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# Module 1: Andragogic models of teaching

Prepared by:

Spoleczna Akademia Nauk – Poland



Slovo 21 – Czech Republic



## Curriculum "Expert for coordination of education and employment"

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### Module 01: Adult Education teaching models. Training objectives

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The first module of the Curriculum presents an introduction to the basic issues related to effective and innovative adult education. It is intended to provide a basic guidance for the design of the learning and teaching process, organization of the educational environment and building a valuable relationships with adult learners.

### Structure and basic information on Module 01

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	Lectures	Practical classes
Module 01	78	73
<b>Total</b>	<b>151</b>	

The module 01 was planned for 151 hours of training, including 78 hours of lectures and 73 hours of Practical classes. The module consists of 12 training units:

Themes	Lectures	Practical classes
1. Andragogy – adult education	6	6
2. Motivation in education of adults	6	3
3. Modern methods of learning	6	5
4. Methodology of work in adult education	6	5
5. The culture of contemporary teaching	8	8
6. Didactic teaching systems	6	6
7. Multimedia in teaching	8	8
8. Communication in adult learning	4	6
9. Communication and positive discipline	8	8
10. Group Dynamics, management and advisory work	6	8
11. Obstacles in communication and conflict solving	8	5
12. An intercultural environment and legal legislative continuing education, housing, employment and health care for asylum seekers and the Roma	6	5
<b>TOTAL</b>	<b>78</b>	<b>73</b>

The purpose of the lectures is to present the most important information concerning the thematic scope of the training unit to participants. While the aim of the practical classes is to enable participants to test and use in practical exercises and training tasks the obtained information, to discuss the issues that aroused particular interest or concerns of participants and to verify the practical competencies developed by participants in the course of work in the program.

As Module 01 presents theoretical and methodical assumptions for the planning, implementation and evaluation of educational processes for adult learners, it is important that the course itself should reflect presented issues. In other words:

- the trainer should develop a methodological plan for both lectures and practical classes based on the assumptions of adult learning (Experiential Learning Model by D. Kolb);
- the trainer should motivate the participants in a way that takes into account the specificity of adult learners (pointing to realistic, practical goals, using positive reinforcements, defining a practical use of acquired knowledge, etc.);
- the trainer should locate information and skills developed during lectures and classes in the practical context and link them to the professional and personal experiences of adult learners;
- the trainer should use teaching and learning methods that take into account individual differences between adult learners such as: cognitive abilities, cognitive control, cognitive styles, and learning styles;
- the trainer should build a safety atmosphere, eliminate stressors, provide participants with a sense of autonomy and the ability to express themselves freely;
- in relation to participants, the trainer should apply the principles of effective andragogical communication and active listening.

### Characteristics of training units

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Unit 01	Lectures	Practical classes
Andragogy – adult education	6 hours	6 hours

Unit 01 serves as an introduction to an issue of adult education. It presents a basic information related to the development of andragogy as an independent scientific discipline aimed at exploring the processes of adult learning. The essence of the Unit 01 is to indicate the objectives, determinants and organizational forms of adult learning in the context of the specificity and needs of the contemporary labor market and the knowledge-based economy as well as the recommendations of the European Union in this area.

### Content of the lectures:

- The definition of an adult, excluding legal aspect. Indication of biological, social and cultural factors determining the concept of adulthood.
- The definition of adult learning – aspects and approaches. Overview of a basic andragogical concepts developed in the 20th and 21st centuries (Edward Lee Thorndike and scientific trend of andragogy; Eduard C. Lindeman and artistic trend of andragogy, Malcolm Knowles and psychological study on adult learning, David Kolb and Experiential Learning Model, impact of a brain research on modern adult learning methodology - neuroandragogy).
- The aims of adult learning – the idea of lifelong learning. The types and forms of adult learning. Institutional teaching and non-institutional teaching.
- Self-learning. Staged Self-Directed Learning Model by G. Grow. Stages of development of learning competencies. Teacher-student relationship model at various stages of learning competence development.
- The EU recommendations for adult teaching and learning.

**Content of the practical classes:**

- Discussion on the importance of personal and professional development in the context of the specificity and requirements of the contemporary labor market.
- Analysis of the process of evolution of the competence model of a contemporary employee from the concept of “*knowledge worker*” to “*learning worker*”.
- Developing skills of recognizing the types of learning depending on learning goals and subjects.
- Analysis of own competence development fields in the context of participants of the training (indication a forms and learning outcomes in context of learning from instructions, learning from job performance, learning from social collaboration, personal learning - by each of training participants).

Unit 02	Lectures	Practical classes
Motivation in adults education	6 hours	3 hours

The subject of Unit 02 is the motivation of adults to learn and develop. It provides information on basic theories related to the needs and interests of adults with respect to education, personal and professional development. The primary goal of Unit 02 is to educate participants on the ability to properly identify the learning needs of adult learners and to formulate adequately their learning objectives.

**Content of the lectures:**

- Basic theories concerning motivation for adult to learn and develop (for example: ERG Theory by Clayton Alderfer, Theory of needs by D. McClelland, Herzberg's motivation-hygiene theory, factors motivating adults to learn by Malcolm Knowles).

- Diagnosing the educational needs of adult learners. Principles of building a competency model for training and education.
- Formulating of goals in adult learning.
- Optimal circumstances for learning. Discovering individual educational patterns. Defining and leveling of barriers in learning.

**Content of the practical classes:**

- Practical exercises related to conducting the analysis of educational needs of adult learner and building the competence model.
- Training the ability to formulate educational objectives according to the SMART method.
- Development of skills to design an individual learning model, taking into account individual learning styles and patterns.

Unit 03	Lectures	Practical classes
Modern methods of learning	6 hours	5 hours

Unit 03 provides a direct introduction to didactic issues related to adult education. It focuses on the presentation of principles that affect the selection of teaching methods and tools for the specific conditions and needs of adult learners. Unit 03 also presents selected teaching methods, particularly effective in the context of adult education and training processes. The most important goal of the Unit 03 is to prepare participants of the training to design independently tasks and exercises for adult learners based on the proposed methodologies. But also to educate their attitude of openness and curiosity towards modern teaching and learning methods, the ability to develop their competence in this field independently.

**Content of the lectures:**

- Principles of selection of teaching and learning methods in the context of diagnosed needs and cognitive conditions of adult learners
- Presentation of selected methods of didactic work with adults learners: didactic games, PBL, drama methods, discussions, coaching, mentoring.
- Overview of the rules for the design of didactic classes for adults learners using selected methods.

**Content of the practical classes:**

- Learning the skills to make choices the right interactive method according to the type of material to be taught, and related to the learner.

- Education of the ability to design learning activities for adult learners based on selected teaching methods: didactic games, PBL, drama methods, discussions, coaching, mentoring).

<b>Unit 04</b>	<b>Lectures</b>	<b>Practical classes</b>
<b>Methodology of work of adult education</b>	6 hours	5 hours

Unit 04 of the training addresses the most important principles of designing, monitoring and evaluating the teaching process in the context of adults. Its purpose is to prepare participants for proper formulation of learning objectives and learning outcomes based on taxonomies commonly used in adult education. Unit 04 also provides participants with information on the selection and use of tools for monitoring and evaluating the learning process. In the context of seminars and exercises – it allows them to learn how to use this information and skills in practice.

#### **Content of the lectures:**

- Principles of adults education. Basic information on cognitive processes of adults. Organizing the learning process of adults based on knowledge of brain function (basic information on neuroandragogy).
- Learning outcomes and goals taxonomy. Assumptions and principles of practical use of taxonomy by Benjamin Bloom.
- Monitoring of the teaching process.
- Areas of andragogist’s work evaluation (participant responses to learning, measurement of learning outcomes, change in behavior of participants as a result of participation in the educational process).
- Principles for evaluating the work of adult learners and providing them a constructive feedback.

#### **Content of the practical classes:**

- Practical exercises involving the formulation of main and operational goals and learning outcomes in the light of the taxonomy of Benjamin Bloom.
- Training skills of monitoring the teaching process.
- Learning the ability to choose methods of evaluating the educational process in line with the objectives and learning outcomes.

<b>Unit 05</b>	<b>Lectures</b>	<b>Practical classes</b>
<b>The culture of contemporary teaching</b>	8 hours	8 hours

Unit 05 presents the most important information about the processual model of teaching and its application in the context of adult education. In this part of the training, participants will

learn about the principles of proper preparation of adult learners to participate in the learning process and about the rules of constructing a learning environment conducive to effective work. They will be prepared to include adult learners in the process of diagnosing their educational needs and formulating learning objectives. The content presented in the Unit 05 allows participants to plan their own teaching process based on the pattern of experience of adult learners. Practical classes planned within the Unit 05 prepare the participants to design themselves an effective and attractive teaching materials efficient in the context of adult learners.

**Content of the lectures:**

- Preparing the adult student for the process of learning.
- Creating the environment for the process of learning (arranging a learning space, eliminating disturbing factors, building a friendly atmosphere in the group and the relationship with the lecturer).
- Inclusion of adult learners in the process of planning the educational process and diagnosis of their educational needs.
- Designing an adult education process based on a model of experiences.
- Selection and preparation of didactic materials in the context of adult education. Visual and multimedia materials and their adjustment to the types of learning outcomes.

**Content of the practical classes:**

- Educating the skills of proper arranging an educational space that fosters the learning and teaching of adults.
- Designing activities that prepare adults for effective learning and self-education (developing learning competencies).
- Designing activities involving adult learners in the process of planning education and formulating learning objectives (discussions, working groups, surveys).
- Training of the ability to prepare didactic materials (traditional and multimedia).

<b>Unit 06</b>	<b>Lectures</b>	<b>Practical classes</b>
<b>Didactic teaching systems</b>	6 hours	6 hours

Unit 06 presents a basic knowledge about the teaching strategies used in adult education. It characterizes the main assumptions of cognitivism, constructivism and connectivism as the underlying philosophy of modern adult education. Another topic raised in this unit of training are learning styles according to D. Kolb theory. Participants learn the characteristics of students representing styles: Convergent, Divergent, Assimilation, Accomodative. They will learn how to select teaching methods and tools that are appropriate to typical preferences

and learning conditions of each group of adult students. Unit 06 also prepares participants to develop the syllabus of educational activities aimed at adults learners.

**Content of the lectures:**

- Educational strategies used in adult education: characterization of the concept of cognitivism, constructivism and connectivism. Designing activities for adult students based on individual strategies.
- Learning styles (Kolb): Convergent, Divergent, Assimilation, Accommodative: Characteristics of adult students representing a given style and their typical needs and preferences for assimilating, processing and memorizing information.
- Syllabus construction and key information on constructing adult training and education programs.

**Content of the practical classes:**

- Developing participant’s skills to designing lesson plans and educational activities based on cognitive, constructivist and connectivism strategy.
- Developing participant’s ability to individualize teaching process for adult learners, appropriate to individual preferences of people representing learning styles: Convergent, Divergent, Assimilation, Accommodative.
- Practical application of knowledge about the design and construction of syllabus.

Unit 07	Lectures	Practical classes
Multimedia in teaching	8 hours	8 hours

Unit 07 presents the topic of using modern technology in adult education in two aspects: 1) the use of digital and multimedia tools in the traditional teaching process; 2) the principles and characteristics of teaching in e-learning and blended-learning environments as well as using mobile-based learning. In the context of the first issue, participants will learn about the advantages and the risks of supporting teaching process with technology, especially in relation to adult learners. The participants will also learn about digital tools that they can use in their own work with adult learners. In the context of distance and complementary teaching, participants will be theoretically and practically prepared to design and implement adult education based on popular educational platforms, using the example of the Moodle platform.

**Content of the lectures:**

- Use of multimedia tools and the Internet in the teaching and learning of adults - advantages, threats. Presentation of examples of educational applications.



- Methodical assumptions of distance learning, complementary learning, mobile learning. Types of e-education: synchronous, asynchronous. Characteristics of teacher-student relationship in distance education.
- Designing the learning process using educational platforms. Teaching platform: Moodle – sections and tools. Strategy of preparing an e-course.

**Content of the practical classes:**

- Training of ability to use the right tools depending on the type of material and target learners.
- Exercises in the use of selected multimedia applications for adult education.
- Developing the ability to design teaching processes in the context of distance, complementary, and mobile learning.
- Developing the skills of effective didactic communication in a virtual environment.

Unit 08	Lectures	Practical classes
Communication in adult learning	4 hours	6 hours

Unit 08 is the first of the training units that relate to the soft skills of andragogist. This section presents the main assumptions of effective verbal and nonverbal communication in a teacher-student relationship, in the context of adults. Participants will also be given practical guidance on how to customize the formula and style of communication to the specificity and preferences of individual learner's predisposition. An element of this part of the training is also presentation of the channels of internal and external communication in educational process.

**Content of the lectures:**

- Communication channels: visual, verbal, non verbal. Concise characteristics of the communication process for each of these channels.
- Adaptation of language to the type of the audience.
- The role of non-verbal communication in the teacher-student relation.
- The definition of internal and external communication. The differences between internal and external communication: purpose, type, frequency, distance, coverage.
- The role of two types of communication in educational process.

**Content of the practical classes:**

- Analyze of participant's own communication conditions in the context of didactic work.
- Developing ability to adjust the type and content of the message to the recipient.
- Practical training in the use of effective techniques of verbal and nonverbal communication in an educational context.

- Developing ability to use channels of internal and external communication in educational process.

Unit 09	Lectures	Practical classes
Assertive communication and active listening	8 hours	8 hours

The main aim of Unit 09 is to develop participants competences determining building positive educational relationships with an adult students: active listening skills and assertive communication. This part of the training is very practical and focuses on the development of key competences for andragogist, which determine the effectiveness of its activities in the area of: knowledge and skills transfer, building a positive didactic discipline with the group, providing constructive and informative feedback on the progress made by adult learners and their mistakes.

#### Content of the lectures:

- The importance of developing active listening skills in the context of andragogits' work.
- Principles and methods of active listening: "I" statement, paraphrase, ability of questioning, statements of attention, silence, empathy.
- Techniques of assertive communication in the context of teacher's work. Showing emotions. Ability of showing needs.
- Constructive feedback and its role in adult learning.

#### Content of the practical classes:

- Active listening workshop. Developing practical skills of using the techniques of active listening in the educational process.
- Using the techniques of assertive communication in the educational process. Developing the ability of assertiveness in situations related to building by teacher a positive discipline of didactic work.
- Developing the ability to provide constructive feedback to an adult learner using selected techniques.

Unit 10	Lectures	Practical classes
Group dynamics and "class-management"	6 hours	8 hours

Unit 10 aims to prepare the participants to play the role of team leader for adult students and to effectively coordinate and manage the work of these teams. In this part of the training, a particular emphasis is placed on the fundamental differences between the role and tasks of the teacher (as a student team leader) in the context of pedagogical teaching and andragogical teaching. Participants will be familiarized with basic information about the group process and

the specific needs of student teams located at different stages of this process. They will also be prepared to effectively support student teams in each of their development phases.

**Content of the lectures:**

- The definition of a group. The main distinction between group and team. Differences between the formal and informal groups.
- The stages of the process of forming the group. Situational leadership theory by Paul Hersey and Ken Blanchard in the educational context of the development of students groups.
- The role of the teacher in the group process.

**Content of the seminars /exercises:**

- Developing the ability to recognize the stage of the group development.
- Developing the competence of proper reactions to the processes inside the group.
- Analysis of the teacher competency model as leader, manager, co-coordinator and facilitator of student teams of adults.

Unit 11	Lectures	Practical classes
Obstacles in communication and conflict solving	8 hours	5 hours

Unit 11 presents information that can be particularly useful for training participants in the context of difficult situations resulting from communication misunderstandings and conflict situations typical for working with adult learners. Unit 11 discusses also the most important information about the barriers to effective teaching communication. It suggests an effective techniques to mitigate these difficulties in communication with adult students. Unit content also refers to the classification and management of interpersonal conflicts that may arise between a teacher-student relationship or a relationship between students.

**Content of the lectures:**

- Barriers to verbal and nonverbal communication (information noise, mental barriers, cultural barriers, attitudes and convictions, values). Gordon’s types of barriers.
- Effective conflict management in the context of teacher work. The definition and characteristic of conflict. Phases of conflict. Strategies of reacting to a situation of conflict.
- The effective planning of a process of solving the conflicts – styles and strategies.

**Content of the practical classes:**

- Developing the ability to recognize the possible barriers in communication and to prevent/solve the problems with the barriers.

- Developing the ability to manage the proper stage of the conflict.
- Practical training in use of techniques of solving the conflicts in the context of students group.

Unit 12	Lectures	Practical classes
An intercultural environment and legal legislative continuing education, housing, employment and health care for asylum seekers and the Roma	6 hours	5 hours

The most important goal of Unit 12 is to identify specific needs and legal frameworks for adult education from disadvantaged groups, with particular reference to asylum seekers and Roma. For this reason, Unit 12 presents the most important information about the legal situation of these groups. The key element of the unit is the short presentation of special educational needs of persons belonging to disadvantaged groups, which may result from the living and social situation in which they function. Unit 12 also provides a practical guidance on organizational forms and teaching methods corresponding to the specific needs of such students.

#### **Content of the lectures:**

- Legal and social status of asylum seekers and the Roma in EU countries.
- Specific educational needs of adult learners belonging to the groups of asylum seekers and the Roma.
- Principles of individualized teaching in the context of adult students belonging to the groups asylum seekers and the Roma.

#### **Content of the practical classes:**

- Developing the skills of building an intercultural learning environment and intercultural communication in the context of adult education.
- Selected teaching methods of intercultural education and their practical application in working with adults.
- Diagnosing and meeting the special educational needs of adult students in the groups of asylum seekers and the Roma.