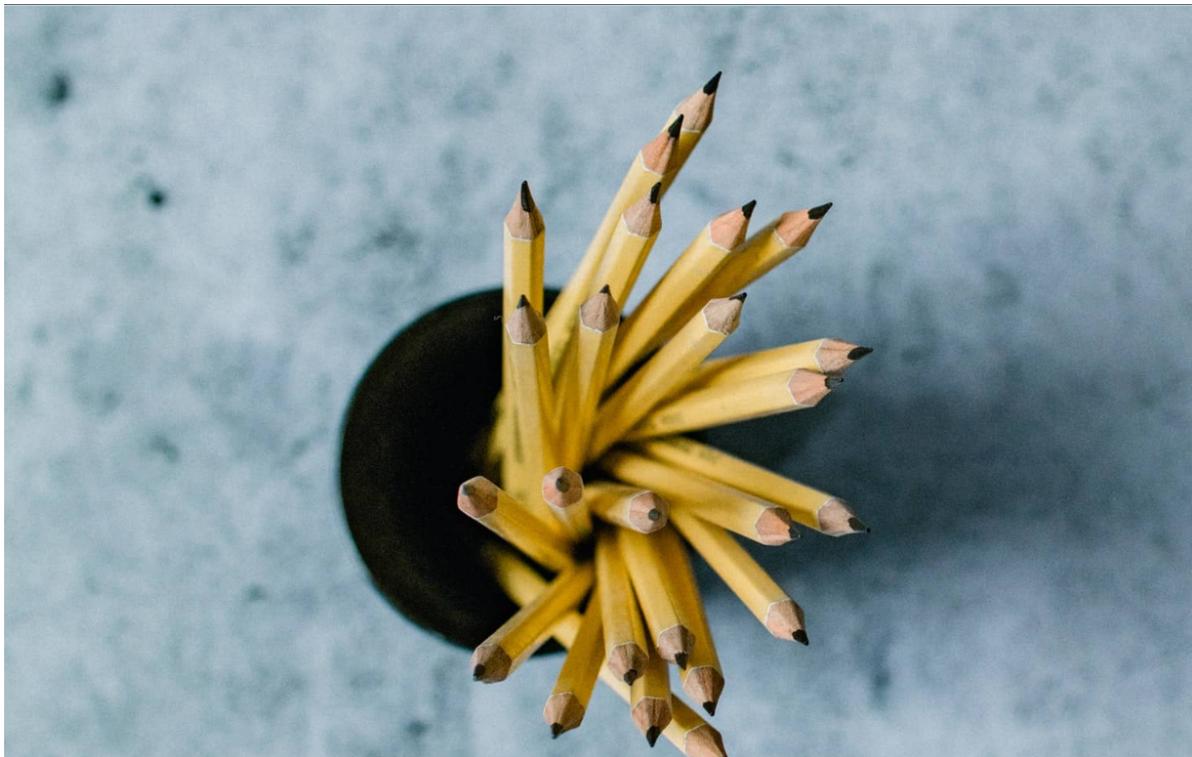


Methodological Guidance on the use of the modules in organized CPD programs

IPAL

Improving Instructional Practices in Adult Learning and Supporting Adult Trainers'
Professional Development

Intellectual Output 2



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INTRODUCTION

There is consensus in Europe that high quality learning provision can be achieved by developing a skilled teaching workforce through initial **training, continuous professional development (CPD) and mobility**. The IPAL project is a joint initiative of 5 organizations from Spain, Bulgaria, Italy, Greece and Germany that seeks to contribute to achieving this task.

The **project's overall objective** is to develop quality assurance tools and training resources that promote the professional development of adult trainers and the quality of adult education.

The IPAL project's **specific objectives** are:

- To develop a quality monitoring tool for adult education providers' performance with regard to the continuing professional development of adult trainers
- To develop accessible and relevant training resources for adult educators targeted at improving instructional practices and equipping adult trainers with the resources and skills to introduce and use new methods and approaches in the training process, in particular methods suited to handling learner diversity, teaching in a multicultural environment, developing creativity and innovation and applying digital and ICT tools in teaching
- To develop a quality monitoring tool for adult education providers' performance with regard to overall relevance and quality of educational provision

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In light of the focus of the project's intervention, project activities target the following groups:

Primary target group: adult education providers (organizations) and adult educators (trainers), policymakers, educational experts

Secondary TG: TGs in other education sectors (e.g. VET)

The following **Intellectual Outputs (IO)** are developed in IPAL project:

IO1 Scorecard and screening questionnaire on adult education providers' performance in terms of the professional development of adult educators

IO2 Training resources and online training platform for the improvement of instructional practices in adult education

IO3 Scorecard and screening questionnaire on adult education providers' performance in terms of the relevance of the adult education provision

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Why CPD is so important

CPD, or Continuing Professional Development, essentially ensures that trainers are proficient and competent in their profession while also furnishing them with essential skills that could help to progress in their career. It's not just a one-stop-shop, either – it continues and develops throughout the whole professional life.

Educators across the EU feel relatively prepared in the subject that they are teaching but declare CPD needs in the areas related to innovative and effective teaching methods, such as ICT skills for teaching, approaches for more effective and individualized learning, the application of new technologies in teaching, approaches to developing students' and trainers' transversal skills, and teaching in a multicultural or multilingual environment.

With the exception perhaps of ICT skills for teaching (which of lately is benefitting from increasing attention), in most of the other areas above there is undersupply of CPD opportunities and resources. Thanks to the surveys, developed new methods and online platform in the IPAL project, it is a great opportunity for adult education stakeholders to acquire new competences and to meet the learners' needs in order to improve the educational process itself.

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Intellectual Output 2

IO2

Training resources and online training platform for the improvement of instructional practices in adult education

Erasmus+ program is especially well positioned to contribute to the development of accessible (easy to use but also free of charge) and high-quality training resources. We believe that the innovative and effective teaching methods are important elements of effective instructional practice and focusing some amount of CPD to them can lead to increasing quality of training in the adult learning sector.

Intellectual Output 2 provides **training resources** and **online training platform** for the improvement of instructional practices in adult education.

These resources are organized:

- In several specific transversal areas related to instructional practice and
- In a way that would make them suitable both for self-study and for use (after possible extension, adaptation and remixing) in CPD programs in the adult education sector

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About the MODULES

The training resources in Intellectual Output 2 will be organized in 8 learning modules and will be available in 6 languages (English, Italian, Greek, Spanish, German and Bulgarian).

The modules are tested and uploaded on an online learning platform, developed especially for the aims of IPAL project.

Each topic section will contain:

Content – There are 8 different topics, as: 1) Flipped Classroom; 2) Project-Based Learning; 3) Communication & Work with Family Members; 4) Logical Thinking, Memory, & Imagination; 5) Applying Creativity Techniques; 6) Using interactive (online and digital) resources, e-learning tools and social media in adult education; ICT-based tutoring services, pedagogies and practices; 7) Monitoring adult learners' performance; 8) Culturally Responsive Teaching.

Theoretical Knowledge – Definition of the topic (e. g. Flipped Classroom), its benefits and challenges for the learners.

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Skills – The users will acquire practical skills through tailored activities like elaborating concept maps, affinity matrix, etc.

Competencies – The competences that adult learners will acquire as a consequence of the practical skills acquired by trainers thanks to the module itself, as team working and cooperative learning.

Evaluation and test

There is a section with 2 different types of questionnaires: a self-assessment questionnaire, to self-question the usefulness and usability of what user have learned, and a quiz to test the level of knowledge on the topic. The trainer can check if the answers are correct at the end of the manual. There is also a section with downloadable pdf version of the learning module.

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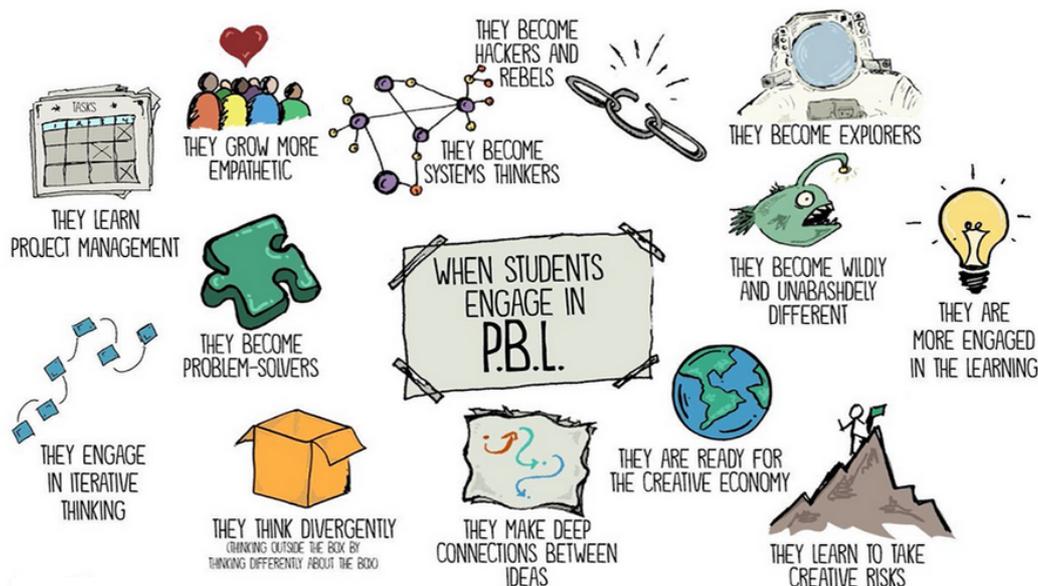
Overview of the 8 MODULES

MODULE 1) Flipped Classroom

This module discovers what the flipped classroom is, what are the four pillars of F-L-I-P, when, where and why is the flipped classroom invented, what are its benefits and disadvantages, how can it be best used and how it compares to other instructional approaches.

MODULE 2) Project-Based Learning

Project-based learning (PBL) is an approach to teaching through which students are fully immersed in the learning. This module provides essential information and guidelines on designing and delivering PBL programs, fostering an understanding of how to embed PBL in educational programs.



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MODULE 3) Logical Thinking

Two of the most important skills in the 21st century include learning to learn, and learning to take different perspectives in order to find healthy solutions to both conflicts and problems in general. This is where memory, imagination, and logical thinking come into play, as some of the most valuable tools for every successful professional to cultivate right now. This module offers a collection of theoretical concepts and practical tools designed to enrich the teaching experience as well as the personal learning journey.



MODULE 4) Communication & Work with Family Members

It develops the topic of communication with family, discovering the definition of communication and 8 components of communication, communication between family members, 4 types of family communication, the importance of nonverbal communication, the importance of quality communication in everyday situations and amongst family members, reasons to improve communication skills, the impact of technology on family communication and tips for good communication including the characteristics of active listening.

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MODULE 5) Applying Creativity Techniques

People often assume that creativity is relegated to subjects such as art and drama and overlook its importance in areas in science, social studies, and non-formal training in professional and life skills. In today's postmodern world, change is the only thing for sure and the development of creative capacity can be the key to coping with uncertainty. Learning creative thinking is a useful vehicle for adult learners to polish their abilities and orientate the world around them (Kuan, 2012). Adult educators stand in a unique position in fostering creativity in the classroom and assist learners in transforming their thinking styles with an attitude to think outside the box and play with different ideas.

MODULE 6) Using interactive (online and digital) resources, e-learning tools and social media in adult education; ICT-based tutoring services, pedagogies and practices 8

There are loads of resources you can use, whether it may be e-learning tools and social media in adult education or ICT-based tutoring services, pedagogies and practices. This module develops the topics of online learning, ICT (information and communication technology), TPCK (technological pedagogical content knowledge), tools for online learning and best practices to implement the latter into classrooms.



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MODULE 7) Monitoring adult learners' performance

When the teacher has taught something, it is natural for her/him to know how much the students have learned, what level they are at, and what they need to improve. For that reason, we want to look at strategies the tutor can use to make sure the students are making progress. This module looks at the role of feedback and the concepts of self-monitoring in education, how it can be beneficial, its limits, and how to implement it.

MODULE 8) Culturally Responsive Teaching

Culture is shared between and learnt in groups of people bound together by a common history, location, language, religion or social class. Yet, it is multifaceted and dynamic, so there are variations between individuals within cultural groups. This module explains culturally responsive teaching its importance and relevance.



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