

## O2 - ToT part II

**Course for trainers of methods of adults education, based on group dynamic, work with the persons with different educational needs, in traditional ways and with distance methods tools.**

### **Description of application tools:**

**O3.** Program of ToT will cover theoretical concepts, methodologies, methods, instruments, tools and techniques of a training course.

Educational aims of ToT part 2:

- to improve knowledge and competences regarding methods of learning adult people, engaging them and benefit from group work - in real and in virtual world
- to prepare the e-learning adjusted to the special needs of different participants according to their ability (elderly people, blind and visually impaired people).

a/ review of adults' learning approaches

b/ active methods in adults learning - David Kolb cycle, Malcolm Knowles rules, Dale's cone: idea and implementation

c/ group dynamic as a factor of effective learning

d/ model of engagement in adults education

e/audiodescription in e-learning

### **Methodologist background of the course**

It is a training program for trainers of adult education, particularly important in the context of informal education.

The training aims to:

- introduce the basic theoretical concepts of adult learning (concepts M. Knowles, D. Kolb, learning based on competences, etc.)
- raise awareness on conducting the training based on group dynamic process
- Increase knowledge and teach methods of engaging the participants into workshops and training, using the teamwork methods
- Increase knowledge of adult education with different educational needs, including blind and partially sighted people, giving the basic knowledge of audio description
- Reflection on the implementation traditional methods of training, and distance learning methods

The training is addressed to a group of 10-20 trainers, and assume the usage of active methods of education, such as group work, discussion.

### **Assumptions of substantive of the program**

We make the assumption that adults needs to be treat as a partners in educational process. They have knowledge and baggage of experiences gathered during the whole life. It helps them in the learning process to know the goals of the training, they are willing to exchange knowledge with other participants, and teaching is more effective when using active methods, which allow participants to experience of what they are learning.

- One of the most effective methods of training is Kolb's Learning Cycle and Experimental learning
- The impact on the learning process has group dynamics (elements of the group process, the

structure of the group)

- Every adult has a different learning style. Expect of the 4 basic learning styles (activist, analyst, pragmatist, an observer), the impact on learning process have different cognitive conditions (partly sight, hearing deficiency, etc.). the conducting of training should include methods of training adjust to the special educational needs and conditions (for example create an alternative description of the image - audio description - important in teaching the visually impaired or the elderly people).-

### Framework training - 8 hours of training (8 x 45')

Resources - projector, screen, flipchart, markers, color cards

#### Introduction

40' Introduction of trainer  
 Introduction of participants with giving the information about experiences of using new technologies in training  
 Presentation of the agenda and educational aims, rules of the training  
 Expectations for training

#### Part I – basic concept of teaching adults

60' Clarify concepts of teaching adults, methodology  
 Discussion

#### Part II – teamwork and dynamic process

90' - what is teamwork, the exercise with the boll or any other exercise for teamwork and group roles.  
 Discussion of the experience and about group roles, implementation of the theory of group roles in the training,  
 - Presentation of Kolb's learning Cycle and experimental learning. Discussion of this method of education

#### Part III – Learning styles

45' 4 learning styles  
 30' Audiodescription  
 20' Implementation the knowledge of 4 learning styles in the training room and in distance learning.  
 Discussion  
 15' Sum up