainers Material - Participant's Handbook - Set of exercises
90 minutes	<p>Group dynamics.</p> <p>Theory:</p> <ol style="list-style-type: none"> 1. Importance of group dynamics in training process 2. 5 stages of group development 3. Explanation of different models of group dynamic <p>Exercises:</p>	<p>Theory:</p> <ol style="list-style-type: none"> 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 <p>Exercises:</p> <ol style="list-style-type: none"> 1. Case study of group dynamics low-skilled adults=Group work; Discussion 	6.	<ul style="list-style-type: none"> - Trainers Material - Participant's Handbook - Set of exercises

	1. Case study of group dynamics in relation to low-skilled adults			
<p>Description of homework</p> <p>Reflection about the course so far.</p> <p>Please, write in a couple of sentences what have you learnt. You can reflect to questions below:</p> <ul style="list-style-type: none"> • 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

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

	<p>Theory:</p> <ol style="list-style-type: none"> 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 <p>Exercises:</p> <ol style="list-style-type: none"> 1. Guide and instruction for self-analysis as a lecturer 	<p>Theory:</p> <ol style="list-style-type: none"> 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 <p>Exercises:</p> <ol style="list-style-type: none"> 1. Guide and instruction for self-analysis as a lecturer=Individual work; Discussion 		<ul style="list-style-type: none"> - Participant's Handbook - Set of exercises
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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
<ol style="list-style-type: none">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.