

PROFESSIONALIZATION OF LITERACY AND BASIC EDUCATION – BASIC MODULES FOR TEACHER TRAINING – TRAIN

Module 2: Principles of Adult Learning in the field of Literacy and Basic Education

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DETAILED WORK PLAN

Time	Indicative Content	Learning Outcomes	Methodologies	Evaluation
Day One				
15:00-16:30	Introduction <ul style="list-style-type: none"> - Participants introduce themselves - Analysis of the timetable of the seminar - The TRAIN project (aims, outcomes) - The issue of literacy and basic skills <ul style="list-style-type: none"> • Definitions • Literacy decade • EU , literacy and basic skills • subject centered approach to learning 	a) To have a general idea about the aims and outcomes of the 3 day seminar b) To have basic knowledge and understanding about literacy and basic skills problems . c) To be informed about the TRAIN project	<u>Methods</u> <ul style="list-style-type: none"> - Presentation - Dialogue - Brain Storming <u>Handouts</u> <ol style="list-style-type: none"> 1. Definitions of literacy 2. EU and literacy and basic skills TRAIN leaflet	



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16:30-18:00	Principles of Adult Learning and Teaching <ul style="list-style-type: none"> -Teaching based on previous experience - Build new learning on learners' present knowledge and attitudes. - Encourage the learner to be active - Adults learn best when they participate in defining what they need to learn. - Participants need to see the practical application of what they are learning - Usually adult illiterate participants carry memories of unhappy learning experiences at school and they may become hostile if they are treated as children 	To identify basic principles of teaching and learning: <ul style="list-style-type: none"> • The importance of previous experience • Practical learning and teaching • Active participation • Maintain motivation • Learning base on the needs of participants • Practical application of what they are learning • Unhappy memories and new learning 	<u>Methods</u> <ul style="list-style-type: none"> - Group work to identify learning and teaching principles from participants experiences to compile on a Flip Chart - Brain storming - Case studies from participants experiences <u>Handout</u> <p>1. Adult literacy learning: Factors affecting learning</p>	Handout 2: Evaluation: Learning experiences with good and bad results
18:30-20:00	The Adult Learner <p>The characteristics of the adult learner: Knowles' 4 assumptions and implications:</p> <ul style="list-style-type: none"> - As people grow and become mature their self concept moves from one of dependency to one of increasing self directedness - As people mature their readiness to learn is the product of the developmental tasks required of their evolving social roles. - As people mature they become an increasing reservoir of experience and that a rich source of learning - Adults have a problem-centred as opposed to a subject-centred approach to learning 	<p>a) To know the characteristics of adult learners</p> <p>b) To have an idea of different learning styles.</p> <p>c) To think of ways to maximize learning according to the person's learning style.</p>	<u>Methods</u> <ul style="list-style-type: none"> - Case studies from their experiences - Group work - Peer groups <u>Handout</u> <p>The characteristics of the adult learner</p>	



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Day Two

09:00-11:00	Group Dynamics - The interaction in the group - Some types of participants who can affect dynamics in the group. <ul style="list-style-type: none"> • “I want to be the leader” • Never stop talking • Language /communication problems • Cannot see any positives in themselves • Physically disabled • The enthusiast • Racist and insensitive 	a) to be able to understand what is happening in the group in the learning situation b) To understand and explain the behavior of participants and react on it. c) To be able to maximize positive interaction and group coherence d) To limit conflicts in the group	<u>Methods</u> - Game: Sociometric (to count the time of participation of each learner) - Game: Role play - Case studies from participants experiences <u>Handouts</u> 1. Some characteristics of an effective group	Handout 2 Evaluation: Group dynamics
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11:30-13:30	Intercultural Learning and Strategies to recruit Participants and their Communities <ul style="list-style-type: none"> - Intercultural competences and integration of cultural minorities - Removing boundaries-socially and economically - Techniques to identify and recruit immigrant participants - Identification of the needs of the immigrants - Barriers to participation of literacy students - The older adult - The community - The leadership institutions - Strategies for recruitment 	<ul style="list-style-type: none"> a) To be familiar with the competences needed to work with immigrants b) to use strategies to remove socially and economically barriers c) To be able to use basic techniques to recruit immigrant participants. d) To identify the reasons which affect the participation of illiterates student of people in learning e) to identify the characteristics of senior citizens and be able to promote effective learning for them f) to know the structure of the community where learning will be promoted g) to identify the main strategies to recruit illiterate people. 	<u>Methods</u> <ul style="list-style-type: none"> - How does an immigrant feel?(brain storming) - Group work with the case study, the groups to point out some of these aspects: <ul style="list-style-type: none"> a) Intercultural learning b) Recruiting foreigners c) The needs of immigrants d) How to remove boundaries - Presentation of group work <u>Handouts</u> <ol style="list-style-type: none"> 1. Who are the non participants? 2. Statement by older adults 3. Case study Christoforou 	<p>Handout 4: Evaluation: Strategies to recruit and understand participants</p> <p>Handout 5: Evaluation: Intercultural learning</p>
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<p>15:00-17:00</p>	<p>Learning and teaching Methodologies</p> <ul style="list-style-type: none"> - Selection of the appropriate method. - The main learning-teaching methods <ul style="list-style-type: none"> - Lecture - Case studies - Brainstorming - Discussion groups - Games - Role-plays -Demonstrations - Methodologies and their uses - Matching methods to learning aims - Group work <ul style="list-style-type: none"> -small and larger groups -developmental stages and progress of the group -Characteristics of an effective group - Discussion <ul style="list-style-type: none"> - sharing experiences - influencing attitudes - expressing a views? - communication skills -sharing feelings -mutual help and support - learning about self and others 	<ul style="list-style-type: none"> a) to know the basic teaching and learning methods b) to be able to use the right method at the right time c) to be able to work effectively in group work d) to be familiar with the characteristics of an effective group 	<p><u>Methods</u></p> <ul style="list-style-type: none"> - Group work: Participants discuss various methods - Case studies: Positive and negative experiences <p><u>Handouts</u></p> <p>1. Methods and their uses</p>	<p>Handout 2: Evaluation: Association of methods with their uses</p>
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<p>17:30-19:30</p>	<p>Literacy Strategies and Methodologies (I)</p> <ul style="list-style-type: none"> - Causes and effect of illiteracy-reasons for literacy failure <ul style="list-style-type: none"> - Social/economic - Physical - Educational - Family - Positive and negative effects of learning difficulties - Development of enhanced diplomatic skills <ul style="list-style-type: none"> - better observer - development of artistic skills - ability to communicate in ways other by reading and writing - icons, symbols <p>Effects on the individual. Positive support strategies.</p> <ul style="list-style-type: none"> - Experience of difficulties - Effects on the individual 	<p>By the end of the unit participants will</p> <p>a) have developed understanding of the causes and effects of illiteracy</p> <p>b) appreciate that the individual encountering literacy difficulties could also have developed a number of strengths and compensatory strategies which often go unnoticed.</p> <p>c) To practice how it is like to have difficulties with reading and writing.</p>	<p><u>Methods</u></p> <ul style="list-style-type: none"> - Group work - Presentation - Game: Mirror writing <p><u>Handouts</u></p> <ol style="list-style-type: none"> 1. Causes and effects of illiteracy 2. Positive and negative effects of reading and writing difficulties 3. Five case studies of Jane, Johnny, Kurt, Robert, Sarah 4. Group work questions relating to the five case studies 5. Role play scenarios of the five case studies 	<p>Evaluation at the end of the 3rd unit</p>
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Day Three

9:00-11:00	Literacy Strategies and Methodologies (II) Raise awareness of the ways in which literacy difficulties impact on the individual. - Auditory processing difficulties and relevant strategies - Auditory figure - Auditory attention - Auditory memory - Auditory cohesion - Auditory Language - Visual processing difficulties and the use of the appropriate strategies - Visual distractions - Print distortions - Tracking - Word recognition - Memory for better patterns - Motor integration difficulties and the use of the appropriate strategies - Co-ordination - Bi-lateral integration - Handwriting - Tracking - Reading, writing, numeracy and spelling strategies	a) Recognize some of the ways in which literacy difficulties affect the working, social and the family life of the individual. b) Appreciate a range of possible support strategies d) Empathize with some of the emotional effects of literacy difficulties c) To know the problems in relation to auditory processing difficulties and the relevant strategies to support the participants d) To know the visual processing difficulties and to be able to use the appropriate strategies	<u>Methods</u> - Group discussion - Group work on reading and writing difficulties <u>Handouts</u> 6. Different learning styles 7. Auditory processing difficulties and related strategies 8. Motor integration difficulties and the appropriate strategies 9. Visual processing difficulties and the appropriate strategies 10. Reading, writing, spelling and numeracy strategies	Handout 11: Evaluation: Association of learners' profile with teaching approach
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<p>11:30-13:30</p>	<p>The Learning Environment</p> <ul style="list-style-type: none"> - Factors affecting learning <ul style="list-style-type: none"> - Self concept - Developmental stages - Emotions, stress and Anxiety - Psychological characteristics - Barriers to communication <ul style="list-style-type: none"> - Blocks to listening - Distractions which interfere with communication in daily life <ul style="list-style-type: none"> - Different types of distractions and from a variety of sources - Motivation <ul style="list-style-type: none"> - reasons for participation of adults - Creating a learning climate <ul style="list-style-type: none"> - Learner-centre, tutor-centre - High and low challenges - Participatory learning group 	<p>By the end of the unit participants will:</p> <ol style="list-style-type: none"> know the factors which affect learning identify barriers to communication identify the reasons for participation of adult in the programmes be able to create a healthy learning climate 	<p><u>Methods</u></p> <ul style="list-style-type: none"> - Group work <p>To identify the factors which are in favour or blocking learning.</p> <p>Each participant to identify 10 specific examples that could interfere with communication</p> <p><u>Handouts</u></p> <ol style="list-style-type: none"> The learning environment Motivation 	<p>Handout 3: Evaluation: The learning environment</p>
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15:00 – 17:00	Planning a Teaching Programme <ul style="list-style-type: none"> - Information about the target group - How to start - Subjects and methods - End and evaluation <p>Presentation to the group, discussion and feedback</p>	<ul style="list-style-type: none"> a) To apply what the participants have learned in this module b) To develop a plan for the individual working situation of the participant c) To write down the plan on a flip chart d) To present the plan and discuss it with the group e) To get feedback from the group 	<u>Methods</u> <ul style="list-style-type: none"> - Single work - Presentation - Feedback <u>Handout</u> How to plan a teaching programme	
17:30- 18:30	Evaluation Certification Closing	<p>General discussion</p> <p>Fill a questionnaire</p>	<p>To have the opinion of the participants about the seminar</p> <u>Handout:</u> <ol style="list-style-type: none"> 1. Trainer self evaluation 2. Questionnaire for the module 	<p>Final evaluation Questionnaire</p>

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