Module #1

MODULE TITLE: Acquiring knowledge and learning modes for adults

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Module Title	ACQUIRING KNOWLEDGE AND LEARNING MODES FOR ADULTS

Module relevance to EQF LEVEL	**EQF LEVEL 6**
	This module refers to advanced knowledge of the field of adult education, involving a critical understanding of theories and principles. It also provides advanced skills for demonstrating mastery and innovation that is required to deal with complex and unpredictable issues regarding the interaction between adult educator and adult learner. Furthermore it encourages taking responsibility for decision-making in unpredictable study contexts and for managing professional development of adult educators in general.

Module Description	**Module aims**	**Structure and content of the module**
	This module aims to the following: 1. Provide an advanced theoretical framework for the adult educator to consider as they plan and deliver training to adult learners 2. To define those theoretical models of adult learning that can effectively be used in practice for the purpose of engaging adult educators and adult learners in their work to acquire and understand knowledge	In this module we approach the adult educator/adult learner relationship from an affective perspective, noting the role of diversity. We refer to theories and models that relate all forms of learning from informal and incidental learning that takes place on a daily basis and in most situations to formal and organised learning. The module stresses the humanistic axiom that some theories and models are more effectively applicable than others to the interactions between adult educators and adult learners, suggesting that essentially the more effective models of adult learning directly refer to learning as part of human relationships. Within this module we will examine diversity as it relates to educator-learner interaction specifically in five areas that impact this humanistic educational process: (1) historical aspects of adult learning theories with focus on humanistic approaches to learning; (2) adult educator/adult learner interpersonal relationships as they apply to the instructional process; (3) the effect of spirituality on the adult educator/adult learner relationship; (4) interaction between the adult educator and adult learner in a non-formal setting, and finally; (5) the effectiveness of adult educators in critically distinguishing the value of humanistic adult learning theories in diverse learner population

Module Entry Level	Participants are normally expected to have a good grasp of theoretical aspects of adult education and learning. They are also expected to be active in their field with a minimum of 50 teaching hours in adult education programmes.

Module Duration	The suggested duration of the module is **20 teaching hours** (1 teaching hour = 45 minutes). The suggested time frame can be organised as follows: − **3 hours session** will cover historical aspects of adult learning theories with focus on humanistic approaches to learning (plus **27 min.** of an optional ad-hoc activity) − **4 hours session** will cover adult educator/adult learner interpersonal relationships as they apply to the instructional process (plus **27 min.** of an optional ad-hoc activity) − **3 hours session** will cover the effect of spirituality on the adult educator/adult learner relationship (plus **27 min.** of an optional ad-hoc activity) − **4 hours session** will cover modes of interaction between the adult educator and adult learner in a non-formal setting (**plus 27 min.** of an optional ad-hoc activity) − **3 hours session** will cover issues that relate to the effectiveness of adult educators in critically distinguishing the value of humanistic adult learning theories in diverse learner population (plus **27 min.** of an optional ad-hoc activity) − **3 hours** will cover **ad-hoc activities** to evaluate learners' performance in this module (these can be organised as a separate session or be optionally dispersed in the previous five sessions, for example one ad-hoc activity 27 minutes max. in each of the five sessions as indicated above) The time frame may be altered depending on the level of readiness by the participants as well as their previous knowledge of adult learning theories.
Module Optional Supplementary Information	Professional development of facilitators of adults should promote dialogue, reflection, and quality. The integrative approach to professional development involves key elements. Furthermore participants will be exposed on issues of professional development regarding: ▪ What is adult education ▪ What does learner centered approach mean ▪ What is transformative learning ▪ Needs to address motivation ▪ Needs to address technology learning Participants will also become familiar with the five critical areas of adult education and learning today. These areas - stimulating creativity, assessing innovation options, focusing on the learner, designing new services, and implementing change - require a broad range of skills on the part of the adult educator. Development of adult educators should therefore include demonstrating multiple approaches to delivering the same information.
Module Learning Objective Title	**INSTRUMENTAL, HUMANISTIC AND TRANSFORMATIVE ASPECTS OF ADULT LEARNING AND THEIR IMPLICATION TO EDUCATIONAL PRACTICE**

Expected learning outcomes – Knowledge, Skills and Competences	**Knowledge**	**Skills**	**Competences**
	With the completion of this module participants will be in position to: 1. Refer to historical aspects of adult learning theories 2. Distinguish the difference between instrumental, humanistic and transformative approaches to adult learning 3. Explain the motivational, reflective and multi-theories models of adult learning including the effect of spirituality on adult educator/adult learner relationship	With the completion of this module participants will be in position to: 4. Implicate adult learning theories and models in educational practice	With the completion of this module participants will be in position to: 5. Demonstrate critical views on how adult learning theories influence all aspects of their professional education, from mission and vision statements, outcomes, implementation and evaluation

	Suggested learning and/or instructional material	Alignment to Expected Learning Outcomes
Suggested learning/instructional Material	1. Conlan, J. Grabowski, S. & Smith, K. (2003). Adult Learning. In M. Orey (Ed.), Emerging perspectives on learning, teaching, and technology. Retrieved <11/6/2017>, from http://epltt.coe.uga.edu/	**Suggested material #1** is selected in order to facilitate learners to achieve the learning outcome #1 (Refer to historical aspects of adult learning theories) and #2 (Distinguish the difference between instrumental, humanistic and transformative approaches to adult learning) and #4 (Implicate adult learning theories and models in educational practice). This is a website that contains elaborate information on Learning Theories Related to Adult Learning. The material is useful because it is not biased and the authors suggest that there are a multitude of theories applicable to adult learning. For each theory, there are many independent factors brought to the environment by the learner. Based on the research by the authors, the theories listed in this chapter were found to be the most relevant for current trends in adult learning. However, all theories should be taken under consideration by facilitators and learners.
	2. Taylor, D. & Hamdy, H. (2013). Adult learning theories: Implications for learning and teaching in medical education: AMEE Guide No. 83. Medical Educator, 2013; 35: 1561–1572. DOI: 10.3109/0142159X.2013.828153	**Suggested material #2** is selected in order to facilitate learners to achieve the learning outcome #1 (Refer to historical aspects of adult learning theories), #2 (Distinguish the difference between instrumental, humanistic and transformative approaches to adult learning) and #3 (Explain the motivational, reflective and multi-theories models of adult learning including the effect of spirituality on adult educator/adult learner relationship). This material is also very useful as it provides concise but targeted information on guided discovery learning and learners' learning strategies as well as information on Awareness of adult learning theories is needed to develop and select evaluation systems and instruments that can measure the expected competencies and outcomes. What to measure, how, when, by whom are important key questions and their answers are not always easy. The assessment should be tied to specific learning outcomes, and the learner should be given whatever feedback will help them develop or consolidate their knowledge, skills or attitudes. Time constraints mean that some elements of the feedback will need to be the learner's self- and peer-evaluation, but this should not be seen as a problem. Encouraging discussion, debate and reflection will increase learning opportunities. It is important to allow time, and provide a structure, for these activities if they are to be properly integrated into the learning/assessment system.
	3. Video available on Youtube https://www.youtube.com/watch?v=pnKTbGzcrUs created by Shawn Parker, Pam Pritchett, Dean Looney, and Connie Derrick (2004).	**Suggested material #3** is selected in order to facilitate learners to achieve the learning outcome #4 (Implicate adult learning theories and models in educational practice). This video depicts an Action Learning group in the process of creating a video to celebrate the centennial of Dacula, Georgia. In the video you will see and hear a written narrative introduction of the four main components of Action Learning along with conversations during each phase of production. The four components are as follows: 1.) the diversity of knowledge and skills 2.) the learning coach acts as an expert and the group leader acts as a motivator and organizer 3.) learning occurs through ongoing reflection and action 4.) the group remains constant and has duration. In the first scene, the volunteers are introduced and have been selected based upon their diversity of knowledge and skills. Pam owns a travel agency and has excellent planning and organizational skills. The technical coordinator is Dean, who owns a local software consulting business. Connie is the city manager so she has volunteered to be the group leader. The learning coach is Shawn, an expert in creating documentaries, who has agreed to assist the group. The second scene represents the production phase of the video. The learning coach provides some suggestions for improvement, such as incorporating a more humanistic approach by adding stories to the video. Learning is taking place through ongoing action and reflection among the group members. Next, the editing phase depicts the group working on editing the footage for the hamster legend segment. The

4. Han, S., and Bhattacharya, K. (2001). Constructionism, Learning by Design, and Project Based Learning. In M. Orey (Ed.), Emerging perspectives on learning, teaching, and technology. Retrieved <11/6/2017>, from http://epltt.coe.uga.edu/ and a picture which explains the difference between problem-based and project-based learning. Retrieved <11/6/2017> http://archive.coe.uga.edu/epltt/images/pbl.gif

5. Video available on Youtube https://www.youtube.com/watch?v=kRseHI0mHzI&list=UUfVaEp3mJEatcvDKtAaq-VA created by Marissa Munroe, Alex Thomas and Josh Miller (2014).

last segment of the video is the reflection phase. This phase depicts the relevance of reflecting on the process and the importance of the same group members working together over duration.

Suggested material #4 is selected in order to facilitate learners to achieve the learning outcome #1 (Refer to historical aspects of adult learning theories), #2 (Distinguish the difference between instrumental, humanistic and transformative approaches to adult learning), #3 (Explain the motivational, reflective and multi-theories models of adult learning including the effect of spirituality on adult educator/adult learner relationship) and #4 (Implicate adult learning theories and models in educational practice). This material is suitable because it refers to constructionism, a theory of learning and a strategy for education. It builds on the "Constructivist" theories of Jean Piaget, asserting that knowledge is not simply transmitted from educator to learner, but actively constructed in the mind of the learner. Learners don't get ideas; they create ideas. Moreover, constructionism suggests that new ideas are most likely to be created when learners are actively engaged in building some type of external artifact that they can reflect upon and share with others.

Suggested material #5 is selected in order to facilitate learners to achieve the learning outcome #1 (Refer to historical aspects of adult learning theories), #2 (Distinguish the difference between instrumental, humanistic and transformative approaches to adult learning), #3 (Explain the motivational, reflective and multi-theories models of adult learning including the effect of spirituality on adult educator/adult learner relationship) and #4 (Implicate adult learning theories and models in educational practice). This video demonstrates concepts of constructionism in problem solving. James, Amy and Mark have just been presented with a challenging problem by their educator Mrs. Smith. Their school needs to raise more money to continue to operate. They decide to use concepts from constructionism which was developed by Piaget to open a thrift store. They all start thinking of ideas. Each one comes up with a business plan that reflects theirown personal views, strengths and interests but that also serves the common goal. Each one is primarily responsible for one area of the business but they all collaborate on ideas. What they learn during this project can be applied in other situations as well. The team has great ideas but they need help putting it all together so they meet with a More Knowledgeable Other who has has experience in the area so that they can learn from his mistakes and successes. When the store open they a can apply the skill they have obtained and they have a deeper understanding of the subjects and how collaboration is essential. When the sales numbers and business operations are presented to Mrs. Smith, she is impressed at how well the thrift store is doing. She is even more proud that her learners learned how to work together successfully to combine their own experiences and interests to work toward accomplishing a shared goal.

6. Video available on Youtube https://www.youtube.com/watch?v=HRcd8VGvqK0 created by María del Puig Andrés, Jennifer Buoy, Margaret Daigle-Riley, and Mervine S. Jordan (2005).

Suggested material #6 is selected in order to facilitate learners to achieve the learning outcome #4 (Implicate adult learning theories and models in educational practice) and #5 (Demonstrate critical views on how adult learning theories influence all aspects of their professional education, from mission and vision statements, outcomes, implementation and evaluation). In this narrated PowerPoint presentation, the authors explore the theory of the Adult Learning environment by including examples of teaching, e-learning, and self-directed learning.

7. Video available on Youtube https://www.youtube.com/watch?v=pnKTbGzcrUs created by Shawn Parker, Pam Pritchett, Dean Looney, and

Suggested material #7 is selected in order to facilitate learners to achieve the learning outcome #4 (Implicate adult learning theories and models in educational practice) and #5 (Demonstrate critical views on how adult learning theories influence all aspects of their professional education, from mission and vision statements,

Connie Derrick (2004).	outcomes, implementation and evaluation). This video depicts an Action Learning group in the process of creating a video to celebrate the centennial of Dacula, Georgia. In the video you will see and hear a written narrative introduction of the four main components of Action Learning along with conversations during each phase of production. The four components are as follows: 1.) the diversity of knowledge and skills 2.) the learning coach acts as an expert and the group leader acts as a motivator and organizer 3.) learning occurs through ongoing reflection and action 4.) the group remains constant and has duration. In the first scene, the volunteers are introduced and have been selected based upon their diversity of knowledge and skills. Pam owns a travel agency and has excellent planning and organizational skills. The technical coordinator is Dean, who owns a local software consulting business. Connie is the city manager so she has volunteered to be the group leader. The learning coach is Shawn, an expert in creating documentaries, who has agreed to assist the group. The second scene represents the production phase of the video. The learning coach provides some suggestions for improvement, such as incorporating a more humanistic approach by adding stories to the video. Learning is taking place through ongoing action and reflection among the group members. Next, the editing phase depicts the group working on editing the footage for the hamster legend segment. The last segment of the video is the reflection phase. This phase depicts the relevance of reflecting on the process and the importance of the same group members working together over duration.
8. Knowles, M. S. (1950) Informal Adult Education, New York: Association Press. pp: 28-44 & 62-83.	**Suggested material #8** is selected in order to facilitate learners to achieve the learning outcome #2 (Distinguish the difference between instrumental, humanistic and transformative approaches to adult learning), #3 (Explain the motivational, reflective and multi-theories models of adult learning including the effect of spirituality on adult educator/adult learner relationship) and #4 (Implicate adult learning theories and models in educational practice). This useful book explains Andragogy as the art and science of helping adults learn. Malcolm Knowles is the father of andragogy as he proposed five factors involved in adult learning. The five assumptions underlying andragogy describe the adult learner as someone who:

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- Has an independent self-concept and who can direct his or her own learning
- Has accumulated a reservoir of life experiences that is a rich resource for learning
- Has learning needs closely related to changing social roles
- Is problem-centered and interested in immediate application of knowledge
- Is motivated to learn by internal rather than external factors (Merriam, 2001, p.5)

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Knowles used these principles to propose a program for the design, implementation and evaluation of adult learning. Since the development of his theory, Knowles has acknowledged that the principles he outlined did not apply solely to adult education. The development of the theory simply illustrates that the designer "should involve learners in as many aspects of their education as possible and in the creation of a climate in which they can most fruitfully learn" (Merriam, 2001, p.7). Knowles' main focus with the development of andragogy was the notion of the material being very learner centered and the learner being very self-directed.

Principles:

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- Adults need to be involved in the planning and evaluation of their instruction
- Experience (including mistakes) provides the basis for learning activities
- Adults are most interested in learning about subjects that have

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immediate relevance to their job or personal life

- Adult learning is problem-centered rather than content-oriented

9. Knowles, M. S. et al (1984) Andragogy in Action. Applying modern principles of adult education, San Francisco: Jossey Bass. pp: 12-32 & 56-71.

Suggested material #9 is selected in order to facilitate learners to achieve the learning outcome #2 (Distinguish the difference between instrumental, humanistic and transformative approaches to adult learning), #3 (Explain the motivational, reflective and multi-theories models of adult learning including the effect of spirituality on adult educator/adult learner relationship) and #4 (Implicate adult learning theories and models in educational practice). In this book Knowles was convinced that adults learned differently to children – and that this provided the basis for a distinctive field of enquiry. His earlier work on informal adult education had highlighted some elements of process and setting. Similarly, his charting of the development of the adult education movement in the United States had helped him to come to some conclusions about the shape and direction of adult education. What he now needed to do was to bring together these elements. The mechanism he used was the notion of andragogy. While the concept of andragogy had been in spasmodic usage since the 1830s it was Malcolm Knowles who popularized its usage for English language readers. For Knowles, andragogy was premised on at least four crucial assumptions about the characteristics of adult learners that are different from the assumptions about child learners on which traditional pedagogy is premised. A fifth was added later.

10. Knowles, M. S. (1989) The Making of an Adult Educator. An autobiographical journey, San Francisco: Jossey-Bass. 211 + xxii pages. pp: 9-20, 35-41, 62-54 & 122-138.

Suggested material #10 is selected in order to facilitate learners to achieve the learning outcome #4 (Implicate adult learning theories and models in educational practice) and #5 (Demonstrate critical views on how adult learning theories influence all aspects of their professional education, from mission and vision statements, outcomes, implementation and evaluation). In this important book Knowles puts forward three immediate reasons for self-directed learning. First he argues that there is convincing evidence that people who take the initiative in learning (proactive learners) learn more things, and learn better, than do people who sit at the feet of educators passively waiting to be taught (reactive learners). 'They enter into learning more purposefully and with greater motivation. They also tend to retain and make use of what they learn better and longer than do the reactive learners.' A second immediate reason is that self-directed learning is more in tune with our natural processes of psychological development. 'An essential aspect of maturing is developing the ability to take increasing responsibility for our own lives – to become increasingly self-directed'. A third immediate reason is that many of the new developments in education put a heavy responsibility on the learners to take a good deal of initiative in their own learning. 'Learners entering into these programs without having learned the skills of self-directed inquiry will experience anxiety, frustration , and often failure, and so will their educators. To this may be added a long-term reason – because of rapid changes in our understanding is no longer realistic to define the purpose of education as transmitting what is known. The main purpose of education must now to be to develop the skills of inquiry. Malcolm Knowles' skill was then to put the idea of self direction into packaged forms of activity that could be taken by educators and learners. He popularized these through various books and courses. His five step model involved:
1. diagnosing learning needs.
2. formulating learning needs.
3. identifying human material resources for learning.
4. choosing and implementing appropriate learning strategies.
5. evaluating learning outcomes.
This means of conceptualizing the way we learn on our own is very similar to much of the literature on planning and carrying out instruction for adults in formal institutional settings. It is represented as a linear process. From what we know of the process

	Suggested teaching method or technique (to be utilised individually or in combinations)	Relevance to learning/instructional material and alignment to Expected Learning Outcomes
		of reflection this is an assumption that needs treating with some care.
Suggested repertoire of teaching methods and techniques and suggested educational activities with timeframe	1. **Presentation through multimedia** is employed to highlight the most important theories and approaches to adult learning.	**Presentation through multimedia** is selected as it is compatible to learning material #1, #2, #4 and #5 in order to facilitate learners to achieve learning outcomes #1 (Refer to historical aspects of adult learning theories), #2 (Distinguish the difference between instrumental, humanistic and transformative approaches to adult learning) and #3 (Explain the motivational, reflective and multi-theories models of adult learning including the effect of spirituality on adult educator/adult learner relationship). Multimedia methods of presentation include slide shows, movies, and PowerPoint presentations. When creating presentations, it's important to keep notes concise and to the point while including interesting and relevant images. If done well, a presentation can be very interesting and effective for learner learning. Movies present their own set of problems and concerns but can be extremely effective when teaching certain subjects.
	2. **Lecture** is employed to explain and analyse in more detail historical aspects on theories and approaches to adult learning.	**Lecture** is selected as it is compatible to learning material #2, #8, #9 and #10 in order to facilitate learners to achieve learning outcomes #1 (Refer to historical aspects of adult learning theories), and #2 (Distinguish the difference between instrumental, humanistic and transformative approaches to adult learning). Lectures are instructor-centered forms of instruction that often get a bad rap. However, it is important to realize that lectures come in many different forms, some more effective than others. The least effective form of lecture involves a educator reading from notes or the text. Learners quickly lose interest and typically little is learned from the experience. However, dynamic educators often lecture in a more free form manner, including learners and providing humorous or insightful information throughout. The third form of lecture includes multimedia. For example, an art history educator might show images and lecture on individual elements of paintings.
	3. **Group brainstorming** is employed to motivate learners respond to issues that relate to the structure and scope of adult learning theories and models as well as to extract ideas regarding critical views on certain adult learning theories and their implication to practice.	**Group brainstorming** is selected as it is compatible to learning material #1, #2, #3, #4, #5, #6 and #7 in order to facilitate learners to achieve learning outcomes #2 (Distinguish the difference between instrumental, humanistic and transformative approaches to adult learning) #3 (Explain the motivational, reflective and multi-theories models of adult learning including the effect of spirituality on adult educator/adult learner relationship), #4 (Implicate adult learning theories and models in educational practice) and #5 (Demonstrate critical views on how adult learning theories influence all aspects of their professional education, from mission and vision statements, outcomes, implementation and evaluation). Brainstorming combines a relaxed, informal approach to problem solving with lateral thinking. It encourages people to come up with thoughts and ideas that can, at first, seem a bit crazy. Some of these ideas can be crafted into original, creative solutions to a problem, while others can spark even more ideas. This helps to get people unstuck by "jolting" them out of their normal ways of thinking. Therefore, during brainstorming sessions, people should avoid criticizing or rewarding ideas. You're trying to open up possibilities and break down incorrect assumptions about the problem's limits. Judgment and analysis at this stage stunts idea generation and limit creativity. Evaluate ideas at the end of the session – this is the time to explore solutions further, using conventional approaches. You can take advantage of the full experience and creativity of all team members. When one member gets stuck with an idea, another member's creativity and experience can take the idea to the next stage. You can develop ideas in greater

		depth with group brainstorming than you can with individual brainstorming. Another advantage of group brainstorming is that it helps everyone feel that they've contributed to the solution, and it reminds people that others have creative ideas to offer. It's also fun, so it can be great for team building. Group brainstorming can be risky for individuals. Unusual suggestions may appear to lack value at first sight – this is where you need to chair sessions tightly, so that the group doesn't crush these ideas and stifle creativity. Where possible, participants should come from a wide range of disciplines. This cross-section of experience can make the session more creative. However, don't make the group too big: as with other types of teamwork, groups of five to seven people are usually most effective.
	4. **Icebreaker** is employed to develop group dynamics in order to respond to issues that relate to the implication and effectiveness of adult learning theories.	**Icebreaker** is selected as it is compatible to learning material #1 and #2, in order to facilitate learners to achieve learning outcomes #1 (Refer to historical aspects of adult learning theories). Ice breakers can be an effective way of starting a training session or team-building event. As interactive and often fun sessions run before the main proceedings, they help people get to know each other and buy into the purpose of the event. If such a session is well-designed and well-facilitated, it can really help get things off to a great start. By getting to know each other, getting to know the facilitators, and learning about the objectives of the event, people can become more engaged in the proceedings and so contribute more effectively towards a successful outcome. But have you ever been to an event when the ice breaker session went badly? Just as a great session can smooth the way for a great event, so a bad session can be a recipe for disaster. A bad session is at best simply a waste of time, or worse an embarrassment for everyone involved. As a facilitator, the secret of a successful icebreaking session is to keep it simple: design the session with specific objectives in mind and make sure that the session is appropriate and comfortable for everyone involved.
	5. **Whole group discussion** is employed to assist learners with responding to possible challenges in implicating and applying certain learning theories and models into practice.	**Whole group discussion** is selected as it is compatible to learning material #3, #4, #5, #6 and #7 in order to facilitate learners to achieve learning outcomes #2 (Distinguish the difference between instrumental, humanistic and transformative approaches to adult learning) #3 (Explain the motivational, reflective and multi-theories models of adult learning including the effect of spirituality on adult educator/adult learner relationship), #4 (Implicate adult learning theories and models in educational practice) and #5 (Demonstrate critical views on how adult learning theories influence all aspects of their professional education, from mission and vision statements, outcomes, implementation and evaluation). In a whole group discussion, the instructor and the learners share the focus of the lesson. Typically a educator presents information through questions and answers, ensuring that the learners are involved in learning. Educators can retain control while checking on learner learning throughout the lesson.
	6. **Small group discussions** is employed to assist learners with responding to possible challenges in implicating and applying certain learning theories and models into practice.	**Small group discussions** is selected as it is compatible to learning material #3, #4, #5, #6 and #7 in order to facilitate learners to achieve learning outcomes #2 (Distinguish the difference between instrumental, humanistic and transformative approaches to adult learning) #3 (Explain the motivational, reflective and multi-theories models of adult learning including the effect of spirituality on adult educator/adult learner relationship), #4 (Implicate adult learning theories and models in educational practice) and #5 (Demonstrate critical views on how adult learning theories influence all aspects of their professional education, from mission and vision statements, outcomes, implementation and evaluation). This is a more complicated form of discussion. The educator breaks the class up into small groups and provides them with talking points that they must discuss. The educator then walks around the room, checking on the information being shared and ensuring participation by all within

		the group. An example of when this method of discussion would work well would be when learners have read a novel and are sharing information based on questions posed by the instructor. However, the educator must have a good handle onclassroom management to ensure that the discussion groups stay on topic.

ACTIVITY #1→ Variables affecting adult learning: a brainstorming exercise (27 minutes)

Activity Objectives	1. Comprehend and analyse variables affecting adult learning 2. Report at least three such variables and explain how they affect adult learning	
Additional objectives		
Time	**Content Focus**	**Method/Task**
10 Minutes	**Overview** • Rationale and purpose of the activity • Worksheet	− Presentation of the video https://www.youtube.com/watch?v=pnKTbGzcrUs created by Shawn Parker, Pam Pritchett, Dean Looney, and Connie Derrick (2004), with audience input − Worksheet distributed
4 Minutes	**Instructions** • Explain the content of the video writing in the worksheet a short list of variables or factors you believe they affect adult learing	− Brief orientation − Working individually

10 Minutes	**Participation in a brainstorming exercise**
	• Form small groups of 4 -6 people
	• Each group selects one of the following six variables to discuss:
	  1. Life experience (including life altering events that affect cognitive abilities)
	  2. Work experience (including development of thinking patterns based on this experience)
	  3. Positive/negative previous adult learning experiences
	  4. Performance affectors, including cognitive abilities
	  5. Time between learning interactions
	  6. Aging factors
		− Small group interaction
		− Brainstorming
		− Educator facilitates

3 Minutes	**Summary and Evaluation** − Complete session evaluation	− Evaluation form distributed and filled by participants

ACTIVITY #2→ Andragogy – Assumptions and principles: a case study exercise (27 minutes)

Activity Objectives	1. Understanding and analysing the basic assumptions and principles of Andragogy as these were introduced by Malcolm Knowles 2. Report the possible advantages and disadvantages of Andragogy	
Additional objectives		
Time	**Content Focus**	**Method/Task**
10 Minutes	**Overview** • Rationale and purpose of the activity • Reading extract	− Slidewhow presentation of core subject which is Andragogy − Reading extract from the book of Merriam, S. B. (2001). Andragogy and self-directed learning: Pillars of adult learning theory. New Directions for Adult & Continuing Education, v. 89, p. 3-14 is distributed

Time	Content Focus	Method/Task
4 Minutes	**Instructions** • Explain the content of the book extract and locate the advantages and disadvantages of Andragogy	− Brief orientation − Working as a panel
10 Minutes	**Participation in a case-study exercise** • The learners are first given an introduction to the class in personal computer training as a case-study example. They are told what they are going to learn and more importantly, why they are learning specific operations (functions, etc.). The learners are given task-oriented instruction as well as real-world assignments to test their skills such as creating a basic resume or a to-do list in Microsoft Word	− Educator facilitates. The educator will take into account the wide range of backgrounds of learners. The learning materials and activities should allow for different levels/types of previous experience with computers. Attention will be paid to individual levels and goals. The instructor's role is as facilitator and expert to present the tasks and assist the learners if mistakes are made or help is requested
3 Minutes	**Summary and Evaluation** − Complete session evaluation	− Evaluation form distributed and filled by participants

ACTIVITY #3→ Experiential learning – concept and principles: a team communication exercise (27 minutes)

Activity Objectives	1. Familiarise with the concept of experiential learning and its principles 2. Report the differences between conventional training and teaching and experiential learning
Additional objectives	

Time	Content Focus	Method/Task
10 Minutes	**Overview** • Rationale and purpose of the activity • Worksheet	− Slidewhow presentation of core subject which is experiential learning and presentation of the short video "How experiential learning works" by Eleanor Shakiba that is available at https://www.youtube.com/watch?v=YQiqHRwhioE − Worksheet is distributed
10 Minutes	**Participation in a team communication exercise** • Learners will be divided in two groups. The first group will represent conventional training and teaching and the other experiential learning. Based on the video and the presentation each group will reflect on the principles of each approach (conventional and experiential), communicate their thoughts and compare their findings in the classroom	− Brief orientation − Working in groups − Educator facilitates. The educator will take into account the wide range of backgrounds of learners. The activity should allow for different levels/types of previous experience with abstract thinking and categorisation. Attention will be paid to individual levels and goals. The instructor's role is as facilitator and expert to present the tasks and assist the learners if mistakes are made or help is requested
4 Minutes	**Reflection** • Brainstorming on the differences between experiential learning and conventional training and teaching might be represented simply in two columns, one for each approach	− Brainstorming − Educator facilitates.
3 Minutes	**Summary and Evaluation** − Complete session evaluation	− Evaluation form distributed and filled by participants
Evidence requirements	**Suggested evidence requirement**	**Alignment to Expected Learning Outcomes**
	1. **Reflection essay:** All participants will produce a reflection essay (max. 1000 words or 3 pages) in order to review individual learning. The theme of the essay could be "What have I learned in this module?" The essay can be handed to the educator at the final meeting or sent by e-mail after the module is completed.	**Reflection essay** is aligned to all expected learning outcomes of this module #1 (Refer to historical aspects of adult learning theories), #2 (Distinguish the difference between instrumental, humanistic and transformative approaches to adult learning), #3 (Explain the motivational, reflective and multi-theories models of adult learning including the effect of spirituality on adult educator/adult learner relationship), #4 (Implicate adult

	Suggested assessment and/or evaluation method	Alignment to Expected Learning Outcomes
		learning theories and models in educational practice) and #5 (Demonstrate critical views on how adult learning theories influence all aspects of their professional education, from mission and vision statements, outcomes, implementation and evaluation). It can engage learners by having them think about their own learning. It also allows the educator to better assess what and how they are learning.
Suggested Assessment or Evaluation method/s	1. **Classroom response system (Polls/Surveys)**: Data on learners' opinions, attitudes, behaviors or confidence in understanding can be gathered either during class (e.g., with a classroom response system) or outside of class. This can illustrate student engagement with the material as well as prior knowledge, misconceptions, and comprehension.	**A classroom response system** is selected because it is better aligned with learning outcomes #1 (Refer to historical aspects of adult learning theories), #2 (Distinguish the difference between instrumental, humanistic and transformative approaches to adult learning) and #3 (Explain the motivational, reflective and multi-theories models of adult learning including the effect of spirituality on adult educator/adult learner relationship). This is because it has the potential to engage students in active learning, promote learner-to-learner discussion, uncover misconceptions, provide positive and immediate feedback, and encourage critical thinking. Research shows that learner engagement enabled by response systems contributes to higher-order thinking.
	2. **Checks for Understanding**. Pausing every few minutes to see whether learners are following along with the module activity or presentation not only identifies gaps in comprehension, but helps break up lectures (e.g, with Clicker questions) or online lessons (e.g., with embedded quiz questions) into more digestible bites.	**Checks for Understanding** is selected here because it is better aligned with learning outcomes #1 (Refer to historical aspects of adult learning theories), #2 (Distinguish the difference between instrumental, humanistic and transformative approaches to adult learning), #3 (Explain the motivational, reflective and multi-theories models of adult learning including the effect of spirituality on adult educator/adult learner relationship) and #4 (Implicate adult learning theories and models in educational practice). A quick method of assessing learning is the one-sentence summary. This method allows determining if learners can summarize a large amount of information in one sentence about a given topic. Ask them to consider the following questions: "Who does what to whom, when, where, how and why?" Learners can use their answers to these questions to create a single sentence. This exercise assists educators in determining learners' understanding of information presented during instruction and also helps learners develop the ability to synthesize information.
	3. **Wrappers**. "Wrapping" activities, using a set of reflective questions, can help learners develop skills to monitor their own learning and adapt as necessary.	**Wrappers** is selected here because it is better aligned with learning outcomes #4 (Implicate adult learning theories and models in educational practice) and #5 (Demonstrate critical views on how adult learning theories influence all aspects of their professional education, from mission and vision statements, outcomes, implementation and evaluation). Questions at the beginning of the module regarding what learners anticipate getting out of the module and/or at the end of it about its key points. Having learners compare their key points to the educator's can help them develop skills in active listening and important information.