Module (thematic unit) Template

MODULE TITLE: Adult educators personal and professional development

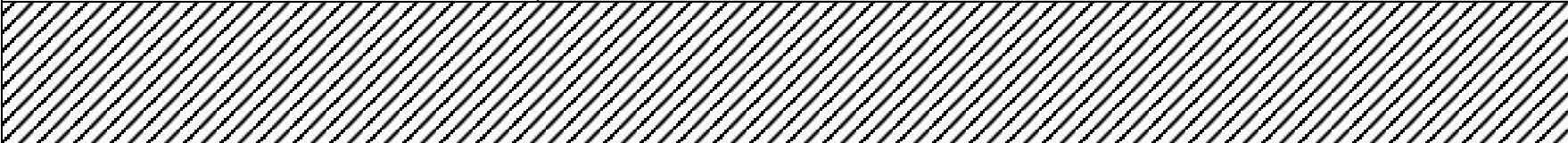**Partner's organization name:Tallinn University, ENEA, AEAE Andras**

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1. Module Description - Structure

Module Title:	Adult educators personal and professional development
The most important feature of a good "Module (thematic unit) title" is that it should make clear what the Module (thematic unit) is about. Remember that the title is not only the first, but sometimes the only thing that a potential user will read about its content. It follows that the title should clearly indicate the area ofknowledge/skills/competences covered and if necessary, may include a short descriptive phrase pointing to specific features.	

Module relevance to EQF LEVEL:	EQF LEVEL 6
This section should give some indication on the EQF Level to which the module relates. We have agreed that modules can be at EQF Level 4, 5 and 6 depending on whether they are addressed to novice or expert adult educators. Please choose the relevant EQF Level based on the content in the descriptors included in the columns on the right and explain how the module relates to that level. You may also visit http://ec.europa.eu/ploteus/content/descriptors-page to verify these descriptors.	**Knowledge:** Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles **Skills:** Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study **Competence-1:** Manage complex technical or professional activities or projects, taking responsibility for decision making in unpredictable work or study contexts **Competence-2:** Take responsibility for managing professional development of individuals and groups

Module Description:	Module aims	Structure and content of the module

This section should give guidance on the content and context of the module.
Some information to be included can be:
• *Module (thematic unit) general aims (max. 3)*
• *Module (thematic unit) structure and content*
	1. To create opportunities for understanding and analysing adult educators' roles and competences and to become aware of adult educator's professional identity.
	2. To supportself-reflection to recognise the potential for professional development and identity building.
	3. To raise awareness of professional development opportunities and have knowledge about adult educators' professional ethics and values.
		• **Adult educators' roles and competencies**
		  o Competence development: social competence; professional competence; methodological competence; reflexive competence.
		• **Adult educators' identity**
		  o Identity formation and self-image;
		  o Adult educators' authenticity.
		• **Self-analysis and reflection as a tool for personal and professional growth**
		  o Theories and models of professional development and growth;
		  o Critical reflection;
		  o Personal and professional resources for development.
		• **Adult educators' values and ethics**
		  o Ethical dilemmas in adult educators practice;
		  o Adult educators' values.

Module Entry Level: *This section should give guidance as to the minimum level of knowledge,skills and competences learners should have before embarking on the module. It is helpful to give examples of the type and level of qualification that might demonstrate prior knowledge and skills, and examples of other kinds of experience that might also indicate this.*	The participant needs to have experience as an adult educator of a minimum time period of 3 years.Good understanding of adult learning and teaching theories and practice is necessary for participation.	
Module Duration *This field provides an explanation of the duration of the whole module. Here you need to explain what is*	Module duration is 10 hours.	

generally covered (e.g. of the module lasts 30 hours then you need to explain that 12 hours are theoretical courses, 12 hours will cover practical training and 6 hours will cover ad-hoc activities to evaluate individual learners' performance). **You do not need to suggest specific learning activities in this field. Suggested ad-hoc learning activities will be included later.**	
Module Optional Supplementary Information: *This field provides an opportunity to expand on the information given in the previous field, allowing you to give more information relevant to your national system or specific to this course. Such additional information can benefit all users and help to share best practice in the area being covered. (Sometimes this extra information can run to several pages.)*	The adult educators`professional development is a learning process and 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 analysing 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.

2. Module Objective and Expected Learning Outcomes

Module Learning Objective Title: *The Objective in a Module (thematic unit) should tell the reader precisely what a learner is able to do as a result of learning. The main feature of an Objective is that it is written in terms of final output or achievement of skills/knowledge or competence. The Learning Objective Title needs to be a general statement that reflects the aims of the module but also reflect the Expected Learning Outcomes of the module.*			

Expected learning outcomes[1] –Knowledge, Skills and Competences: *A Knowledge/Skills/Competences statement should be included for the Module's Objective, (OR for a combination of Outcomes OR the Module as a whole where Units are assessed holistically). This section should contain only the knowledge, skills and competences that are essential for achieving the Objective and for which the candidate would have to produce evidence (this evidence will be described later).*	Knowledge[2]	Skills[3]	Competences[4]
	On completion of this Module (thematic unit) learners: • Understand and analyse adult educator's roles and competences in the context of professional practice. • Analyse adult educators' professional identity and beaware of adult	On completion of this Module (thematic unit) learners: • Use various reflection tools for professional development.	On completion of this Module (thematic unit) learners: • Value ethical principles in adult educators` practice and emphasize self as a learner.

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[1] **'Learning outcomes'** means statements of what a learner knows, understands and is able todo on completion of a learning process, which are defined in terms of knowledge, skills andcompetence;

[2] **'Knowledge'** means the outcome of the assimilation of information through learning.Knowledge is the body of facts, principles,theories and practices that is related to a field ofwork or study. In the context of the European Qualifications Framework, knowledge isdescribed as theoretical and/or factual.

[3] **'Skills'** means the ability to apply knowledge and use know-how to complete tasks andsolve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

[4] **'Competence'** means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.If you wish to make the term competence more simple for you to understand it essentially relates to those behaviours and traits that make someone successfully perform tasks within a certain environment (i.e. professional, social, organisational).

Suggested learning/instructional Material:	Suggested learning and/or instructional material	Alignment to Expected Learning Outcomes
This is normally an extremely laborious process. Among the issues that you need to consider for selecting and suggesting learning and instructional material for a module are: (1) direct relevance for each suggested to the module's aims, objective and expected learning outcomes(knowledge, skills and competences), (2) how well the materials will support the teachers and (3) evidence that the suggested materials have somehow been tested and actually works. Additional considerations include: *• Will the materials support the scope and sequence of the curriculum framework we develop?* *• Do the materials consider the particulars of the adult education discipline?* *• Are supplementary readings provided at multiple reading levels so that, novice and advanced learnerscan find appropriate readings?* *• Are meaningful projects, examples and investigations embedded in the text?* *Because instructional materials influence curricula in general, they also affect the content of professional development activities covering the*	Each topic of the module is covered by research based material/article which can form the basis for instructional material and/or individual reading assignments. The materials cover latest research and give thorough insight into adult educators` professionalization. 1. Käpplinger, B & Robak, S. (Ed.). (2014).*Professionalisation of Adult Educators. International and Comparative Perspectives.* Bonn: Peter Lang Verlag. (Studies in Pedagogy, Andragogy, and Gerantagogy; 65) 2. Lattke, S., & Jütte, W. (Eds.). (2015). *Professionalisation of Adult Educators International and Comparative Perspectives.* Frankfurt am Main: Lang, Peter Frankfurt 3. Cranton, P. & Carusetta, E. (2004). *Perspectives on authenticity in teaching.* Adult education quarterly, 55(1), 5- 22. 4. Boud, D., Keogh, R., Walker, D. (2002). *Reflection: Turning experience into learning.* London: Kogan Page. 5. Korthagen, F., & Vasalos, A. (2005*). Levels in Reflection: Core Reflection as a Means to Enhance Professional Growth.* Teachers and	• Suggested material #1 and #2 is selected in order to facilitate learners to achieve the learning outcome:*Understand and analyse adult educator's roles and competences in the context of professional practice.* • Suggested material #2 and #3 is selected in order to facilitate learners to achieve the learning outcome:*Analyse adult educators' professional identity and is aware of adult educators' authenticity.* • Suggested material #4 and #5 is selected in order to facilitate learners to achieve the learning outcomes: *Reflect critically on adult educators practice and assesses personal needs for professional growth;Use various reflection tools for professional development.* • Suggested material #6 is selected in order to facilitate learners to achieve the learning outcome:*Reflect critically on adult educators practice and assesses personal needs for professional growth.* • Suggested material #7 is selected in order to facilitate learners to achieve the learning

adopted curriculum framework and modules; in particular, inexperienced educators who are preoccupied with the practicalities of teaching are interested in activities directly related to their lesson plans. Thus, the quality of the instructional materials will directly affect the quality of their teaching. You may also suggest textbooks with systematically organized materials comprehensive enough to cover the module aims and objective outlined. Formats for textbooks may be print, non-print or digital media, including hardbound books, soft-bound books, activity-oriented programs, educational kits and technology-based programs or materials that require the use of electronic equipment in order to be used in the learning process. Last but not least, please make sure that the instructionaland learning materials you suggest for a module have bias-free content. There are five (5) areas in which bias is evidenced in instructional and learning materials: *1. Contextual invisibility (the omission or under representation of various racial and ethnic groups, people with disabilities, older people, women and people from a variety of social classes.)* *2. Stereotyping and characterization (assignment of traditional and rigid roles or attributes to a group.)* *3. Historical distortions and omissions (materials which present only one interpretation of an issue, situation, or group of people.)*	Teaching: Theory and Practice 11 (1), 47-71. 6. Dall'Alba, G., Sandberg, J. (2006): *Unveiling professional development: A critical review of stage models.* In: Review of Educational Research. vol. 76(3), pp. 383-412 7. Sork, T. J. (2009). *Applied Ethics in Adult and Continuing Education Literature*. Wiley InterScience(123), 19-32.	outcome:*Values ethical principles in adult educators practice and emphasizes self as a learner.*

4. Language bias (materials which perpetuate single-standard language usage that reflects bias based on gender, race, ethnicity, disability, age, and class.) 5. Inaccurate and stereotypical visual images (pictures which present and reinforce sexism, racial and ethnic stereotypes, etc.)		
Suggested repertoire of teaching methods and techniques and suggested educational activities with timeframe The instructional model should (1) provide for different forms of interaction among students and between the teachers and students, (2) incorporate a variety of teaching strategies, such as inquiry-oriented investigations, cooperative groups, use of technology, and (3) allow adequate time and opportunities for students to acquire knowledge, skills, and attitudes.There is a range of teaching skills which comprise a teacher's repertoire from which you can suggest relevant teaching and instructional methods and techniques. These include questioning, explaining and modelling. Please remember that a repertoire, particularly the purposeful use of different types of teacher talk, is vital in: • presenting key concepts and ideas; • demonstrating skills and processes; • engaging and supporting pupils in active learning and higher order thinking;	**Suggested teaching method or technique** Suggest teaching method/s or technique/s: 1. Presenting key concepts – mini-lectures. 2. Mapping exercises for mapping roles and competences. 3. Group discussion for interaction and sharing experiences. 4. Working in pairs as reflective partners. Interviewing and reflecting. 5. Reflective writing. 6. Metaphors to express various concepts. 7. Case studies and discussion. Teaching methods chosen for the module are interactive and support dialogue among participants. Attention is given to various reflection practices such as reflection in written form but as well as individually and in a small group. Chosen methods support understanding of the theme and profound analysis of participants	**Relevance to learning/instructional material and alignment to Expected Learning Outcomes** • Suggested teaching technique #1 is facilitating learners to achieve the following learning outcomes: *Understand and analyse adult educator's roles and competences in the context of professional practice; Analyse adult educators' professional identity and is aware of adult educators' authenticity.* Short lectures introduce theoretical concepts which form basis for further analysis and discussion (teaching technique #3). • Suggested teaching technique #2 is facilitating learners to achieve the following learning outcome:*Understand and analyse adult educator's roles and competences in the context of professional practice.* Mapping adult educators' roles is further described as an ad hoc activity. • Suggested teaching technique #4, #5 and #6 are facilitating learners to achieve the following learning outcomes:*Reflect critically on adult educators practice and assesses*

• *establishing an interactive, well-paced dialogue with the class in which* *teacher and pupils articulate ideas, express opinions, and build on each* *other's ideas to develop knowledge and understanding;* • *creating the right level of challenge and moving learning forward,* *so that learners can make good progress and reach high standards.* *About the suggested educational activities* **please make sure are aligned to the module's aims, objective, expected learning outcomesand learning/instructional material.**<u>Suggest at least 3 (two) timed ad-hoc learning activities in your module according to the example template that follows</u>. **These activities can also be used for the piloting in Tallinn.**	experiences.	*personal needs for professional growth;* Use various reflection tools for professional development. As reflection is one of the central elements of the module it is important to experience reflection in written and oral form. • Suggested teaching technique #7 is facilitating learners to achieve the outcome: *Values ethical principles in adult educators practice and emphasizes self as a learner.* Ethical dilemmas in adult educators practice can be analysed via various cases from real context.

Description of a suggested ad-hoc learning activity #1		
Activity Objectives(make sure they are compatible with your module's aims and objective as well as the learning outcomes)	At the conclusion of the activity participants will be able to: 1. Comprehend the concept of reflection by using metaphors; 2. Work in small teams and present results.	
Additional objectives(in case your activity is more demanding)		
Time	**Content Focus**	**Method/Task**
15 Minutes	• Welcome and Overview	Interactive short-lecture with audience input;

	• Rationale and purpose of exercise
	• Review of relevant literature about reflection
	    o What is reflection?
	    o Dimensions and depth of reflection
		Learning materials distributed

5 Minutes	• Choosing teams of 3-5 participants • Brief explanation of the exercise	Brief orientation; Worksheet distributed

15 minutes	• Working in teams
	    o Each team selects a concept that is well known to them (could be something from everyday life);
	    o They will compare the chosen concept to the new concept, which is *reflection;*
	    o First, they will find 5 similarities between the concepts;
	    o Second, they will find 5 differences between the concepts.
		Filling in worksheet

15 Minutes (depending on the number of participants)	• Each team will present their findings and facilitator will take notes on whiteboard.	Group presentations Facilitator takes notes

20 Minutes	• Common discussion about the results and linking back to the theory (mini-lectures).
	    o Possible questions for discussions: Why is reflection a necessary tool for adult educators?
	    o How to support reflection?
	    o Which are the most efficient ways to reflect that anyone in the audience is
		Facilitated large group discussion

	using?	
5 Minutes	• Wrap up of the discussion.	The facilitiator sums up the discussion and stresses on the key aspects that learnres should remember.

Description of a suggested ad-hoc learning activity #2		
Activity Objectives(make sure they are compatible with your module's aims and objective as well as the learning outcomes)	At the conclusion of the activity participants will be able to: • Understand and analyse adult educator's roles and competences in the context of professional practice.	
Additional objectives(in case your activity is more demanding)		
Time	**Content Focus**	**Method/Task**
15 Minutes	• Welcome and Overview • Rationale and purpose of exercise • Review of relevant literature about adult educators' roles.	Interactive short-lecture with audience input; Learning materials distributed Worksheet distributed
15 Minutes	• Working individually o Each participant will fill in a prepared worksheet to map the roles that they feel/think that they are carrying out as adult educators in their everyday practice.	Filling in worksheet individually
10 Minutes	• Each participant will analyze their role map and mark all roles that they feel are *easy* and *satisfying*to fulfil. • Then each participant will mark roles that they find *challenging* and *difficult* to fulfil.	Analyzing individual work
20 Minutes	• Each participant will find a partner with who to share their role map. o Discussion in pairs why certain roles are easy and satisfying and why some roles are difficult and challenging to fulfil.	Working in pairs

20 Minutes(depending on the number of participants)	o Each pair will present their findings and facilitator will take notes on whiteboard.	Group presentations Facilitator takes notes
15 Minutes	• The facilitator will give an overview of adult educators competencies: social competence; professional competence; methodological competence; reflexive competence	Short lecture Instructional materials
20 Minutes	• The pairs are asked to revisit their role maps and discuss which of the roles are related to social competence; professional competence; methodological competence and reflexive competence. • After they have discussed the role maps based on the competences, they are asked to analyse which of the competencies needs more attention in their further professional development.	Group discussion
15 Minutes	• Participants will mark on the whiteboard which of the competence needs more attention in their further professional development. • Based on the results group discussion.	Facilitated large group discussion
5 Minutes	• Wrap up of the discussion.	The facilitiator sums up the discussion and stresses on the key aspects that learnres should remember.

Evidence requirements:	Suggested evidence requirement	Alignment to Expected Learning Outcomes
What learners have to do, and to what standard, to demonstrate that they have achieved the Outcome. This includes: • *the type of performance, e.g. analysis, evaluation, application* • *information on the standard, e.g. apply a calculation using three different sets of figures; or evaluate three theories; or analyse two given situations* *Whether there are any conditions in which assessment should be carried out (e.g. closed book, open book, timed, supervised).* **Please always keep in mind that evidence requirements need to be relevant to the Expected learning outcomes (Knowledge, Skills, Competences) described above.**	To achieve the expected learning outcomes learners are required to: 1. Map and analyse their roles as adult educators and draw connections to competencies. 2. Analyseadult educators` identity formation by outlining the path of becoming an adult educator on a timeline. 3.Written and oral reflections during the training module. Reflect in a written and oral form during the training module. 4. Analyse a case where ethical dilemmas have been experienced.	• Suggested evidence requirement #1 is aligned to the expected learning outcome:*Understand and analyse adult educator's roles and competences in the context of professional practice.* By mapping adult educators roles participants will become aware of their practice and the roles they fulfil. Further analysis supports participants self-reflection and setting aims for professional development. • Suggested evidence requirement #2 is aligned to the expected learning outcome:*Analyse adult educators' professional identity and is aware of adult educators' authenticity.* Outlining the path of becoming an adult educator will help to identify educators identity formation and support discussions around adult educators authenticity. • Suggested evidence requirement #3 is aligned to the expected learning outcomes:*Reflect critically on adult educators practice and assesses personal needs for professional growth; Use various reflection tools for professional development.*Various assignments support reflecting skills and understanding of the importance of reflection in adult educators practice. • Suggested evidence requirement #4 is aligned to the expected learning outcome:*Values ethical principles in adult educators*

		practiceand emphasizes self as a learner. Real life cases help to understand the complexities of ethical dilemmas that adult educators encounter in their practice.

Suggested Assessment or Evaluation method/s:	**Suggested assessment and/or evaluation method**	**Alignment to Expected Learning Outcomes**
*You may suggest any assessment or technique you wish as long as it is compatible to the learning/instructional material and teaching techniques. Examples may include: oral and written examinations, practice, critical incident analyses, case studies, essays, presentations, reports, continuing assessments, examinations and project work, portfolio and self- or peer reflection, etc.This means that any assessment method you suggest must essentially be relevant to the expected learning outcomes you suggested earlier in the module. Think of the whole process of developing your module as continuous thread that connects learning outcomes→ learning/instructional material→ teaching methods/techniques and educational activities/exercises→ methods of evaluation and assessment. The later can be formative or summative. **Formative** assessment techniques monitor learning during the learning process. The feedback gathered is used to identify areas where learners are struggling so that instructors can adjust their teaching and students can adjust their studying. These are low-stakes assessments (i.e., they have low point values) that happen early and*	To achieve the expected learning outcomes learners are assessed: 1.Self-reflection 2. Peer-reflection 3. Critical incident analysis Formative assessment is used to support adult educators professional development.	• Suggested assessment method #1 and #2 are aligned to the expected learning outcomes:*Understand and analyse adult educator's roles and competences in the context of professional practice; Analyse adult educators' professional identity and be aware of adult educators' authenticity*. For analysing adult educators `roles and identity self-reflection and peer-reflection are key elements as well as methods to evaluate achievement of learning outcomes. • Suggested assessment method #1 and #2 are aligned to the expected learning outcomes:*Reflect critically on adult educators practice and assesses personal needs for professional growth; Use various reflection tools for professional development.*Through reflection is key to professional development thus the module encompass various activities that support reflection. Self-reflection provides ways to look deeply into ones experiences while peer-reflection unfolds new unseen perspectives. • Suggested assessment method #3 is aligned to

*often in the semester.These methods include in-class activities, quizzes, online learning modules, class deliverables, orteam-based learning which uses four criteria in the design of collaborative application exercises. You may also suggest summative assessments. **Summative** assessment techniques evaluate learning. These are high-stakes assessments (i.e., they have high point values) that occur at the end of an instructional unit/module or course and measure the extent to which students have achieved the desired learning outcomes. They include exams. papers, projects, and presentations,and portfolios. Submitting a portfolio at the end of a module can be a powerful way for learners to see the progress they've made.More than just a collection of their work from the module, good portfolios also include reflections on their learning. Asking learners to spell out the concepts or techniques used with each piece, the themes addressed, and hurdles faced also brings a sense of completion to the learning process.*		the expected learning outcome:*Values ethical principles in adult educators practice and emphasizes self as a learner.* Critical incident analysis is sufficient method to unveil the complexity of ethical issues in adult educators practice.