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Intellectual
Output: O2
Curriculum
Framework

TToP CURRICULLUM FRAMEWORK



TToP
Taking to the Top

**Taking to the Top - Adult Educators on
the Journey**

2016-1-EE01-KA204-017308

Intellectual Output: O2 Curriculum Framework



TTOP

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Glossary of Terms used in the text

Assessment	A way of judging learner performance. Assessment methods include: teachers' feedback; peer group critique; written and oral course work, portfolio development, tests and examinations. <i>(Definition from Epale Glossary)</i>
(Expected) Learning outcomes	The most commonly used and perhaps parsimonious definition of "learning outcomes" proposes that they are "...what a student is expected to be able to DO as a result of a learning activity." Learning outcomes are statements that describe the knowledge or skills learners should acquire by the end of a particular assignment, class, course, or program, and help learners understand why that knowledge and those skills will be useful to them. They focus on the context and potential applications of knowledge and skills, help learners connect learning in various contexts, and help guide assessment and evaluation. Good learning outcomes emphasize the application and integration of knowledge. Instead of focusing on coverage of material, learning outcomes articulate how learners will be able to employ the material, both in the context of the class and more broadly. To appreciate this definition of <i>learning outcomes</i> , a consideration of the meaning of the words and phrases in the definition may be helpful, since the simplicity of the definition may underestimate its exactness. The key word in the definition of learning outcomes is the word, "Do." The word suggests what skill, knowledge or behavior a student is able to demonstrate as a consequence of a learning activity. What is important is that there must be a doing in the 'do' of a learning outcome. For most classroom situations, learning activities are fairly easy to identify, since instruction and discussion are the common currency of course instruction. The inclusion of <i>expected</i> in the definition of a learning outcome suggests intentional learning rather than coincidental, incidental or accidental.
Aims	Aims are general statements that provide direction or intent to educational action. Aims are usually written in amorphous terms using words like: learn, know, understand, appreciate, and these are not directly measurable. Aims may serve as organizing principles of educational direction for more than one grade. Indeed these organizing principles may encompass the continuum of educational direction for entire programs, subject areas or the district.
Blended learning	Combining methods, techniques or resources, especially face-to-face and distance learning (including electronic resources), and applying them in an interactively meaningful learning environment. Learners should have easy access to different learning resources in order to apply the knowledge and skills they learn under the supervision and support of the teacher inside and outside the classroom. <i>(Definition from Epale Glossary)</i>

Certification	Formal procedure by which an accredited or authorized person or agency assesses and verifies (and attests in writing by issuing a certificate) the attributes, characteristics, quality, qualification, or status of individuals or organizations, goods or services, procedures or processes, or events or situations, in accordance with established requirements or standards.
Competences	The ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development). <i>(Definition from Epale Glossary)</i>
Content knowledge	The term refers to the body of knowledge and information that teachers teach and that learners are expected to learn in a given subject or content area, such as language, arts, mathematics, science, or social studies. Content knowledge generally refers to the facts, concepts, theories, and principles that are taught and learned in specific academic courses, rather than to related skills—such as reading, writing, or researching—that learners also learn in school. While the term may be considered unnecessary jargon by some, the use of “content knowledge” has grown significantly in recent decades, in large part because educators now commonly use the term as a shorthand way to articulate a useful technical distinction between “knowledge” and “skills”.
Course/programme objectives	Objectives are usually specific statements of educational intention which delineate either general or specific outcomes.
Curriculum	The set of courses and their contents offered by an institution such as a school, college or university, and partially or entirely determined by an external body. <i>(Definition from Epale Glossary)</i>
Educational outreach	Educational outreach refers to activities that support formal or classroom-based education, as well as non-formal education and informal learning that occur outside the classroom. Educational outreach campaigns provide educational experiences for young people in classrooms, libraries, after-school programs, community-based organizations, museums, etc., as well as supporting the professional development of the professionals and paraprofessionals who work with them. This definition does not exclude initiatives that also have a Web site targeting the general audience, or a family activity guide, or a partnership with social partners.
Educational/training goals	Goals are statements of educational intention which are more specific than aims. Goals too may encompass an entire program, subject area, or multiple grade levels. They may be in either amorphous language or in more specific behavioral terms.
e-learning	A learning system based on formalised teaching but with the help of electronic resources is known as E-learning. While teaching can be based in or out of the classrooms, the use of computers and the Internet forms the major component of E-learning. E-learning can also be termed as a network enabled transfer of skills and knowledge, and the delivery of education is made to a large number of recipients at the same or different times.

EQF	The European Qualifications Framework (EQF) acts as a translation device to make national qualifications more readable across Europe, promoting workers' and learners' mobility between countries and facilitating their lifelong learning. The EQF aims to relate different countries' national qualifications systems to a common European reference framework. Individuals and employers will be able to use the EQF to better understand and compare the qualifications levels of different countries and different education and training systems. Since 2012, all new qualifications issued in Europe carry a reference to an appropriate EQF level.
Evaluation	Evaluation is the collection of, analysis and interpretation of information about any aspect of a programme of education or training as part of a recognised process of judging its effectiveness, its efficiency and any other outcomes it may have. Evaluation and assessment although often used interchangeably, refer to different levels of investigation. Evaluation is concerned at the macro or holistic level of the learning event, taking into account the context of learning and all the factors that go with it, whereas assessment can be seen as the measurement of student learning and is one of the elements that go into an evaluation, the micro-level. One aspect of any sound evaluation is the allowance for the unexpected. Above all an evaluation is a designed and purposeful enquiry which is open to comment.
Formal education	Formal education, also known as formal training, is the process of integral education correlated stretching from primary education to secondary education and higher education, and that entails a systematic and deliberate intention that concretizes itself in an official curriculum, applied with defined calendar and timetable. It is therefore a type of education regulated (by different internal regulations within the educational project of each College), intentional (because they have the primary intention to educate and give knowledge to learners), and planned (because before each course, the college regulates and plans all the educational action which will be transmitted in the same). As basic features we could point out that this type of education (usually) occurs in concrete space and full-time, and that addition with her airs a degree or diploma. An example of this type of education would be received in schools. Formal education basic is that area of education that is intentional, planned and regulated. It is here the entire educational offering known as compulsory education from early childhood education to the end of secondary education.
ICT	Stands for "Information and Communication Technologies." ICT refers to technologies that provide access to information through telecommunications. It is similar to Information Technology (IT), but focuses primarily on communication technologies. This includes the Internet, wireless networks, cell phones, and other communication mediums. In the past few

	<p>decades, information and communication technologies have provided society with a vast array of new communication capabilities. For example, people can communicate in real-time with others in different countries using technologies such as instant messaging, voice over IP (VoIP), and video-conferencing. Social networking websites like Facebook allow users from all over the world to remain in contact and communicate on a regular basis. Modern information and communication technologies have created a "global village," in which people can communicate with others across the world as if they were living next door. For this reason, ICT is often studied in the context of how modern communication technologies affect society.</p>
<p>Independent study</p>	<p>It is a form of education offered by many educational institutions. It is sometimes referred to as <i>directed study</i>, and is an educational activity undertaken by an individual with little to no supervision. Typically a student and professor or teacher agree upon a topic for the student to research with guidance from the instructor for an agreed upon amount of credits. Independent studies provide a way for well-motivated learners to pursue a topic of interest that does not necessarily fit into a traditional academic curriculum. They are a way for learners to learn specialized material or gain research experience. Independent studies provide learners opportunities to explore their interests deeper and make important decisions about how and where they will direct their talents in the future. Another way to understand independent study is to understand learning from a distance. Learning from a distance is a theory in which the student is at a physical or a mental distance from his or her teacher. The student and the teacher are connected by something such as a worksheet, an essay, or through a website on the internet.</p>
<p>Informal learning</p>	<p>Perhaps the highest level of learning with the deepest cognitive impact is informal learning. It's what we call those precious learning moments where passion and curiosity meet to break all motivation and knowledge barriers. It is the self-directed learning that is triggered by an intrinsic drive and continues until all objectives in performance and knowledge have been achieved. Informal learning is any learning that is not formal or non-formal, such as self-directed learning or learning from experience. Informal learning is organized differently than formal and non-formal learning because it has no set objective in terms of learning outcomes and is never intentional from the learner's standpoint. For all learners this includes heuristic language building, socialization, enculturation, and play. Informal learning is a pervasive ongoing phenomenon of learning via participation or learning via knowledge creation, in contrast with the traditional view of teacher-centered learning via knowledge acquisition. The term is often conflated, however, with non-formal learning, and</p>

	<p>self-directed learning. It is widely used in the context of corporate training and education in relation to Return On Investment (ROI), or Return On Learning (ROL). It is also widely used when referring to science education, in relation to citizen science, or informal science education. The conflated meaning of informal and non-formal learning explicates mechanisms of learning that organically occur outside the realm of traditional instructor-led programs, e.g., reading self-selected books, participating in self-study programs, navigating performance support materials and systems, incidental skills practice, receptivity of coaching or mentoring, seeking advice from peers, or participation in communities of practice, to name a few. Informal learning is common in communities where individuals have opportunities to observe and participate in social activities.</p>
<p>Learning objectives</p>	<p>In education, learning objectives are brief statements that describe what learners will be expected to learn by the end of the course, unit, lesson, project, or class period. In many cases, learning objectives are the interim academic goals that teachers establish for learners who are working toward meeting more comprehensive learning standards. Defining <i>learning objective</i> is complicated by the fact that educators use a wide variety of terms for learning objectives, and the terms may or may not be used synonymously from place to place. For example, the terms <i>student learning objective</i>, <i>benchmark</i>, <i>grade-level indicator</i>, <i>learning target</i>, <i>performance indicator</i>, and <i>learning standard</i>—to name just a few of the more common terms—may refer to specific types of learning objectives in specific educational contexts. Educators also create a wide variety of homegrown terms for learning objectives. While educators use learning objectives in different ways to achieve a variety of instructional goals, the concept is closely related to learning progressions, or the purposeful sequencing of academic expectations across multiple developmental stages, ages, or grade levels. Learning objectives are a way for teachers to structure, sequence, and plan out learning goals for a specific instructional period, typically for the purpose of moving learners toward the achievement of larger, longer-term educational goals such as meeting course learning expectations, performing well on a standardized test, or graduating from high school prepared for college. For these reasons, learning objectives are a central strategy in proficiency-based learning, which refers to systems of instruction, assessment, grading, and academic reporting that are based on learners demonstrating understanding of the knowledge and skills they are expected to learn before they progress to the next lesson, get promoted to the next grade level, or receive a diploma (learning objectives that move learners progressively toward the achievement of academic standards may be called <i>performance indicators</i> or <i>performance benchmarks</i>,</p>

	among other terms).
Non-formal education	An administrative definition refers to any organised educational activity outside the established formal system - whether operating separately or as an important feature of some broader activity - that is intended to serve identifiable learning clientele and learning objectives. Non-formal Education (NFE) consists in a gathering of educational practices which are not included in the formal system of education. This branch of education promotes non-formal learning. NFE is a methodology, which translates in carefully adjusted to the participants and structured practices (although the activities are seldom associated to conventional rhythms or curriculum subjects) which foster the personal, social and professional development of people, on a voluntary basis; whereas informal learning is related to what one can learn during daily life activities (work, family, leisure, etc.) being considered learning by doing. Informal and non-formal learning can empower youngsters in important conceptions, as social inclusion, anti-discrimination and active citizenship, as well as contributing to their personal growth. Moreover, NFE can be seen as an educational approach which may act in a complementary way with the formal educational system. The learning activities within NFE are created to attend the young people's needs, aspirations and interests, on a voluntary basis and learner-centered. The methods used in NFE are very diverse and are mainly based on creating healthy environments of trust and sharing experiences. This type of education provides added value for young people, for the economy and society in terms of capacity-building of organizations, systems and institutions. This education takes place in a diverse range of environments and address specific target groups and subjects, facilitating the inclusion of young people with fewer opportunities.
Outcome-based education	Outcome-based education (OBE) is an educational theory that bases each part of an educational system around goals (outcomes). By the end of the educational experience, each student should have achieved the goal. There is no single specified style of teaching or assessment in OBE; instead, classes, opportunities, and assessments should all help learners achieve the specified outcomes. The role of the faculty adapts into instructor, trainer, facilitator, and/or mentor based on the outcomes targeted.
Skills	An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills).
Syllabus	A document with an outline and summary of topics to be covered in a course, generally stipulated by an exam board, or prepared by the teacher or trainer. (<i>Definition from Epale Glossary</i>)
Teaching materials	This is a generic term used to describe the resources teachers

	<p>use to deliver instruction. Teaching materials can support student learning and increase student success. Ideally, the teaching materials will be tailored to the content in which they're being used, to the learners in whose class they are being used, and the teacher. Teaching materials come in many shapes and sizes, but they all have in common the ability to support student learn. Teaching materials can refer to a number of teacher resources; however, the term usually refers to concrete examples, such as worksheets or manipulatives (learning tools or games that learners can handle to help them gain and practice facility with new knowledge -- e.g. counting blocks). Teaching materials are different from teaching "resources," the latter including more theoretical and intangible elements, such as essays or support from other educators, or places to find teaching materials.</p>
<p>Training environment</p>	<p>A training environment is a workplace or educational setting designed to assist individuals in gaining work-related skills or competencies. When a student or employee is placed in a training environment, they are provided with instruction and guidance toward learning how to perform specific tasks. In a training environment, instructors have an opportunity to identify gaps in an individual's skill set and make adjustments. A proper training environment will include clearly defined goals, instruction, and appropriate feedback. Unlike learning through general observation, learning in a training environment is guided and intentional.</p>
<p>Training module</p>	<p>A specific module created and designed to be part of a training course, training program, online training, form of education, workplace training or workplace induction available for completion with a trainer, facilitator or through an online e-learning program or e-learning course.</p>
<p>Validation of learning outcomes</p>	<p>Knowledge skills and competencies as learning outcome need to be made visible for the learning person and its environment. However, learning outcome has in informal and non-formal education another nature than in a lot of formal educational institutions and programs. Therefore, training providers need to develop alternative ways of describing and assessing the developments and qualities of their learner. Instruments and arrangements supporting transfer and accumulation of learning outcomes – notably validation of non-formal and informal learning and credit systems – form an important part of European and national lifelong learning strategies. They aim to open up, and increase the flexibility of, qualifications systems by aiding recognition of learning experiences acquired outside traditional formal education and training. Typical examples are foreign qualifications, qualifications or learning outcomes achieved in another education and training sector, and learning outcomes acquired in the past, at work or in leisure-time settings. The</p>

	<p>development of validation and credit transfer and accumulation arrangements is an effort to broaden the range of knowledge, skills and competences valued in society and to make it easier for individuals to make progress in learning and work. Consequently, the term 'validation of learning outcomes' is used here to signal the need for greater integration of instruments and initiatives, underlining that all learning experiences – irrespective of their origin in formal, non-formal or informal settings – need to be made visible and valued.</p>
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Introduction

In relation to rapid changes in the labour market, aging population and immigration issues, there is a continual need for adult training in the EU member states that sets the requirements to the quality of training into a totally new perspective.

Adult educators need the knowledge and skills that are necessary to train the adults of different target groups on key competences. Adult education institutions, especially non-formal education organisations, feel the need for a curriculum framework that would serve as the basis for the syllabi suitable for use in the day-to-day adult educators' training.

The aim of this framework is to support adult educators in their activity to ensure quality and take them to the top of the set of key competences at European level.

The output-based curriculum framework that is proposed within the TToP Project focuses on the learners' acquiring the learning outcomes by the end of the learning process. Outcome-Based (or Output-Based) Education (OBE) means organizing for results: basing what we do instructionally on the outcomes we want to achieve. Outcome-based practitioners start by determining the knowledge, competencies, and qualities they want participant learners to be able to demonstrate when they finish adult education and learning environment and face the challenges and opportunities of the adult world. OBE, therefore, is not a "programme" but a way of designing, delivering, and documenting instruction in terms of its intended goals and outcomes. It may be useful to clarify terms and distinguish among types of "education." Training is concerned with such participant learner performances as making a picture frame, typing a letter on a word processor, kicking a field goal, and so on. Instruction hints at retention of information-for example, knowing the names of the states and their capitals. Finally, induction into knowledge results in human understanding. In this respect "induction into knowledge and understanding" is used as synonymous with "education," for it represents initiation into culture and worthwhile episodes of learning. In certain areas of the curriculum-those focusing upon knowledge and understanding-an alternative to OBE, which could be called "procedural-inquiry model," is more appropriate. The great advantage of the procedural model is that it rests ultimately on the strength of the adult educator. The procedural-inquiry model starts not with the specification of ends or outcomes, but with the principles of procedure for doing inquiry in a particular field or form of knowledge. It does not presuppose some lockstep, linear progression through a continuum of goals from the level of lesson on through unit, course, program, and finally, national agenda. It is about training through inquiry, and evaluating training and learning through adult educator educational and learning process research. As such, it is no doubt demanding, but the benefits in terms of adult educator self-development are enormous. The procedural-inquiry model has three parts: (1) a broad aim, (2) principles of procedure, and (3) criteria for assessing participant learner work.

The broad aim of the procedural-inquiry model is to advance understanding of social situations and controversial issues and the human and moral values thrown up by these issues. The principles of procedure are as follows:

- 1. Discussion is the best training strategy for enhancing understanding.*
- 2. The adult educator remains "neutral" on moral value issues.*

3. *The adult educator adopts a facilitator role and "chairs" the discussions to ensure continuity, summary, and access to evidence.*

The following criteria are used for assessing participant learner work:

- *To what extent can participant learners use knowledge and concepts to explore issues? For example, in discussions, the participant learners might be asked to use the concept of role to compare the situations of men and women. A subsequent examination might ask the participant learners to define "role" and use the concept in discussing relations between the sexes.*
- *To what extent can participant learners understand a wide range of views on an issue? For example, a discussion in which participant learners consider many different points of view on marriage might lead to an examination in which participant learners are asked to give two accounts on alternative forms of marriages.*

In the arts and other disciplines a curriculum can be constructed, not from the outcomes, but from the "incomes"; the content can be selected, justified, and evaluated according to the built-in criteria of that particular form of knowledge. To be able to "do" mathematics, for example, one must have respect for four aspects of the epistemology of mathematics:

- *A wide base of knowledge, characterized by a central logical structure*
- *A network of key concepts that give meaning to the discipline*
- *Recognized modes of inquiry that characterize how new knowledge is added to the field*
- *Tests of truth, or proof, that can be used to explore experience or test, empirically, expressions of knowledge and thereby disprove or prove knowledge of the field*

It seems irrational therefore to have specified objectives in areas of the curriculum that seek to elicit a creative or individual response from participant learners. For this reason the TTOP Curriculum Framework includes the following elements:

1. *general part (General part defines the educational-philosophical framework the curriculum framework is fitted into. It also embraces the theoretical standpoints);*
2. *objective;*
3. *learning outcomes, the ways they are achieved/ evaluation/ indicators;*
4. *volume: educational and learning process training/ traineeship/ proportion of independent work;*
5. *description of training modules;*
6. *structure of training process, possible forms of training (to be used in adult educators' training for various target groups, eg. combination of e- and educational and learning process training);*
7. *description of independent work, its evaluation and feedback options;*
8. *methods and criteria of evaluation;*
9. *training methods;*
10. *materials and requirements of training, recommended reading;*
11. *description of the training environment;*
12. *descriptions of target groups (e.g. prerequisites, etc.);*
13. *requirements for successful completion of training, including*
14. *evaluation methods and criteria;*
15. *document to be issued on successful completion of the training;*

16. *description of the qualification regarding the competence of the trainer; their learning or work experience;*
17. *implementation plan and options for the usage of additional material and methodologies for different target groups.*

The sections that follow this introduction present in a comprehensive manner the above elements of the TToP Curriculum Framework. The annexes contain proposed educational activities for the suggested TToP Curriculum Framework Modules.

1. General part (defines the educational-philosophical framework the curriculum framework is fitted into; it also embraces the theoretical standpoints)

A constructivist framework

The pedagogical rationale and philosophical grounding of the TTOP Curriculum Framework (TTOP-CF) refers directly to *social constructivism*¹. It is important to note that constructivism is not a particular pedagogy. In fact, constructivism is a theory describing how learning happens, regardless of whether learners are using their experiences to understand a lecture or following instructions. *Constructivism suggests that learners construct knowledge out of their experiences*. Constructivism is often associated with pedagogic approaches that promote active learning, or learning by doing. While there is much enthusiasm for constructivism as a design strategy, constructivism remains more of a philosophical framework than a theory that either allows us to precisely describe instruction or prescribe design strategies.

Employing an OBE model

Since TTOP-CF has a clear reference to constructivism, it focuses on learning outcomes that are structured around the existing experience and knowledge of adult educators. Participant learners will understand what is expected of them and adult educators will know what they need to teach during the course. Clarity is important over years of adult education and learning environments and when team training is involved. The intention is that each participant will have a clear understanding of what needs to be accomplished allowing participant learners to progress. To this end The TTOP-CF employs an Outcomes-Based Education (OBE)² model that embraces the following standpoints:

- There are clear criteria for what constitutes a learning outcome
- Instruction is thoughtful and adapts to learner needs
- Learners are assisted when and where they have challenges
- Learners are given adequate time to achieve learning outcomes
- There are clear criteria for measuring fluency/proficiency
- Teaching material and methodology is adaptive to learners' needs
- Learner support is provided when and where it is needed most
- Learners are given sufficient time to achieve learning outcomes
- Learners are engaged to produce meaningful content based on their experience
- Assessment is constructed around the learning outcomes that are achieved
- Learners are supported with regular and substantive feedback and interactivity

¹ Social constructivism or socio-culturalism encourage the learner or learners to arrive at his or her version of the truth, influenced by his or her background, culture or embedded worldview. From the social constructivist viewpoint, it is thus important to take into account the background and culture of the learner throughout the learning process, as this background also helps to shape the knowledge and truth that the learner creates, discovers and attains in the learning process (see Wertsch 1997).

² Outcome-Based Education (OBE) means organizing for results: basing what we do instructionally on the outcomes we want to achieve. Outcome-based practitioners start by determining the knowledge, competencies, and qualities they want learners to be able to demonstrate when they complete an educational or training programme or activity and face the challenges and opportunities of the work environment. OBE, therefore, is not a "programme" but a way of designing, delivering, and documenting instruction in terms of its intended goals and outcomes.

The principle of non-prescriptiveness

What should be noted in this respect is that the OBE model employed to structure the TToP-CF essentially creates an organizational structure. It offers otherwise a way to organise content around activities that lead to demonstrable proficiency of a specific skill, knowledge, or behavior. As a learning model, the OBE model employed to structure the TToP-CF is therefore *non-prescriptive*. Instead, it offers a handful of principles that are worth considering in more detail. As a learning model, outcomes-based education starts by asking: what does a learner need to do to demonstrate mastery of a particular skill, knowledge, or behavior? Such an approach puts student needs front and center of the learning design process. Given that all learning objectives in an outcomes-based education model are clearly spelled out ahead of time, learners know what's expected of them and can adjust their focus and questions more appropriately. An outcomes-based education model must be flexible enough to adjust to a learner's strengths and weaknesses. Flexibility is also important for providing learners enough time to attain fluency or proficiency.

A learner-centered approach

The TToP-CF is meant to be a participant learner-centered learning framework which broadly encompasses methods of training that shift the focus of instruction from the adult educator to the participant learner. The OBE model it employs does not specify a specific method of instruction, leaving instructors free to teach their participant learners using any method. Instructors will also be able to recognize diversity among participant learners by using various training and assessment techniques during their class. Having in mind that adult educators are meant to guide and help the participant learners understand the material in any way necessary, the objectives, methods and techniques, material and learning outcomes suggested in the TToP-CF have as their purpose to facilitate participants' learning. Participant learner involvement in the educational and learning process is a key part of the TToP-CF. Participant learners are expected to do their own learning, so that they gain a full understanding of the material. Increased participant learner involvement allows participant learners to feel responsible for their own learning, and they should learn more through this individual learning.

Limitations of the TToP-CF

It is not however as if the TToP-CF does not come with its limitations. One plausible danger is that the learning outcomes in a framework that is based on OBE may be given greater status than they deserve. Thus, learning outcomes should never be treated as if they are in any way sacrosanct; they are, after all, merely the end result of a value judgement on someone's part. Another probable disadvantage inherent in a thorough-going objectives-based approach is that teaching and learning may become so prescribed that spontaneity withers and initiative is stifled. Also, a total concentration on the achievement of clearly-defined learning outcomes may lead to the production of learners who are certainly well-trained in specific areas, but who lack the broad spectrum of abilities, skills and desirable attitudinal traits that are normally associated with a balanced, 'rounded' learning culture. A less fundamental, but very practical, weakness of the OBE approach is that learning outcomes and competence descriptors can be difficult and time-consuming to construct.

Finally, we should always remember that curriculum development is an *on-going cyclical* process, and that all objectives and learning outcomes should themselves be re-appraised at regular intervals - not only to determine whether they are being achieved in the course, but also to establish whether they continue to reflect a valid interpretation of the course's direction and emphasis; if they do not, then it is time to change them. Suggested TToP-CF learning outcomes are meant therefore to be decided upon within the actual adult education and learning environment system. In service adult educators and adult education professionals must be asked to give input in order to ensure that participants will be prepared for their professional life in a multi-challenging adult education and learning environment.

2. Objective

The TToP-CF is an organized plan and set of principles or learning outcomes that defines the content to be learned in terms of clear, definable standards of what the learners should know and be able to do. To this end the **main objective** of the TToP-CF is to define clear, high standards which will be achieved by in service and novice adult educators. The curriculum is aligned to these standards, and learners are essentially assessed against the standards. Based on the results of IO1 these standards include the following:

- Critical Thinking
- Problem Solving
- Intercultural capacity
- Networking and collaboration
- Information and Technology
- Flexibility and Adaptability
- Innovation and Creativity
- Global Competency
- Environmental Awareness

As compared with traditional curricula which are concerned only about delivering content, the TToP-CF serves as a facilitation guide to help an instructional supervisor, principal, and/or teacher leader provide a rationale for the need to revisit curriculum planning, offering some background information and exercises to generate “future-oriented” thinking, and suggesting a process for designing and reviewing the existing roles of adult educators while focusing on their challenges. The TToP-CF is not to be treated as fixed or rigid. It should be seen as dynamic, and adult educators should constantly analyze new data to make adjustments that meet the needs of all adult learners in a dynamic world. adult learners are most successful when the curriculum (organization, instructional strategies, programs, structure, pacing) is based on their readiness, needs and interests.

3. Learning outcomes, the ways they are achieved/evaluation/indicators

Learning outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or program. In other words, learning outcomes identify what the learner will know and be able to do by the end of a course or program. Spady (1994) an educational researcher who spearheaded the development of Outcomes Based Education (OBE), suggests that the ability to *demonstrate* learning is the key point. This demonstration of learning involves a performance of some kind in order to show *significant* learning, or learning that matters. Learning outcomes essentially refer to observable and measurable:

- *knowledge*
- *skills*
- *attitudes*

Addressing criteria for developing learning outcomes

The TTOP-CF addresses the following criteria for the development of learning outcomes:

1. Focus on overarching or general knowledge and/or skills (rather than small or trivial details).
2. Focus on knowledge and skills that are central to the course topic and/or discipline.
3. Create statements that are student-centered.
4. Focus on the learning that *results* from the course rather than describing activities or lessons in the course.
5. Incorporate or reflect the institutional missions.
6. Incorporate various ways for learners to show success (outlining, describing, modeling, depicting, etc.) rather than using a single statement.

Achieving learning outcomes

Learning outcomes in TTOP-CF have three major characteristics

1. They specify an action by the learners that is **observable**
2. They specify an action by the learners that is **measurable**
3. They specify an action that is done by the **learners** themselves

Effectively developed expected learning outcome statements should possess all three of these characteristics. When this is done, the expected learning outcomes for a course are designed so that they can be assessed (see Suskie, 2004). This essentially means that when stating expected learning outcomes, it is important to use verbs that describe exactly what the learners' will be able to *do* upon completion of the course. **Examples of good action words to include in expected learning outcome statements:** *Compile, identify, create, plan, revise, analyze, design, select, utilize, apply, demonstrate, prepare, use, compute, discuss, explain, predict, assess, compare, rate, critique, outline, or evaluate* There are some verbs that are unclear in the context of an expected learning outcome statement (*e.g., know, be aware of, appreciate, learn, understand, comprehend, become familiar with*). These words are often vague, have multiple interpretations, or are simply difficult to observe or measure. As such, it is best to avoid using these terms when creating expected learning outcome statements.

Assessing learning outcomes

Assessment of the learning outcomes suggested in the TToP-CF involves the systematic collection, review, and use of evidence or information related to student learning. Assessment helps learners how well they understand course topics. Assessment exercises are often anonymous. Assessment exercises attempt to gauge learners' understanding in order to see what areas need to be re-addressed in order to increase the learners' learning. In other words, assessment is the process of investigating (1) *what* learners are learning and (2) *how well* they are learning it in relation to the stated *expected learning outcomes* for the course. This process also involves providing feedback to the learners about their learning and providing new learning opportunities/strategies to increase learning.

Using performance elements or indicators

Last but not least, learning outcomes statements can be supported by the inclusion of *performance elements*. Performance elements or indicators as they are sometimes called, provide a more specific picture of ability. They define and clarify the level and quality of performance necessary to meet the requirements of the learning outcome. In effect, the elements are indicators of the means by which the learner will proceed to satisfactory performance of the learning outcome. That is, they help to address the question, "What would you accept as evidence that a student has achieved a certain level, or is in the process of achieving the outcome?"

4. Volume: educational and learning process training/traineeship/proportion of independent work

The volume of educational and training activities is a challenging issue for TTop-CF that essentially relates to the characteristics of the participant learners. Considering that they learners are active adult educators this makes the issue even more challenging. What is therefore suggested within TTop-CF is that the volume of education and training as well as the proportion of independent work must be calibrated according to the following criteria:

1. Ability levels and patterns of different abilities

The complexity of this issue is apparent as one considers results of research studies or surveys measuring learners' performance under conditions aimed at "slow" versus "fast" learners. The differences evident in rate of learning are only one aspect of the diverse effects of learners with different capacity studying under different conditions. Thus, teaching strategies can be differentially facilitating various ability patterns. The interaction between specific aptitudes and specific teaching styles can be important in considering the various options of implementing changes in the teaching and learning process. Also, matching teachers' styles with learners' ability patterns can have significant effects on learners' attitudes, motivation, and achievements.

2. Learning styles

Learning styles and preferences affect the way learners approach any task and the way they function under different conditions and different learning environments. Learning styles such as reflectivity/impulsivity, field-dependence/field-independence, and mental self-government, as well as preferences for interactive visual or auditory presentations, or other ways of representing information have effects on learners' academic performance. The adaptation of teaching to learning styles may include not only more appropriately differentiated teaching strategies but also may add to the dependability of the evaluation measures of what learners have learned. Thus, the effectiveness of teaching and the pertinence of the assessment of learning achievements can be enhanced by teachers' adaptation of instructional strategies to learners learning styles.

3. Personality Characteristics

To some extent there is recognition among educators that personality characteristics such as self-reliance, attitudes, anxiety, independence, emotional stability have differential effects on learners learning achievements. There is some acknowledgement that attention should be paid to learners personality needs and to particular aspects of learners different cultural backgrounds. Nevertheless, while the effect of personality characteristics on learning is significant, very little has been done or even suggested regarding the adaptation of teaching to learners different personality traits and needs. Among the reasons for that is the very large number of traits with a wide variety of tests to measure them and the problem of their lower validation than the ability tests. Also, the complexity of the interactions of personality characteristics with various other factors affecting learning seems too difficult to tackle.

It is therefore essential to understand that the volume of educational activities and independent work self-directed learning cannot be prescribed and that any such attempt must follow a pattern that considers the following principles:

- See learners as owning and managing their learning. That means learners decide upon the context, the resources, the way of learning and how to keep track of whether they have achieved what they set out to learn.
- Recognize that self-motivation and initiative are important in the learning process. The SDL belief is that a learner's motivation to learn about something is what drives him to become a participant in the learning process.
- Aim to shift the responsibility and control from the teacher to the learner. Learners set their goals, decide how to achieve those goals and how to approach learning the information.

5. Description of the training environment

According to the social constructivist approach that provides a broad basis for the TToP CF, instructors and trainers have to adapt to the role of facilitators and not teachers (Bauersfeld, 1995). Whereas a teacher gives a didactic lecture that covers the subject matter, a facilitator helps the learner to get to his or her own understanding of the content. In the former scenario the learner plays a passive role and in the latter scenario the learner plays an active role in the learning process. The emphasis thus turns away from the instructor and the content, and towards the learner (Gamoran, Secada, & Marrett, 1998). This dramatic change of role implies that a facilitator needs to display a totally different set of skills than that of a teacher (Brownstein 2001). A teacher tells, a facilitator asks; a teacher lectures from the front, a facilitator supports from the back; a teacher gives answers according to a set curriculum, a facilitator provides guidelines and creates the environment for the learner to arrive at his or her own conclusions; a teacher mostly gives a monologue, a facilitator is in continuous dialogue with the learners (Rhodes and Bellamy, 1999). A facilitator should also be able to adapt the learning experience 'in mid-air' by taking the initiative to steer the learning experience to where the learners want to create value.

The learning environment should also be designed to support and challenge the learner's thinking (Di Vesta, 1987). While it is advocated to give the learner ownership of the problem and solution process, it is not the case that any activity or any solution is adequate. The critical goal is to support the learner in becoming an effective thinker. This can be achieved by assuming multiple roles, such as consultant and coach.

A further characteristic of the role of the facilitator in the social constructivist viewpoint is that the instructor and the learners are equally involved in learning from each other as well (Holt & Willard-Holt, 2000). This means that the learning experience is both subjective and objective and requires that the instructor's culture, values and background become an essential part of the interplay between learners and tasks in the shaping of meaning. Learners compare their version of the truth with that of the instructor and fellow learners to get to a new, socially tested version of truth (Kukla 2000). The task or problem is thus the interface between the instructor and the learner (McMahon 1997). This creates a dynamic interaction between task, instructor and learner. This entails that learners and instructors should develop an awareness of each other's viewpoints and then look to their own beliefs, standards and values, thus being both subjective and objective at the same time.

Besides these elements of broad consideration of the training environment, some more tactile and applicable essentials refer to establishing an environment conducive to learning is a critical aspect of starting a training session off on the right foot. You can ensure that participants walk in to a relaxed atmosphere and an environment that is welcoming and ready. The room says you took the time to get ready for them. You have time to greet them and welcome them to a great training session.

Know When, Where, What, Who

Just about every trainer has encountered at least one training nightmare. Some (not all) of these could be prevented by additional preparation. These questions may help them obtain

the right information, but it will do them little good if they don't write the answers in a safe place.

- **When:** When is the training? Day? Date? Time? Also, do they have enough time to prepare? Is the amount of allotted time for the amount of content adequate?
- **Where:** Where is the session? On-site or off? If off-site, is it easy to travel to the location? How do they get there? What's the address? Telephone number? Will they need to make travel arrangements? Is public transportation available? How do they get materials to the site?
- **What:** What kind of training is being expected? What resources are required? What kind of facilities are available? What will they need?
- **Who:** Who is the key planner? Who are the participants? How many? What's their background? Why were they chosen to deliver the training? Who is the contact person at the training site? How do they reach that person on-site and off?

Room Arrangements

The room in which the training takes place may have significant impact on the training session. Arrange the room to support the learning objectives and the amount of participation you will desire. Typically trainers do not have the opportunity to select a room. However, if they do, they must consider the attributes that will create the best learning environment for their participants.

- **Size:** Arrange for a room to accommodate the number of participants. Remember that a room that is too large can be as bad as one that may be too small.
- **Training requirements:** If the training session entails many small group activities, determine if there is enough space in the room. If not, arrange for additional breakout rooms to accommodate your needs.
- **Accessible:** Ensure that the room is accessible to all, including those who have limited mobility.
- **Location:** If participants need to travel (either by foot or vehicle) to the session, the location should not pose a hardship, for example, walking in rain, or parking difficulty.
- **Convenience:** Readily accessible restrooms, telephones, snacks, lunch accommodations, and so on help ensure that participants return on time following breaks or lunch.
- **Distractions:** Select a room that is free of distractions and noise. Thin walls with a sales convention next door may not create the environment they are trying to establish for learning.
- **Obstructions:** Select a room that is free of structures such as posts or pillars that may obstruct participants' views.
- **Seating:** Selecting a location that provides comfortable, moveable chairs is the best option. Seating arrangements should further enhance the learning environment they wish to establish. Determine what's most important for the learner.
- **Furniture:** In addition to decisions about the seating arrangements and the kind of tables they prefer, they will want a table in front of the room for their supplies and equipment. They must not allow too much space between the table from which they

will present and the front participant row. Reducing the amount of space between them and the learners increases the affect level in the room. It closes the distance between them and the trainees both physically and emotionally. The participants feel better about them, themselves, and the training session.

- **Lighting:** Lighting should be adequate. Dimly lit ballroom ambiance will not promote energy in a training session. Is the lighting bright enough? Is it natural lighting? If the room has windows, which direction are they facing? Can windows be darkened, if necessary? A morning sun coming up behind the projection screen will blind the participants and wash out the image on the screen. Know where light switches are located so that you can brighten or darken the room as needed.
- **Workable walls:** Most trainers hang flipchart pages on the walls: the session objectives, small group work, and so on. Is wall space available or do windows surround the room? Does art cover the walls or are they open? Usually the front of the training room should be opposite the entrance to avoid distractions when people come and go. Is that possible in the room they are considering?
- **Climate control:** They will never be able to please everyone in their session. However, if they have the ability to adjust it themselves, they can try. Determine where the thermostat is located and whether they have any control over it. Experiment with it while they set up the room. Does it respond quickly or slowly? Do they need to contact someone to make adjustments?
- **Microphone:** If they have a large room or a large group or the room has poor acoustics or they have a tiny voice, they may need a microphone. Check the room to ensure it is wired for a microphone.

6. Descriptions of target groups (e.g. prerequisites, etc.)

Adult educators are not all the same. The **broad field of adult education** in Europe ranges from purely informal to strongly formalised and institutionalised learning contexts, and from purely general to very specific job-related education. The systems are still very different, and professionals in adult education might have quite different social backgrounds, professional roles, target learners and practical experiences. In a course group, learners might therefore need more **time** than usual, to explain their individual, institutional and national context and background, in order to be understood by other participants.

If we look at the employment conditions of adult education staff we find that only a small minority work exclusively for adult education and in an institutional context. The majority of people who contribute with their work to adult education and learning has either fairly insecure employment conditions, working on a free lance basis for example; or they have a job which is only in part related to adult education activities, for example company employees with training duties or persons working in cultural institutions.

It is difficult therefore to apply identical categories to the various groups of adult education staff in different European countries, and along the same line it is not advisable to set matching prerequisites for those who wish to take part in the proposed CF; novice or expert adult educators. This could be relatively easy in the case of teachers in school or higher education institutions, who are also concerned with adult students; but it is much more difficult in the other fields and sectors of adult education and training. All in all, the spectrum of adult education staff is extremely broad – which is not surprising given the integration of adult education in all societal sectors. For the professional development in adult education it will however be especially interesting not to concentrate on full time professionals only – which do not exist in great numbers in any country – but to take into account also other groups who work only partly for adult education, or who are not even considered as adult educators, at all or do not consider themselves as such, but whose activity is nevertheless relevant for adult education. The updating of their skills and competencies will be of crucial importance for assuring a high quality level of adult learning. The problem is that we know relatively little about these more “hidden” groups of adult educators, about the concrete activities of relevance to adult education that they perform in their jobs and about the skills that they possess or that they would yet need to improve. Here is a challenge for research and analysis work to provide a basis for the further professional development of the field.

All these fields play an important role for the professional development of adult education. Some of them have always been seen as directly being related to adult education, for others the awareness of their relevance for adult education has only developed more recently.

Teaching represents the classical activity of adult educators. But the notion of teaching itself is changing. With the paradigm change towards learner-centred approaches the activity of teachers is also changing its character, a trend which becomes apparent in the use of alternative terms such as facilitating, coaching, moderating etc. New skills are required from those who teach, such as the planning of settings for learning other than the traditional classroom course, for example at the workplace. In many cases those who teach belong to

the more hidden groups of adult educators – those that work only partly for adult education, or those who would not even consider themselves as such because the teaching – even under a different name, is only part of their duties.

Management has only recently come to be seen as an activity field of adult education in many European countries. And still, the debate on management and the development of management skills is often not linked at all with adult education. Nevertheless management issues are relevant for many adult educational contexts. Not only for the managers of adult education centres and institutions who have of course to deal with issues such as quality management, staff development or educational marketing. Also in companies questions of staff development, career planning and management of human resources are related to activities which are increasingly seen to be a part of adult education. And more recently management activities such as fundraising, project management or the building and steering of regional cooperation networks have grown in importance for many adult education contexts and actors.

Counselling and guidance too are an area whose importance is ever more increasing in adult education, and this is true for all countries. Especially the counselling of learners belongs here, which means supporting the learners in the search for appropriate offers and in analysing their learning needs. To the activity field of counselling belongs also the setting up and updating of information systems and data bases and the checking of relevant information on offers. Learner counselling also includes the guidance of learners throughout the learning process, the counselling in the case of learning problems or the evaluation of the learning achievements. Sometimes this form of counselling is also seen as being part of the “teaching”; however if one considers the skills needed for counselling, it seems appropriate to define it as a field of its own.

The TToP CF suggests that one of the challenges in describing adult educators in Europe as a single target group is to *identify the training needs of a target group which is extremely heterogeneous*. This, in turn, requires a good knowledge of the activities that adult education staff is required to perform in each country. Such knowledge is an essential prerequisite for the development of appropriate training offers that cater for the different training needs.

7. Description of training modules

Modular training allows you to complete sections or modules of training according to your time plan and availability. It is cheaper than integrated training. Flexible training, can take longer than integrated to complete a series of modular courses. Modular content refers to a collection of learning resources developed as a single learning object. Each learning object functions like a “building block” independent and self-contained but capable of being paired with other building blocks. Training modules contain basic texts, model forms, short handouts for workshops, and notes for trainers. Each module has a single topic, with different documents in it for different actors or purposes. The TTop-CF proposes nine independent modules which are the following:

1. Acquiring knowledge and learning modes for adults

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.

2. Modes of training and learning management for adults

To be effective in teaching adults, it’s important to know your audience and have a general understanding of how adults learn. This module explores the various principles for effective adult learning such as needs assessment, creating a safe environment for learning, sound relationships, sequence and reinforcement, praxis, learners as subjects of their own learning, learning with ideas, feelings, and actions, immediacy, assuming new roles for dialogue, teamwork, engagement, and accountability. The module further refers to modes for successfully teaching adults which essentially means remembering that these learners often identify more with content that is emotionally driven. This can make your course more relatable and can give positive encouragement and motivation that a student needs to succeed.

3. Advising, counseling, coaching and mentoring models in adult education

This module looks upon the differences between the various terms and approaches to supporting the adult learner for enabling process aimed at enhancing learning and development with the intention of improving performance. It also looks in some depth on the various approaches and models for mentoring and coaching of adults while it addresses issues that relate to the support activities involved, frequency of support, the extent to which training for mentors/coaches is involved, and some specific mentoring/coaching styles.

4. Methods, techniques and tools for assessing and valorising adult learning

This module focuses on the place of assessment and evaluation in the context of curriculum design/development/delivery and adult learning. Learners will learn how to analyze and evaluate assessment and evaluation tools and strategies that allow them to meet the needs of various learners and stakeholders. They will also demonstrate their learning by designing an evaluation strategy appropriate for the curriculum used in their own workplace-learning context.

5. Developing intercultural communication and awareness of the diversity of learners

This module refers to advanced knowledge of the field of adult education, involving an intercultural awareness and an understanding of cultural complexities and diversity of our current times, from a variety of conceptual, disciplinary and professional perspectives. It invites participants to consider what these complexities might mean for individuals in a variety of contexts and also to develop further their own intercultural awareness and skills as adult educator.

6. Financing adult education

The focus of the module is on adult educators developing competence in Finance, however whilst the competences, skills, and knowledge are generic, method of educational funding, models of financial management and accountability are country and institutional specific, the teaching and learning materials must reflect this.

7. Utilizing ICT and digital competence for adult educators

This module refers to comprehensive, specialised and theoretical knowledge within the field of digital competence for adult learners and awareness the boundaries of that knowledge. It also provides a comprehensive range of cognitive and practical skills required to develop creative solutions in the use of ICT as a supporting instrument for flexible learning solutions in an adult learning situation. Furthermore, it encourages exercising management and supervision in developing new/alternative pedagogic-didactic methods and learning strategies involving the possibilities given by ICT, reviewing and developing of self, colleagues and learners.

8. Relevance and needs for Local Development

This module refers to advanced knowledge of the field of local development and sharing economy, 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 local development opportunities that can be useful for their adult learners. Furthermore it encourages the management and supervision of activities that their learners should engage to take the opportunities of local development.

9. Adult educators' personal and professional development

This module is focusing on the development of self as a learner and as an educator. The training course will provide opportunities for exploring the past, present and future of being an adult educator through extensive self-reflection. The course will offer tools for analyzing various cases from everyday practice. Learning together with other participants gives opportunity to discover new perspectives. The course is based on interaction, cooperation and self-analysis to support personal and professional growth adult educator.

8. Structure of training process, possible forms of training (to be used in adult educators' training for various target groups, eg. combination of e- and educational and learning process training)

Unless circumstances force them to behave otherwise, the adult educator's role is to provide effective education and training programmes and to continue the evaluation process after the training programme, counsel and support the learner in the implementation of their learning, and assess the effectiveness of the training. Naturally, if action will help adult educators to become more effective in their training, they can take part in but not run any pre- and post-programme actions.

The TToP CF proposes a **blended-learning approach** for developing educational programmes and activities for adult educators. Before understanding why it works and which its benefits are, we first need to give a solid blended learning definition. So, what is blended learning? It is a training approach that combines different learning techniques. In the standard educational model, blended learning often refers to the use of laboratory equipment or computers to complement the class sessions and strengthen the teaching process through practice and the application of theories learned in class. In the world of e-Learning, the blended learning approach refers to the complementary use of eLearning in the standard education model, due to the benefits it offers on a broad scale, to name a few, **self-paced learning**, testing and quizzing, monitoring and feedback. The advantages of this approach are far more important than one might think, as they affect not only the trainees, but also the trainer and the learning process itself! The advantages can be summed to the following:

- 1) Learner is more engaged using a variety of content types
- 2) Different learner, different learning style
- 3) Instructor or trainer can assess learner trends and act accordingly
- 4) Improved feedback
- 5) It can make learning fun!

The above elements essentially direct trainers to the conclusion that before implementing any education and training programme or activity, it is important for adult educators to do their homework and research their learners' situation thoroughly. By gathering information in several key areas, they better prepare themselves to create a relevant and customized training plan. This means that they essentially need to accomplish several objectives in order to plan an effective programme for adult educators:

- Objective 1: Determine what training is needed.
- Objective 2: Determine who needs to be trained.
- Objective 3: Know how best to train adult educators as learners.
- Objective 4: Know who the audience is.
- Objective 5: Draw up a detailed blueprint.

Determine Training Needs

Many different resources can be used to help determine the learners' training needs.

- **Professional goals.** Refer to any stated goals to help define overall training programme goals.

- **Job descriptions.** Include stated job requirements as your base for needed training. Job descriptions for adult educators exist in most European countries.
- **Legal obligations.** Ensure that the training programme encompasses all required training to meet government and legal obligations.
- **National or local policies.** For certain areas or subjects, such policies may spell out who is to be trained, in what, and on what frequency.
- **Performance data.** If it exists and is available review this information to identify weaknesses in performance that may require refresher training or in how to use more productive procedures. Adult educators can also develop methods for determining which learners need training, ranging from non-formal to formal.

Determine who needs to be trained

- **Observations.** Keep eyes and ears open in the workplace and identify adult educators who need training in specific areas.
- **Informal discussions.** Talk with employees, supervisors, and managers to get candid information about areas where adult educators feel well-equipped to do their jobs and areas where they are uncomfortable.
- **Focus groups.** This method involves selecting a group of hand-picked adult educators and asking them designed questions regarding their training. This activity gives the opportunity to gather data from a few people in a short period of time. Focus groups are good for brainstorming, which can be a valuable source of information. Make sure the selected members are outspoken. A quiet participant may be hesitant to contribute.
- **Interviews.** Personal interviews can be very effective for discovering what training employees want, but it can also be very time-consuming. This method is best for specialized training that affects a small percentage of the workforce.
- **Questionnaires.** Compose a few questions specific to training you are planning. This method is effective for elective training or for new training areas in which you want to begin programs. Keep answers confidential so employees feel comfortable submitting their input.
- **Skill tests or demonstrations.** Provide written tests or have adult educators perform demonstrations on certain activities or techniques to determine who needs additional training.

Know How to Train Adult Educators as Learners

Most adult educators are self-directed learners: They want to learn what they want, when they want, and how they want. According to research in Europe they have their own style of learning that includes four key elements, discussed below. Even if their training programme is structured to meet these elements, however, one may still run into reluctant learners. TToP CF provides seven rules for training reluctant or resistant learners.

The Four Elements of Adult Learning

1. **Motivation.** To motivate adult educators as learners, one needs to set a friendly or open tone to each session, create a feeling of concern, and set an appropriate level of difficulty. Other motivators for adult educators as learners include:

- Personal achievement
 - Social well-being—including opportunities for community work
 - External expectations—such as meeting the expectations of someone with formal authority
 - Social relationships—including opportunities to make new colleague friends that satisfy learners' desire for association
 - Stimulation—that breaks the routine of work and provides contrast in adult educators' lives
 - Interest in learning—which gives adult educators knowledge for the sake of knowledge and satisfies curious minds
2. **Reinforcement.** One may use both positive and negative reinforcement to be successful in training adult educators. They need to use positive reinforcement frequently, such as verbal praise, when teaching new skills in order to encourage progress and reward good results. They can also use negative reinforcement, such as negative comments on a performance review, to stop bad habits or performance.
 3. **Retention.** Adult educators must retain what they've learned in order to realize benefits on both the personal and work-wide levels. One can achieve great retention rates by having learners practice their newly acquired skills again and again until they are familiar and comfortable enough to ensure long-term success.
 4. **Transference.** Adult educators need to bring what they learn in their education and training directly to the workplace. Positive transference occurs when adult educators are able to apply learned skills to the workplace. Negative transference occurs when they can't—or don't—apply skills to the workplace.

Seven 'Laws' for Training adult educators as Learners

Adult educators typically bring a broad sense of experience to training sessions, to which they can attach new ideas and skills. At the same time, however, these learners are sometimes reluctant to accept new ideas and methods of working. Their trainers may sometimes need to overcome this resistance before learning can take place.

TToP CF, recommends the following these seven "laws" when training reluctant learners:

1. Law of previous experience: Tie all new learning to and further build upon the prior experiences of learners.
2. Law of relevance: Effective learning must be relevant to learners' lives and work.
3. Law of self-direction: Many adult educators prefer to learn on their own at their own pace.
4. Law of expectation: Adult educators reactions to training sessions are often shaped by the expectations they have tied to content area, training format, fellow participants, and trainers.
5. Law of self-image: Adult educators have set notions of the best way they teach and learn. These notions may either interfere with or enhance the learning experience.
6. Law of multiple criteria: Adult educators as learners base the quality of the learning on accomplishments and learning experiences.
7. Law of alignment: In successful learning, objectives, content, activities, and assessment techniques must all be aligned.

Once a trainer of adult educators is familiar with their overall needs, they need to further customize their training plan by getting to know the specific makeup of the actual participants in the programme.

Know Your Audience

In order to make every training session as effective as possible, a trainer needs to analyze the participants in each group:

- What is their background?
 - How much training have they had on this or that topic?
 - Why does management or employer or even they think they need more training?
 - Do any trainee adult educators have any relationship with the trainer (acquaintances, jobs are related)?
 - Do any adult educators trainees have high levels of responsibility or authority in the organization or structure in which they work?
- What are the demographics of the group?
 - How many trainees are in the group?
 - What is the average age?
 - What is the ratio of men to women?
- What is their educational level?
 - What is their level of expertise?
 - How much prior knowledge do they have about the session topic?
 - Do some know more than others?
- What is the overall attitude of the group?
 - Is this voluntary or required training?
 - Do they want to be in the programme?
 - What do they think of the subject matter?
 - What do they think about the trainer?
 - Are they a friendly group?
- What are their expectations?
 - Can the trainer meet their needs?
 - Will the training benefit the participants?
 - Will the training benefit the trainer? The organization/structure?
 - Could there be disadvantages as a result of the training session?

Any trainer of adult educators also needs to know what kind of learners trainees are. In general, people learn in one of three ways:

- **Visual**—These learners receive information best through seeing or reading it. Their brains process the information and retain it once they see it. These learners benefit from written instructions, diagrams, handouts, overheads, videos, and other visual information.
- **Oral**—Oral learners receive information best when they hear it. They respond best to speakers, audio-conferences, discussion groups, Q & A sessions, and other oral information.

- Kinesthetic or tactile—These learners learn by touch and feel. They will benefit from show and tell where equipment is available to handle. They also respond well to demonstrations of new procedures and in having the chance to practice themselves.

When Training Isn't the Answer

Once the trainer has gathered all the pertinent information identified above, it's time to analyze and confirm the data to determine what training needs exist. The trainer needs to remain open to the idea that training may not always be the answer in every case:

- In cases where the overall size or difficulty of the skill or procedure is complex or where only one learner participant is having trouble, coaching or other one-on-one activity aids may be better than a training session.
- Qualified training is not enough. Trainers must also make sure to motivate participants to learn and perform. If they've already conducted training, they may not need more sessions; the trainer may instead need to recommend ways to change the working environment in order to encourage better job performance.
- If previous training hasn't met its goals, trainers need to find out why it failed. Was there too much down time between the session and performance? Was the session held under ideal conditions or was there a poor training environment? All these factors must be taken into consideration before any decisions are made. The solution may be as simple as revising an old program.

Draw Up a Detailed Blueprint

After trainers have done your homework and know what their training needs are, who needs to be trained, and how best to train them they need to develop a plan. TTop CF suggests the following steps:

- 1. Set specific goals to meet each training need you've identified.**
 - Use quantifiable measurements for the accomplishments you want adult educators to achieve after training.
 - Use charts, graphs, and tables wherever possible to show specific numbers and trends that the training programme will achieve.
 - Set realistic targets that are achievable, but not necessarily easily. Trainers need to know their trainees well enough to know how to challenge them to reach for more effective performance.
- 2. List everyone who needs to be trained in each module.**
 - Trainers may use these lists to help them customize their training to their audience.
 - Prepare trainees by communicating before sessions with prequizzes, agendas, or requests for specific areas trainees want addressed in the training.
- 3. Set up a training schedule.**
 - Make a master schedule of all the training that needs to be conducted.
 - Within the master schedule, set specific dates for each module.
 - Include makeup dates for trainees who cannot attend scheduled modules.
 - Use a logical progression for multi-part training; make sure modules aren't too far apart that trainees forget the first training or too close together that trainees

suffer information overload. Also allow time for trainees who want more training in the first session to receive it before the next session is held.

4. Choose the appropriate method(s) for each group of trainees in each module.

- Plan to use more than one training method for each topic to ensure that you reach all the types of learners in the module.
- Plan flexibility into your use of materials so that you are prepared for technical difficulties or other problems.
- List the materials and methods you plan to use in each module.

Once trainers have all of this information collected and organized, they are in great shape to begin developing the specifics of the training modules. The next steps forward need to covers a comprehensive range of training styles and materials and helps them decide which methods are best to use when—and how to combine methods to present an effective blended learning approach.

9. Description of independent work, its evaluation and feedback options

Before refereeing to the benefits of independent learning and how it can be assessed, we need to stress that one of the abilities that most adult educators and trainers desire to cultivate in their learners is **independence**. In this section, we discuss some strategies proposed within the TToP CF that will help trainers of adult educators understand how to orientate self-motivated, self-regulating independent learners. The principles here are foundational to lifelong learning, professional growth, development, and long term career satisfaction. Therefore a good place to begin is by carefully thinking about one's own learning style. Useful questions to think about include:

- Do you like to work independently or do you need a more structured environment?
- Are you self-motivated or do you need regular feedback in order to make progress?
- Do you work best at your own pace or when prodded by others?

What does it mean to be an independent learner?

It means:

- Becoming self-aware, self-monitoring and self-correcting;
- Knowing what one needs to do;
- Taking the initiative rather than waiting to be told what to do;
- Doing what is asked to the best of one's ability, without the need for external prodding, and working until the job is completed;
- Learning to work at a pace that you can sustain;
- Taking ownership of mistakes without looking for excuses; and
- Refusing to let self-doubt or negative emotions due to negative past experiences take off course.

Key to being independent is:

- Self-awareness,
- Self-motivation, and
- Self-regulation.

In order to estimate and assess independent learning and work within the TToP CF one needs to consider each of these characteristics. Based on the results of IO1 and the feedback from the TToP partners, these characteristics are described below.

Self-Awareness

Self-awareness refers to the knowledge and understanding of oneself - their emotions, beliefs, assumptions, biases, knowledge base, abilities, motivations, interests, etc.

Some useful questions to think about in this regard are the following:

- Do you enjoy explaining your work? How? Orally? In Writing? Both?
- Do you like working with others as a member of a team or do you prefer to work by yourself?
- Are you a good listener?
- Can you handle personal conflict?
- Do you prefer delving into a problem deeply?
- Do you see the "big picture"?

- Do you prefer to work on short term programmes (6 months or less) or long term programmes?
- Do you enjoy using instrumentation? What kinds?
- Do you enjoy using computers and/or software?
- Do you enjoy travel? Can you speak one or more foreign languages conversationally? Can you read in another language?
- Are you self-motivated? Do you require external prompts in order to meet deadlines and/or achieve results?

The answers to these questions can help learners to identify their skill set, interests, career path, and motivators, and organise and assess their individual work accordingly.

Self-Motivation

Self-motivation refers to the ability to identify effective methods of getting one to move from thought to action. Everyone is different. Some individuals are highly self-motivated while others require the imposition of external deadlines or some type of reward or penalty in order to move from thought to action. Identifying learners' specific needs in this area is the first step.

A common barrier to action is often the perception that a task is too large or too complex to accomplish. If that is an issue for some learners, then a useful practice is to break down the activity or task into several smaller, more "doable" tasks each of which the learner can envision accomplishing in a set time period.

Self-Regulation

Self-regulation focuses on the ability to affect personal and professional growth based on self-awareness and motivation.

Useful questions a learner should ask in an effort to self-regulate are the following:

- Who will provide direct supervision or oversight on my work? With what frequency (daily, weekly, etc.)?
- What are the deadlines, if any, relevant to my work?
- What are the formal requirements, if any, for my work?
- What are the outcomes that I desire from my participation in this programme? What, if anything, do I need to do in order to achieve these outcomes?

Regarding the ways of **assessing independent work** in a learning programme, the TToP CF proposes formative feedback. This is feedback which gives learners a clear sense of what they need to do to improve. Effective formative feedback encourages learners to be independent because it allows them to take control of their own learning. If they know what they need to do to improve, they are in a position to make those improvements, therefore acting independently. The converse would see a summative grade being given which offers no scope for action and which, psychologically, encourages learners to become dependent. Last but not least, trainers must never forget that in successful independent learning part of the role of the trainer shifts from an expert transmitting knowledge to that of a 'coach' helping learners to acquire the strategies necessary for learning. TToP CF suggests that a key activity is trainers helping learners to create their own representations of learning goals. A

number of studies suggest that ICT plays a helpful role in independent learning because it offers opportunities for the easy assessment and measurement of self-directed learning, increases the speed of access of information, and provides a medium for interaction between learners and between learners and their trainers.

10. Methods and criteria of evaluation

The TTOP CF proposes that any training programme that is addressed to adult educators and trainers should be continually monitored. At the end, the entire programme should be evaluated to determine if it was successful and met training objectives. Feedback should be obtained from all stakeholders to determine programme and instructor effectiveness and also knowledge or skill acquisition. Analyzing this feedback will allow trainers to identify any weaknesses in the programme. At this point, the training programme or action plan can be revised if objectives or expectations are not being met. To this end the TTOP CF suggests the following methods of evaluation. These methods are accompanied by their own criteria and they can be performed at any stage of an adult educators' training programme.

Pretests/ Posttests

Pretests are given to determine "what learners already know with regard to the objective(s) at hand (Smith & Ragan, 1999: 95). With a pretest, an instructor or trainer can determine what the learners need to learn and then help the learners focus on the pieces of the instruction that have not previously been learned. A Pretest might be given before a lesson starts or as a way to gain learners' attention and provide them with the objective(s) of the lesson. Posttests are usually given toward the end of a lesson. Posttests "will assess whether the learner can achieve both the enabling objectives and the terminal objectives of a lesson (Smith & Ragan, 1999: 95). By testing enabling as well as terminal objectives, the teacher has more information as to where learning has "gone wrong." Items on a posttest should differ from the items on the pretest.

Performance assessment

According to Nitko (2001: 240), a performance assessment presents a hands-on task to a student and uses clearly defined criteria to evaluate how well the student achieved the application specified by the learning target. During a performance assessment, learners must apply their knowledge and skills from multiple areas to show they can perform a learning target. A performance assessment may require a student to

- make something
- produce a report
- give a demonstration

Unlike short answer or multiple choice items used in other types of assessments that require *indirect* demonstration, performance tasks require *direct* demonstration of achievement of a learning target.

Peer/ Self-evaluation assessment strategies

Peer and self-evaluation assessment strategies ask learners to reflect on, make a judgment about, and then report on their own or a peer's behavior and performance. Both performance and attitude can be evaluated with peer and self-assessments. Assessment tools for this type of evaluation might include sentence completion, Likert scales, checklists or holistic scales.

Portfolio assessment

A portfolio is a limited collection of a learner's work that is used to either present the student's best work(s) or demonstrate the learner's educational growth over a given time span (Nitko, 2001: 254). A portfolio is a collection limited to only the work that best serves the portfolio's purpose, rather than a collection of all of a learner's work. The pieces contained in a portfolio must be carefully and deliberately selected.

Achievement tests

Achievement tests assess the knowledge, abilities and skills that are at the center of direct instruction in schools (Nitko, 2001). Achievement tests may be standardized or non-standardized. Standardized tests are created by professional agencies and use the same materials and administration procedures for all learners. Non-standardized tests have not had the assessment materials tried out by a publisher, nor has any learner-based data been collected concerning how well the test is functioning.

Observation

Observation is usually used to make an informal assessment of learners' behaviors, attitudes, skills, concepts or processes. Observations may be recorded through anecdotal notes, checklists, video, audio recordings or photos. Observations may be used to collect data about behaviors that are difficult to evaluate by other methods. Sometimes learners are assessed in on-the-job situations. According to Smith and Ragan (1999), probably the best way to see if learners have learned what we want them to learn at the necessary level is to take them into the real world and have them perform what they have been instructed to do. Rating scales and checklists can be used to record the quality of the process as the worker performs.

Interviews

Interviews are used to get a better idea of learners' attitudes, thinking processes, level of understanding, ability to make connections, or ability to communicate or apply concepts. Interviewing consists of observing and questioning the learners. Interviews can be both formal and informal and are a good tool for diagnosing learners' strengths as well as needs.

Simulations

In addition to being an instructional strategy, simulations are also useful for assessment purposes, especially for assessing higher-order rule learning and attitude change (Smith & Ragan, 1999). Simulations can be delivered using print-based or interactive multimedia tools. A case study is an example of a print-based simulation. Case studies are often used to assess in fields such as management, law and medicine. The use of personal computers is a common way to administer an interactive multimedia simulation assessment. By using computers, simulations can easily be administered to an individual or a group. Some of the more elaborate examples of simulation testing using multimedia include pilot and astronaut training.

Essays

Essays are usually used as an assessment tool in two general situations (Nitko, 2001). The first is in specific subject areas to evaluate how well learners can explain, communicate, compare, contrast, analyze, synthesize, evaluate, and otherwise express their thinking about several aspects of a subject. The second is to evaluate learners in their ability to write in their language with appropriate use of the language and to write for various purposes including exposition, persuasion and communication. There are two basic varieties of essay items: restricted response and extended response. Restricted response items limit what the learner is allowed to answer in both content and form. Whereas extended response items give learners the freedom to express their own ideas and organize those ideas in their own way. To help eliminate subjectivity in the evaluation of essay items, designers usually develop checklists, rating scales, model answers or use multiple graders to evaluate the exam (Smith & Ragan, 1999).

Recall items

Recall items are used to assess declarative knowledge objectives. In response to recall items, learners are asked to reproduce what they were presented with during instruction either verbatim, paraphrased, or summarized (Smith & Ragan, 1999). Recall items are usually in a written format, such as short answer, fill-in-the-blank or completion items. While these types of test items require a lot of memory, they also require fewer higher reasoning processes.

Recognition items

In response to recognition items, learners are required to recognize or identify the correct answer from a group of alternatives. Declarative knowledge that has been memorized can be assessed with recognition items. Multiple choice, matching and true false items can all be used as recognition items. These types of questions can be constructed in such a way as to require the use of higher cognitive skills. Learners may be asked to apply learned principles or concepts in order to recognize a correct answer.

Constructed answer items

With constructed answer items, learners are required to produce or construct a response (Smith & Ragan, 1999). Responses may take a written or performance-based format. Constructed answer items require a higher reasoning of intellectual skills than recall items and demand more memory and cognitive strategies than recognition items because the learners are less cued and the options are less limited. Additionally, constructed answer items often are more closely aligned with real-life situations and are usually a more valid assessment.

Formative assessment

Formative assessment helps the instructor monitor student learning while in progress. Formative assessments are usually less formal than summative assessments and, although the instructor may keep a record of the results, they are not used to report official achievement progress, such as a letter grade (Nitko, 2001). Formative assessments may help diagnose individual learners' learning needs and help to plan instruction.

Summative assessment

Summative assessment is used to evaluate learners as well as the instructor after one or more units are taught. Results from summative assessment are usually used to count toward a final grade (Nitko, 2001). Summative assessments are useful tools for reporting learners' progress to authorities, managers, specific audiences, etc.

11. Training methods

There are numerous methods and materials with the most effective training techniques available to help you prepare and equip adult educators to better do their jobs. Indeed, with so many choices out there, it can be daunting to determine which methods to use and when to use them. The TTOP CF proposes that using several methods for each training session or module may actually be the most effective way to help adult educators learn and retain information. In this part of the CF, we take a close look at each of the myriad techniques, and examine some of their *advantages* and *disadvantages*. We also explain how you can combine the various methods into an effective blended learning approach.

Before considering specific training techniques, trainers need to ask themselves these questions:

- What are your training goals for this session/module?
 - New skills
 - New techniques for old skills
 - Better workplace behavior
 - A fair and equal workplace free of discrimination and harassment
- Who is being trained?

Instructor-led training methods

Even with the many technological advances in the training industry, traditional formats remain viable and effective. **Instructor-led training** remains one of the most popular training techniques for trainers. There are many types including:

- Blackboard or whiteboard. This may be the most “old-fashioned” method, but it can still be effective, especially if you invite trainees to write on the board or ask for feedback that you write on the board.
- Overhead projector. This method is increasingly being replaced with PowerPoint presentations, which are less manually demanding, but overheads do allow you to write on them and customize presentations easily on the spot.
- Video portion. Lectures can be broken up with video portions that explain sections of the training topic or that present case studies for discussion.
- PowerPoint® presentation. Presentation software is used to create customized group training sessions that are led by an instructor. Training materials are provided on CDROM and displayed on a large screen for any number of trainees. Adult educators can also use the programs individually, which allows for easy make-up sessions for adult educators who miss the group session. This method is one of the most popular lecture methods and can be combined with handouts and other interactive methods.
- Storytelling. Stories can be used as examples of right and wrong ways to perform skills with the outcome of each way described. This method is most effective with debriefing questions, such as:
 - How does this story relate to training?
 - How did the main character’s choices make you feel?
 - What assumptions did you make throughout the story? Were they correct?
 - What would you have done differently?

This technique makes communication easier since it is nonthreatening with no one right answer. It is cost effective, especially if trainers have their own stories to tell. Stories can also make sessions more personal if they involve people trainees know. You can also find many training stories online.

Advantages

- Instructor-led classroom training is an efficient method for presenting a large body of material to large or small groups of adult educators.
- It is a personal, face-to-face type of training as opposed to computer-based training and other methods we will discuss later.
- It ensures that everyone gets the same information at the same time.
- It is cost-effective, especially when not outsourced to guest speakers.
- Storytelling grabs people's attention.

Disadvantages

- Sometimes it is not interactive.
- Too much of the success of the training depends on the effectiveness of the lecturer.
- Scheduling classroom sessions for large numbers of trainees can be difficult—especially when trainees are at multiple locations.

Attentive training methods

There are also many ways that trainers of adult educators can break up training sessions and keep trainees **attentive and involved**, including:

- **Quizzes.** For long, complicated training, stop periodically to administer brief quizzes on information presented to that point. You can also begin sessions with a prequiz and let participants know there will also be a follow-up quiz. Trainees will stay engaged in order to improve their prequiz scores on the final quiz. Further motivate participants by offering awards to the highest scorers or the most improved scores.
- **Small group discussions.** Break the participants down into small groups and give them case studies or work situations to discuss or solve. This is a good way for knowledgeable veteran adult educators to pass on their experience to newer adult educators.
- **Case studies.** Adults tend to bring a problem-oriented way of thinking to workplace training. Case studies are an excellent way to capitalize on this type of adult learning. By analyzing real job-related situations, adult educators can learn how to handle similar situations. They can also see how various elements of a job work together to create problems as well as solutions.
- **Active summaries.** Create small groups and have them choose a leader. Ask them to summarize the lecture's major points and have each team leader present the summaries to the class. Read aloud a prewritten summary and compare this with participants' impressions.
- **Q & A sessions.** Informal question-and-answer sessions are most effective with small groups and for updating skills rather than training new skills. For example, some changes in departmental procedure might easily be handled by a short explanation by the supervisor, followed by a question-and-answer period and a discussion period.

- **Question cards.** During the lecture, ask participants to write questions on the subject matter. Collect them and conduct a quiz/review session.
- **Role-playing.** By assuming roles and acting out situations that might occur in the workplace, adult educators learn how to handle various situations before they face them on the job. Role-playing is an excellent training technique for many interpersonal skills, such as customer service, interviewing, and supervising.
- **Participant control.** Create a subject menu of what will be covered. Ask participants to review it and pick items they want to know more about. Call on a participant to identify his or her choice. Cover that topic and move on to the next participant.
- **Demonstrations.** Whenever possible, bring tools or equipment that are part of the training topic and demonstrate the steps being taught or the processes being adopted.
- Other activities.
 - Create a personal action plan
 - Raise arguments to issues in the lecture
 - Paraphrase important or complex points in the lecture

Advantages

- Interactive sessions keep trainees engaged in the training, which makes them more receptive to the new information.
- They make training more fun and enjoyable.
- They provide ways for veteran adult educators to pass on knowledge and experience to newer adult educators.
- They can provide in-session feedback to trainers on how well trainees are learning.

Disadvantages

- Interactive sessions can take longer because activities, such as taking quizzes or breaking into small groups, are time-consuming.
- Some methods, such as participant control, can be less structured, and trainers will need to make sure that all necessary information is covered.

Experience-based training methods

Experiential, or hands-on, training, offers several more effective techniques for training adult educators, including:

- **Cross-training.** This method allows adult educators to experience other jobs, which not only enhances employee skills but also gives companies the benefit of having adult educators who can perform more than one job. Cross-training also gives adult educators a better appreciation of what co-workers do and how their own jobs fit in with the work of others to achieve company goals.
- **Demonstrations.** Demonstrations are attention-grabbers. They are an excellent way to teach adult educators to use new equipment or to teach the steps in a new process. They are also effective in training safety skills. Combined with the opportunity for questions and answers, this is a powerful, engaging form of training.
- **Coaching.** The goal of job coaching is to improve an employee's performance. Coaching focuses on the individual needs of an employee and is generally less formal than other kinds of training. There are usually no set training sessions. A manager,

supervisor, or veteran employee serves as the coach. He or she gets together with the employee being coached when time allows and works with this employee to:

- Answer questions
- Suggest more effective strategies
- Correct errors
- Guide toward goals
- Give support and encouragement
- Provide knowledgeable feedback
- **Apprenticeships.** Apprenticeships give employers the opportunity to shape inexperienced workers to fit existing and future jobs. These programs give young workers the opportunity to learn a trade or profession and earn a modest income. Apprenticeship combines supervised training on the job with classroom instruction in a formal, structured program that can last for a year or more.
- **Drills.** Drilling is a good way for adult educators to practice skills. Evacuation drills are effective when training emergency preparedness, for example.

Advantages

- Hands-on training methods are effective for training in new procedures and new equipment.
- They are immediately applicable to trainees' jobs.
- They allow trainers to immediately determine whether a trainee has learned the new skill or procedure.

Disadvantages

- They are not good for large groups if you do not have enough equipment or machines for everyone to use.
- Personal coaching can be disruptive to the coach's productivity.
- Apprenticeship can be expensive for companies paying for adult educators who are being trained on the job and are not yet as productive as regular adult educators.

Blended learning training methods

Last but not least, **blended learning** is a commonsense concept that results in great learning success. The blended learning approach is simply acknowledging that one size doesn't fit all when it comes to training. In a nutshell, blended learning means using more than one training method to train on one subject. This approach works well because the variety of approaches keeps trainers and trainees engaged in training. Blended learning simply makes a lot of sense. Consider the many factors that affect training:

- Subject matter
- Audience make-up
- Types of learners
- Budget considerations
- Space constraints
- Compliance issues

Any or all of these considerations affect trainers' choices for training and may even necessitate that they use a blended learning approach. Chances are trainers already use this

method perhaps without even realizing it. For this reason they need to consider the following questions:

- Have they ever used a PowerPoint training session and incorporated written quizzes, small group discussions, and role plays at various points in their training?
- Have they ever broken a complex subject into parts and used a different training method to teach each section or step?
- Have they ever used a live trainer with hands-on demonstrations for initial training and a CD-ROM or online course for refresher training?

If they have done any of the above methods, they are already using a blended learning approach. Here's how to plan a blended learning training program.

Once trainers have identified training needs, they must answer these questions about each situation:

- What are the training conditions?
- Do they have a classroom? How many people will it hold?
- How many computers do they have access to?
- What resources are available?
- What are the characteristics of the training content? Is it soft or hard?
- Who is their target audience?
- What are its demographics?
- How many languages (in case their audience speaks different languages) do they need to accommodate? Which ones?
- How many adult educators need this training?
- How quickly do they need to accomplish this training?

Their answers will direct you to the optimal delivery method. However time consuming this process may seem, blended learning offers trainees a well-planned session that is custom-designed for them, the subject, and the learning environment. In the long run, blended learning saves time and money since this training process is an efficient use of resources to help adult educators develop sufficient levels of knowledge retention.

12. Materials and requirements of training, recommended reading

Although the TToP CF does not and cannot provide a full list of recommended materials and training requirements, as this would be against the principle of non-prescriptiveness (see page 20 of the current CF), a short list of recommended reading is provided below with direct links to the actual material. More suggestions on learning materials and recommended learning content are also provided within the nine proposed modules:

1. [Dimensions of Adult Learning: Adult Education and Training in a Global Era](#)By Griff FoleyOpen University Press, 2004
2. [Teaching Adults](#) By Alan RogersOpen University Press, 2002
3. [Key Concepts in Adult Education and Training](#)By Malcolm TightRoutledgeFalmer, 2003
4. [The Power of Critical Theory for Adult Learning and Teaching](#)By Stephen D. BrookfieldOpen University Press, 2005
5. [Adult Learning: Adult Teaching](#)By John Daines; Carolyn Daines; Brian GrahamWelsh Academic, 2003 (3rd edition)
6. [Improving Completion Rates in Adult Education through Social Responsibility](#)By Wahlgren, Bjarne; Mariager-Anderson, KristinaAdult Learning, Vol. 28, No. 1, February 2017
7. [Teaching an Old Dog New Tricks: Investigating How Age, Ability, and Self Efficacy Influence Intentions to Learn and Learning among Participants in Adult Education](#)By Phipps T. A., Simone; Prieto, Leon C.; Ndinguri, Erastus NAcademy of Educational Leadership Journal, Vol. 17, No. 1, January 2013
8. [Making the Invisible Visible: A Model for Delivery Systems in Adult Education](#)By Alex, Jennifer L.; Platt, R. Eric; Gammill, Deidra M.; Miller, Elizabeth A.; Rachal, John RJournal of Adult Education, Vol. 36, No. 2, Fall 2007
9. [The Adult Learner at Work: The Challenges of Lifelong Education in the New Millennium](#)By Robert BurnsAllen & Unwin, 2002 (2nd edition)
10. [Participatory Practices in Adult Education](#)By Pat Campbell; Barbara BurnabyLawrence Erlbaum Associates, 2001
11. [Adult Learning and Development: Perspectives from Educational Psychology](#)By M. Cecil Smith; Thomas PourchotLawrence Erlbaum Associates, 1998
12. [Enhancing Creativity in Adult and Continuing Education: Innovative Approaches, Methods, and Ideas](#)By Paul Jay Edelson; Patricia L. MaloneJossey-Bass, 1999
13. [Making Space: Merging Theory and Practice in Adult Education](#)By Vanessa Sheared; Peggy A. Sissel; Phyllis M. CunninghamBergin and Garvey, 2001
14. [The New Update on Adult Learning Theory: New Directions for Adult and Continuing Education](#)By Susan Imel; Sharan B. MerriamJossey-Bass, 2001
15. [Learning to Teach Adults: An Introduction](#)By Nicholas CorderRoutledgeFalmer, 2002
16. [Meeting the Special Needs of Adult Learners](#)By Deborah Kilgore; Penny J. RiceJossey-Bass, 2003

13. Requirements for successful completion of the training

In general TToP CF proposes that the requirements for successful completion of the training may vary depending on the audience or target group, level of participants, and type of the training programme (formal or non-formal). One general requirement can be the completion of at least 80% of the activities of the whole programme. This may equal to 6 out of 9 proposed modules in TToP CF for example. A broader requirement that can equally be applied in both formal and non-formal programmes for adult educators may include the following elements:

1. Be present in **at least 2/3 of the taught hours** of the total programme as this is prescribed in the proposed CF modules.
2. Participate in **at least 80% of the organized activities** in each module as these are prescribed in the CF.
3. Submit a **written assignment** or participate in **oral or written exams** in at least 5 out of 9 modules prescribed in the CF.
4. Keep a learner's **assessment portfolio** with all the tasks, assignments, activities and readings completed during the programme.
5. Successfully complete a **self-evaluation**.

14. Evaluation methods and criteria

A successful training program is always a work in progress, and the training cycle isn't complete without an evaluation of training's effectiveness, which leads to decision-making and planning for future training. Therefore, a useful and informative evaluation program needs to be a part of your overall training operation. We can use the evaluation process to determine how effective our training efforts have been. Unless we periodically take measures to evaluate what we are doing, we will not be able to know how well we are achieving our objectives. Being open to evaluating our own individual performance and that of our peers and trainees indicates that we are being accountable for our own actions and the results of our actions on other people. An important quality of being a professional in the adult education field is having the desire to provide the best service we can and the willingness to periodically look at ourselves to see how we can improve. Evaluation is a process by which we can observe what we and others are doing and learn how to improve these activities, where necessary. There are many reasons that evaluation is important, and there are different ways it can be done. This section will present some practical methods by which evaluation can be carried out for trainees and trainers.

Evaluation essentials

Assessing the progress of trainees is one of the most important responsibilities of a trainer. Evaluation activities should be integrated into the overall training plan to determine how effectively the training efforts are progressing. Among the most common types of evaluations are those that measure progress during the course of training. Measures can be taken at different stages on a daily or weekly basis. When you evaluate as you go along it avoids the undue stress on students of a single final examination; it gives trainees more incentive to learn throughout the course; and you can get useful information to identify problems as they arise. You can then give attention to those problems and change the course so that it more effectively meets the needs of the trainees. Evaluating the performance of trainees and trainers will also enable to learn how effective you perform as a teacher and will help ensure that students will be able to perform health tasks competently when they return to work in the community.

There are several methodologies for evaluation as well as practical ways to retrieve good results. To begin with, the major question trainers and trainees need to ask is "what should they be looking for in their evaluations".

- Was training delivered as planned, on time and to the appointed audience?
- Which training methods worked with which topics and which audience groups?
- Which methods did not with which topics or audiences?
- What specific problems occurred?
- How effective was the trainer at engaging the audience and conveying information?
- How did the training affect employee performance?
- Did the training satisfy regulatory and legal requirements?
- Were all stated goals reached? If not, why not?

This is a lot of information to gather; fortunately there are many methods and tools available to help trainers to do their job.

Methods of evaluation and assessment

There are many methods to assess performance, and none of them is perfect. Each has its advantages and drawbacks. You can choose one or a combination of methods to assess trainees. Because many adult educators have lower levels of education and training it is very important to choose assessment methods that are practical and non-threatening. Written examinations should not be avoided.

1. Formal testing

Formal tests or examinations can be given at certain stages or at the end of the training. These tests should focus on measuring significant knowledge and practices learned. This can be done through practical or oral tests.

(a) Practical tests

Have the trainees demonstrate their ability to perform certain practical tasks. These tasks must be relevant to the learning objectives. The learners should be given enough time to complete the test. The trainees should have been shown how to do the task and should have practised it before being tested.

(b) Oral tests

Probe the trainee's knowledge of a subject by verbal questions and answers. Be aware that the ability of the trainee to give satisfactory answers may be affected by his or her ability to communicate, or self-confidence.

2. Informal testing

You can do this inside or outside the class. Inside the class, you can assess any difficulties trainees are experiencing as a group. Outside of class, you can ask questions to individual trainees or small groups of them.

Whenever you ask questions for the purpose of testing keep the following points in mind:

- questions should be related to the objectives;
- questions should be clear and precise;
- questions should require fairly short answers;
- everyone should have an equal chance to answer questions;
- students should be encouraged; you should not ask any question in a way that might embarrass a student.

3. Observe the trainees' activities

Watch them while they demonstrate activities they are learning. Make checklists on which you can record progress, such as their participation in class discussions, and their ability to practise skills. It is important to discuss your observations and evaluations with trainees. This feedback helps them to see their progress and how they can improve. Acknowledge and give support for good results, and give suggestions for improvement in a positive way.

4. Peer assessment

Peer assessment is a method where students assess each other. This is not suitable for deciding whether students pass or fail at the end of a course, but it is a very good technique for helping students to learn. Have each student ask a friend to test him or her when studying for an examination. This practice can be encouraged and guided by the trainer. For example, give the trainees instructions for doing a task or assignment. Then have one of the students perform the assignment, while the other student watches and comments. The students can then switch places and the second student will do the job while being watched

by the first one. You must, of course, provide instructions for the given task. Peer assessment can help to make field experience more meaningful and relevant for students. Instead of blindly trying to do a job as well as possible, each student can be supervised by a fellow student who is there to watch and advise.

5. Evaluate how they perform when they are in the community

You can do this during the training as well as when they are on the job. This will help you to know which parts of the training were most useful. It will also help you identify things that should be reviewed during later in-service or on-the-job training.

Assess the performance of trainers

Evaluation is important for trainers too. Trainees cannot learn well if trainers are not doing an effective job. The following are some guidelines for the kinds of information trainers can obtain to judge their effectiveness in training:

- Were the learning objectives clearly specified and defined?
- Did all the trainees know what the objectives were and understand them?
- Were the contents of the lessons and the teaching methods and aids related to the learning objectives?
- Were the teaching aids properly prepared for the lessons?
- Was there a process to regularly check to see how trainees were progressing?
- Did the introduction to each lesson link it clearly with the previous module/course/activity/lesson?
- Were appropriate examples used to clarify important points?
- Was there enough time for questions?
- Was the material presented clearly?
- Was there a good summary at the conclusion of the lesson?

There are several ways you can evaluate whether you are doing a good job as a trainer:

One of the best ways for trainers to learn how to become more effective at helping people learn is to regularly evaluate their own performance. There are several ways you can find out how well you are doing as a trainer.

1. Evaluate yourself

Make a checklist of the important things you should do as a trainer and use this checklist regularly. Here are some questions you could ask yourself. Do I:

- prepare my lessons well?
- relate the information to what trainees already know?
- ask questions and lead discussions to encourage trainees to participate?
- speak and write clearly?
- illustrate ideas with examples?
- give time for trainees to practise, study and review?
- reinforce and repeat important points?
- help trainees relate what they are learning to their work?
- ask trainees for suggestions on how to improve the course?

2. Ask other trainers to evaluate your work

Ask another trainer to observe one or more of your sessions and afterwards, you can together discuss the ways the class was good, and the ways in which it could be improved. If you are training in a group, you can evaluate each other using a checklist that you develop.

3. Ask the trainees to evaluate your work

It can be very valuable to find out how trainees feel about the training, what difficulties they are having and what things are going well. At the end of each session, or at the end of the day, ask:

- What did they like about the sessions?
- What did they learn?
- What suggestions do they have to make it better?

Evaluations of the trainers should be done periodically, such as at the end of each day or week, and a complete evaluation should be performed at the end of a course. These evaluations can be done in a short session by the training staff, together with a few members of the training group. Staff meetings –if and when this is plausible- are also a good place to periodically discuss the progress of a training project.

Evaluation of the outcomes of the training programme

Evaluating the outcomes of a training programme is usually done at the end of a major project cycle, such as after one, two, or three years. These evaluations are often performed by a team that can spend the time to collect data, make judgments, and propose recommendations for future action. In training projects, all operations and issues that contribute to planning and implementation of a project can be evaluated. This can include many items, such as, the effectiveness of the training methods and materials used; the relevance of the training content to the backgrounds of the trainees; the knowledge, attitudes and skills gained by the trainees; the types of health services delivered by the healers; changes in health behaviors of community members; and the amount and type of collaboration between the THPs and the health agency staff. There are three ways to conduct training evaluations:

• Internal evaluations

Internal evaluations are performed with staff members of the project and the agency that administers the project. They have the advantages of using existing training staff who are more readily available, and the costs are less since outside consultants do not need to be employed. The main disadvantage is that an internal evaluation is not as objective; internal staff members usually become so involved with carrying out the project that they are unable to be impartial and objective about identifying difficulties and problems within their own activities.

• External evaluations

These evaluations are performed with consultants or other experts brought in from outside the agency. External evaluations are more objective and impartial; outside consultants do not have a personal interest in the findings and outcomes of the study. They also may be more experienced in using evaluation techniques, such as obtaining relevant data to assure success in reaching project objectives, identifying problems and difficulties, and making recommendations for future actions.

• A combination of internal and external evaluation

A third type of evaluation combines elements of the first two, using a team composed of project staff members and outside consultants. This type of evaluation has many advantages. For one, local staff, working closely with outside consultants/evaluators, can facilitate collection of the data. And local staff who work on an evaluation team with outside consultants have the opportunity to develop better evaluation skills. One of the greatest advantages of a combined external and internal evaluation is that it lends itself to a participatory type of evaluation that includes all groups involved.

Value of a participatory evaluation

Last but not least, trainers must not forget that participatory evaluation is one where those who participate in a training project, module or even activity play an active role in evaluating their own work and the results of their project. This type of evaluation shifts the control of project knowledge back to the participants and the community. This process assists local communities and organizations in assessing information and making decisions, in taking responsibility and control. It thereby promotes greater self-reliance among the participants. Another value of a participatory evaluation is the resulting improved understanding and increase in morale that it can bring to the project team and the project beneficiaries alike.

15. Document to be issued on successful completion of the training

“Criteria for grade determination” is a common element of many course syllabi. For the TTOP CF it is generally suggested that any document that is issued after the successful completion of the proposed training (9 modules) must include “Grading Information”, “Grading Policy”, “Course Assignments/Grades”. Suggested topics to include in the “criteria for grade determination” section include:

1. A list/description of all assignments/projects/activities that are assigned a grade and included in the calculation of the learners’ final grade in the course or module/s.
2. The point values and/or percent of the final grade in the course related to each of these assignments/projects/activities/modules.
3. A description of how point values/grades will be earned/determined for each assignment/project/activity/module as well as for the course as a whole.

Note: This is only a suggested list of elements to consider including as criteria for how grades are determined. This list is not meant to be exhaustive or to serve as a list of mandatory inclusions. It is meant only to provide examples and potential areas that may be included in the document that will be issued in the form of participation and/or grading certificate.

16. Description of the qualification regarding the competence of the trainer, their learning or work experience

The final qualification can be named as “Training certificate” at EQF level 6. This essentially means that successful trainees will be competent in at least eight the following tasks:

1. Describe the training cycle.
2. Identify and determine the need for training—what, who, and how.
3. Write effective learning objectives.
4. Perform programme financing and budgeting
5. Communicate in a challenging intercultural environment.
6. Develop networks and collaborations with local communities.
7. Design participant-oriented learning materials and exercises.
8. Apply adult learning concepts, develop supportive climates, and customize off-the-shelf materials.
9. Use training activities and alternatives to lecture, strategize for different learning needs, and create effective questioning techniques.
10. Prepare properly for a training session, and prepare participants to foster learning.
11. Manage and encourage participants of all backgrounds and learning styles.
12. Address challenging participants and behaviors.
13. Present and facilitate a training program, including use of audio visuals and handouts.
14. Use ICT successfully and with relevance to their teaching.
15. Evaluate program impact at different levels using a variety of methods.
16. Identify arising problems within the classroom that may escalate to a crisis and provide guidance and counseling if necessary.

17. Implementation plan and options for the usage of additional material and methodologies for different target groups

Although TToP CF is envisaged as a set of non-prescriptive strategies what is important to suggest at this last point is that implementing the TToP CF in different target groups –that is other than adult educators- or using additional material and methodologies is essentially a hidden objective of the CF that is very much related to utilizing participants’ professional, social and personal experience. As this may be an asset in developing the majority of the modules prescribed in the CF, trainers need to keep in mind that this cannot happen unless they organize the implementation of their training on the following priorities:

1 – The learner is central

The learner is central to the process throughout, the facilitator provides the learner with a service. The principle that the success of the experiential approach to learning depends on the learners is fundamental. Therefore the facilitator must understand that learners can only make best use of their opportunities if they are ready, willing and able to become personally involved in the learning process: learners have to be prepared to actively develop their understanding, critique and evaluate the messages in their context and then work hard to apply appropriate learning.

2 – Facilitation must be light and subtle

Individuals can and do learn without facilitation. Learners learn experientially by reflecting on their experiences, developing personal insights and understandings through involvement in intellectual, emotional and physical activity. This can be (and often is) done by an individual without any external help. A facilitator is not a prerequisite. Experiential learning involves people in working things through for themselves and developing their own understanding, so facilitators should always be seeking ways to enable this to happen. Although effective facilitation can add tremendous value, facilitators should remember that inappropriate facilitation can hinder, rather than help learning; they should not instruct, proffer knowledge, proscribe or offer personal wisdom.

3 – Find/create experiential learning opportunities

A facilitator should help create learning opportunities and enable others to recognise and make good use of these opportunities. The facilitator can provide help during each element of the learning cycle by creating an appropriate learning environment, providing an activity that will initiate the learning process, creating an atmosphere and framework conducive to constructively critical review, (guiding thinking and challenging to developing understanding) ensuring that any conceptual thinking is progressed to meaningful conclusions and opportunities for improvement identified. Facilitation is a complex and skilled process.

4 - Reactions to experiences vary so do not pre-judge

You cannot predict the learning an individual will take from an activity. Because individuals are personally involved in experiential learning individuals can take very different messages from a single event. An obvious example is one where a person fails to listen to another. If they are to learn, both individuals need to understand their part in their failure to communicate, but the causes could be numerous and therefore each person’s learning very different. So for example, behaviours seen in an individual who isn’t heard could be; doesn’t express ideas clearly, doesn’t check the ‘listener has understood’, speaks when the other

person isn't ready to listen, doesn't help the listener understand the significance of the information, fails to develop the idea, backs down when challenged, etc. Similarly example reasons why a 'listener' doesn't listen could be; doesn't see the issue as being important, had prejudged the issue, is distracted by personal thoughts, doesn't respect the other person (and or their views). Therefore one event can provide the individuals involved with quite different or even diametrically opposed learning.

5 – Single events can enable several different learning effects

There is potential for the learning to be at several levels. In the example used in note 4 above I gave behaviours for not being heard, but reasons for not listening. Typically addressing and developing behavioural change is less challenging than addressing the reasons. Taking the example from above, it can be seen that there is a hierarchy of challenge that the facilitator can encourage the learner to address: realising the need (e.g. I won't be listened to if the other person is speaking) developing the skill (e.g. speaking clearly and concisely) developing the confidence or self esteem (e.g. believing that I and my views are of value) challenging personal attitudes (e.g. questioning personal drivers and belief systems).

6 – Build confidence before addressing attitudes and behaviour

Developing basic skills in a supportive environment is relatively simple, changing day to day behaviour is another matter. After having read this note it might be tempting to go straight to the fundamentals and target attitudes first. (If you have a positive attitude and personal confidence it is easier to implement personal change.) However remembering that the learner has to want to learn, it is far safer to build the learners confidence through success with skill development and behavioural change in simple or superficial areas first. When some progress has been made you can consider raising and tackling more fundamental issues like personal confidence and attitudes to others. It's worth being aware however, that a knock on effect of individuals beginning to use new skills and realise their benefits can be a growth in self esteem and personal confidence.

7 – The activity must be real and engaging - not based on artificial impact

A learning activity is a means to an end, not an end in itself. The purpose of an experiential learning activity is to create an opportunity for valuable and memorable personal leaning. The ideal activity will engage, stimulate and challenge with individuals becoming absorbed in the task as themselves. It will not involve role play in a conventional artificial sense. All activities must be designed, managed and facilitated carefully so that the activity has impact, but it isn't so memorable that these 'activity memories' override the impact and memory of the learning. If this happens the lasting memory may be an aspect of the activity, not the learning that was realised.

8 – Ensure activities allow adequate and meaningful reviews

An effective activity provides the opportunities for learning with as few distractions as possible. It can be great fun to run 'big activities' (although some people hate them) and there is no doubt that 'ropes' courses (as 'outward bound' activities are referred to in some parts of the world) and outdoor team challenges can generate real learning opportunities, but take care. Besides the risk of big events overpowering their intended lessons, the duration of these activities often means that many learning opportunities are lost; valuable incidents can get forgotten or overlooked or submerged in the complexity of the task.

Although less memorable in themselves, running several short activities (10-30 minutes) each followed by its own review will often have far greater long term impact than one big activity.

9 - Carefully reviews of activities are crucial

The learning review is a vital stage of every activity. It should be planned as part of the design, not left to chance. Reviews can take many forms but all must engage the learners. The ideal review will involve the learner in personal thought, challenge and discussion before coming to some form of conclusion. It is often useful if a period of individual reflection, guided by open-ended or tick-box questionnaires, is followed by a facilitated discussion. If it is to be of real benefit, the review must be an honest critique of what happened and the contributions of each individual. Real issues should not be swept under the carpet, but equally criticism must be constructive.

10 – Accentuate the positives

Concentrate learning and reviews on the positives more than the negatives. It is all too easy to focus on the negatives but this can seriously undermine confidence in the whole idea of learning and development if the negatives are over-emphasised, especially for people who are not especially robust. It's obvious that if something goes wrong, or just doesn't go as well as we hoped, there will be benefit in review and change. It can, however, be equally beneficial to review what's gone well. It's not only motivating to recognise and focus on success, but finding out what caused the success and seeking ways to make greater or wider use of it can reap tangible rewards.

11 – Use stimulating questions in reviews, especially for group discussions

A review discussion is an opportunity for learners, helped by the facilitator, to develop their own understanding and draw their own conclusions. The role of the facilitator is to enable others to learn by drawing out the issues and developing the learning that is relevant to the individuals. The facilitator should ask questions that will stimulate thought about relevant issues and enable the group to use answers given to develop further thought and learning.

12 – Resist temptation to give answers - ask questions only

Don't tell people what they should learn. An observer is in a privileged position, often seeing aspects that are not obvious to others. If you observe a point that isn't raised during a review it is legitimate to raise it, but only through questioning. If, despite questioning, individuals don't relate to the point, there is no benefit in pursuing as any 'learning' will not be theirs. A better option is for you to run another activity designed to focus more attention on this specific point. Whatever happens, don't be tempted to provide a 'professional analysis' as this approach takes the ownership of the learning away from the individual.

13 – Have faith in people's ability to learn for themselves

Believe in the learners: they can and will make experiential learning opportunities work for them. To be an effective facilitator of experiential learning you have to believe, really believe, in others. You have to believe that they have the potential to make progress and be committed to the fact that your role is to provide opportunities for others to learn and progress.

14 – It's about them not you

Forget your ego. Your success is individuals capitalising on their personal learning. As an effective facilitator you have to be satisfied with the knowledge that you offer and develop

opportunities for others to learn, many of which will go unused or undervalued. You have to accept that you are not offering 'tangible and technical' contributions and therefore will not be able to look back and say 'I taught this person x or y'. If you're lucky however, every now and again in the years to come you will hear of some far-reaching consequences that will go way beyond what you might have hoped or imagined.

15 – Getting started

Perhaps not surprisingly the best way to start is to experience facilitating - actually have a go at it: experience the process. Find a group of people who are happy to be 'guinea pigs' and just try a simple activity that is tried and tested. Think about the activities you've experienced yourself in the past. Talk to other people. Ask the potential delegates if they have ideas and preferences or recommendations.

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ANNEX I

The TToP-CF proposed template for training modules

ANNEX II

The TToP-CF proposed training modules

ANNEX III

The TToP-CF proposed activities for the training modules