In-Service Training Handbook

MODULE II

Artistic Licence

Using Performing Arts for Building Key Competences

MODULE 2

Using enquiry-based and embedded learning resources to build basic skills

GENERAL AIMS	The general aims of this module are to provide a wide overview of concepts, theories, processes and methodologies of adult education and learning, focusing in low-skilled and marginalised adults. It also aims to contribute to the understanding of the potential of artistic methodologies in basic skills education.
GENERAL LEARNING OBJECTIVES	Upon completion of the module, the participants will be able to: 1. Know the general basis of learning theories in adult education; 2. Understand the principles of learning in adulthood and the factors that contribute to motivation and learner commitment; 3. Understand the concept, characteristics and implementation of embedded learning environments in adult education; 4. Understand the concept, characteristics and implementation of enquiry-based learning environments in adult education.

MODULE II				PART I
				F2F Training
Session 1	**Opening of the training session**	**Time**	45 mins	**Target Group**	Adult educators and trainers; Migrant support workers.
Aims	o To introduce the trainer, learning outcomes and the training agenda o To present the trainees			

Activity	Time	Content
Introduction of the trainer and trainees	25'	**Objectives:** • To get to know each other (trainer and trainees) **Instructions:** The web dynamic is an exercise widely used for the personal presentation of groups, both in the classroom and in training, in order to promote interpersonal relationships of groups that do not know each other. Materials needed: A roll of wool The facilitator will need to choose a place where all the members of the group can position themselves in a large circle. To start the dynamic, the facilitator needs to take the tip of the string and tie it to your index finger. Then the facilitator turns to the rest of the group and makes a personal presentation (e.g. say your name, what your background is, what you work with, some information that you consider important about your personal life, like a hobby, or anything else you feel like sharing with those people). When you finish your presentation, throw the string roll to anyone else in the group and encourage them to also tie the string on your index finger and make a personal presentation, just as you did yours. But leave it free to share the information you consider important.

		And when that person is finished introducing himself, ask him to throw the roll of string to another. The following should do the same thing, tie the string on your finger and present yourself. When everyone has finished their presentations, the string will have formed a large web in the middle of the circle formed by the members of the group. Thus, ask everyone to look and observe the tangle of connections formed.
Presentation of the learning objectives and agenda	10'	**Objectives:** • To present the trainer, the learning objectives and the agenda **Instructions:** After the group dynamic is done, the trainer should introduce the agenda and answer potential questions about it.
Break	10'	**Instructions:** The trainer announces a ten-minute break.

MODULE II				PART I F2F Training	
Session 2	**Learning theories in adult education**	**Time**	145 mins	**Target Group**	Adult educators and trainers; Migrant support workers.
Aims	o **To introduce the main adult education theories**				

Activity	Time	Content
Introduction to adult education theories		**Objectives:** o To present the concept and characteristics of the andragogy model o To explain the differences between traditional pedagogy and andragogy

	20'	**Instruction:**

The trainer begins the session by questioning trainees about the definition of adult education. Trainees are required to write on a piece of paper or post-it, a word and/or brief sentence that - in their opinion - reflects the concept. Then, the trainer might ask for each trainee to present their answers to the group.

After brainstorming different ideas about adult education, the trainer reiterates that adult education is a practice in which adults engage in systematic and sustained self-education activities in order to gain new forms of knowledge, skills, attitudes, and values (Sharan & Brockett, 2007).[1] In general, the term is used to designate all the educational activities specially designed for adults, based on the assumption that adults can and want to learn, are willing to take responsibility for their learning, and that learning itself must meet their needs.

There are several prevalent theories that explain - from different perspectives - how adults learn. These include andragogy, neuroscience, experiential learning, self-directed learning, transformational learning, and others. All these theories have one purpose: They help trainers to provide effective learning experiences for the adult learners.

Next, the trainer presents the concept of andragogy with the following video: **https://www.youtube.com/watch?v=J11ZSFNFwFk** .You can also use the video of Module II that is available on the self-directed learning materials, which also defines andragogy.

Tip: The videos in this handbook are in English. However, you can always turn on subtitles and set up in Settings an automatic translation into a language that suits you.

The final task is to ask trainees to discover the differences between the traditional pedagogy and the andragogy model. You can print the table related to such models here, and cut the different answers and ask to the group to connect

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[1] Sharan, M. & Brockett, R. (2007). *The Profession and Practice of Adult Education: An Introduction*. San Francisco: Jossey-Bass

		each sentence to the correct model, or you can build an activity online using kahoot[2] or classtools.net[3].
Humanist theory of adult learning	20'	**Objectives:** o To present the concept and characteristics of the humanist theory of adult learning; o To understand the role of the educator in the humanist theory of adult learning. **Instructions:** The trainer begins the session by questioning trainees to brainstorm some first ideas about the concept of humanism. Then, the trainer presents the definition and characteristics of the humanist theory of adult learning, which is available on the self-directed learning materials of Module II. After the trainer states that in the humanist theory of adult learning there is a natural tendency for people to learn and such learning will flourish if nourishing environments are provided (Cross, 1981)[4], it's time to explore the role of the educator in such theory: Trainers must write words and/or phrases that represent what the relationship between the trainer and the student should be. According to the literature, such relationship should be based on genuineness, transparency; acceptance of each other as they are, recognizing their value and potential; and sensitivity/empathy towards one another (Bélanger, 2011)[5] Tips: You can ask trainees to brainstorm in a piece of paper or, if there are laptops and smartphones available, you can access https://www.mentimeter.com/ and create a database of their opinions and answers. In order to finish brainstorming, the trainer refers that according to Rogers (1969)[6] the educator guides the learner(s) by: (i)setting the initial environment of the class; (ii) helping to clarify the purposes of the individuals and/or group in the class; (iii) striving to organize and make easily available the widest possible

[2] https://kahoot.com/
[3] http://www.classtools.net/
[4] Cross, P. K. (1981). *Adults as learners*. San Francisco: Jossey-Bass
[5] Bélanger, P. (2011). *Theories in Adult Learning and Education*. Leverkusen: Barbara Budrich Publishers
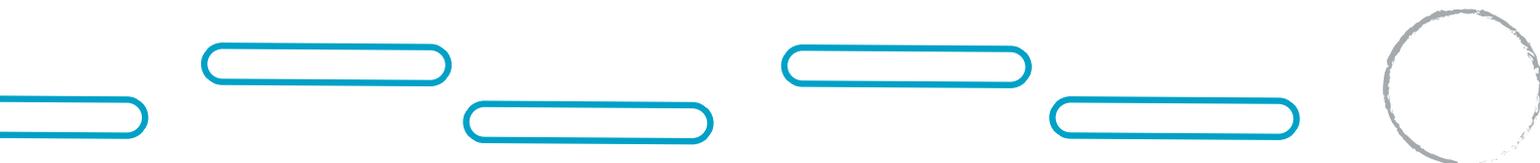[6] Rogers. C. (1969). *Freedom to learn*. Ohio: Charles E. Merrill

		range of learning resources; (iv) also becoming a participant learner and a member of the group (after the classroom climate becomes established); (v) taking the initiative to share feelings and thoughts; (vi) striving to recognize and accept his/her own limitations.
Experiential learning	50'	**Objectives:** • To present the concept and characteristics of experiential learning • To present the four phases of the Experiential Learning Cycle (ELC) • To explain the guidelines for trainers in how to foster experiential learning in the different ELC phases **Instructions:** The trainer begins the session by questioning trainees to brainstorm some first ideas about the concept of experiential learning. Then, the trainer presents the definition and characteristics of experiential learning, which is available here: https://www.youtube.com/watch?v=CJN9QKukfPc and also on the Module II video of the self-directed learning materials. In order to understand how adults learn, the American educational theorist David Kolb (1984) designed a cyclical model that explains the experiential learning process, called "Experiential Learning Cycle". You can find the explanation of ELC in the following videos: **(1)** https://www.youtube.com/watch?v=_PWtLC7u6jg (2) https://www.youtube.com/watch?v=BJIac3ZBz24 You can also find available the explanation of ELC on the Module II video of the self-directed learning materials. Then, the trainer can explain the guidelines for teachers and educators in how to foster experiential learning in its different stages. You can find the detailed explanation here. The trainer finalizes the explanation stating that experiential learning serves many different types of learners. Adults, as well as children, have different ways of learning. Some people integrate personal values into learning and like to know

| | | the principles behind what they are learning. Other people integrate their own learning experiences and are more interested in the rationale behind an idea. Some people quickly connect theory with practice and like to solve problems. Others ask 'What if?' and like to connect concepts with concrete applications.

In the end, the trainer can choose to implement one of the following activities based on experiential learning (or even both, if there is enough time): "The Possum Picnic Game" and/or "One Word at a Time".

- You can find the instructions of the Possum Picnic Game by clicking here
- You can find the instructions of the "One Word at a Time" game by clicking here |
|---|---|---|
| **Transformative learning** | 20' | **Objectives:**
- Present the concept and characteristics of transformative learning
- Understand how to foster transformative learning with adult learners
Instructions:
First, the trainer starts by explaining that the concept of transformative learning is similar to experiential learning, due to the fact that "learning is usually triggered by an experience or series of experiences (Boucouvalas & Lawrence, 2010)[7]. You can also present the definition and characteristics of transformative learning by presenting the following video: https://www.youtube.com/watch?v=liU1zsi3X8w or you can present the Module II video of the self-directed learning materials.

Next, the trainer asks the class about the key words they have taken from the definition of transformative learning. After that, the trainer asks another question: "how can we, as trainers, promote transformative learning with adults?" If there are smartphones or computers in the classroom, the trainer can ask participants to access https://www.mentimeter.com/ so that trainees can write down their ideas. |

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[7] Boucouvalas, M. & Lawrence, R. L. (2010). Adult learning. In Kasworm, C. E.; Rose, A. D. & Ross-Gordon, J. M. (Eds.) *Handbook of Adult and Continuing Education*. Thousand Oaks: SAGE Publications

		After brainstorming ideas with the class, the trainer refers to the main key-ideas that foster transformative learning with adults: (Malamed, n.d.)[8]: •Relationships: Building relationships requires a learning climate that is open to different perspectives and opinions; •Critical reflection: One of the main aims of transformative learning involves challenging the assumptions that adult learners rely on to understand the world; •Direct and active experience: The most powerful tool to promote transformative learning is to offer direct and practical experiences that are meaningful for the adult learners. •Readiness for the transformative experience: Transformative learning must encourage adult learners to become self-aware and self-confident.

Summary and conclusion	10'	**Objectives:**
		  o Summarise the key-ideas of the module's section 2
		  o Discuss and ideas and concepts with the classroom
		Instructions:
		The trainer starts to ask the classroom what they have learned, in order to foster discussion and to understand if there are any misunderstood terms or concepts. You can also use https://www.mentimeter.com/ to allow trainers to write the key-ideas that they have learned during this section, in order to visually present each other's ideas.
		Then, the trainer presents the final conclusions. It's important to summarise the following ideas:
		In andragogy (Pappas, 2013)[9]:
		(i) adults need to be involved in their process of learning; (ii) experience is the base of adult learning; adults have more interest in subjects that can have a meaningful impact in their life; Adult learning is problem-centred and not content-oriented.
		(ii)

[8] Malamed, C. (n.d.). Transformative Learning: Another Perspective on Adult Learning. Website. Retrieved from: http://theelearningcoach.com/elearning_design/isd/tranformative-learning-another-perspective-on-adult-learning/

[9] Pappas, C. (2013). The Adult Learning Theory - Andragogy - of Malcolm Knowles. *Website.* Retrieved from: https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles

		The key concepts of Kolb's Experiential Learning are (Bélanger, 2011)[10]:
		(a) Learner-centred, (b) the key role of experience in learning life course; (c) Learning is (initially) an inductive process; (d) experience is turned into learning through reflection
Break	10'	**Instructions:** The trainer announces a ten-minute break.

MODULE II				PART I F2F Training	
Session 3	**Learning in adulthood: how does it work?**	**Time**	130min	**Target Group**	Adult educators and trainers; Migrant support workers.
Aims	**To introduce the main characteristics and differences of learning in adulthood** **To understand the characteristics that motivate adults to reengage in** **learning** **To introduce strategies to engage low-skilled adults in lifelong learning**				
Activity	**Time**	**Content**			
Characteristics of adults as learners	30'	**Objectives:** o To introduce the main characteristics of learning in adulthood **Instructions:** First, the trainer presents two videos of neuroscience of adult learning, which are available here: (1) https://www.youtube.com/watch?v=oT21g2r43ws (2) https://www.youtube.com/watch?v=tJsH8ly0uhg Then, the trainer can stimulate discussion and brainstorming by asking the class what they consider to be the greatest differences between learning in childhood			

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[10] Bélanger, P. (2011). *Theories in Adult Learning and Education*. Leverkusen: Barbara Budrich Publishers
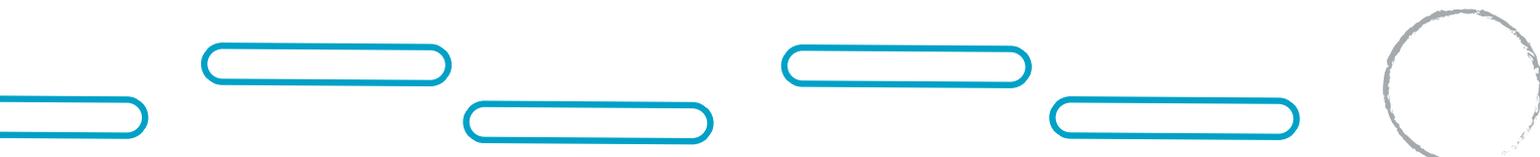
and adulthood. You can also use https://www.mentimeter.com/ to allow trainers to write the key-ideas that they have learned during this section, in order to visually present each other's ideas.

After the discussion, the trainer points out the main characteristics of learning in adulthood:

a) Learning in adulthood is simple and complex at the same time: According to Windisch (2015)[11] adult learning is simple in the sense that adults can learn from different experiences and environments (e.g. family, school, work and local community), but it is also complex because no one learns in the same way. Each person has a different learning rhythm and particularities that become even more evident when adulthood is reached.

b) Adult learning is a continuum ranging from teacher-directed to student-directed learning: Adult learners are very diverse in terms of motivation and autonomy to learn. However, adults are often practical in their approach to learning and prefer to learn what is meaningful to them (Illeris, 2011)[12] and what can have real-life applicability. That's why adults often want a learning experience that can help improve their life situation.

Then, the trainer can implement an interesting group dynamic, in order to illustrate to the class how easy it is for adults to develop and continue to apply unconscious habits, and that old ways of doing things may interfere with our acquisition of new behaviors and learning. The activity process is described below:

Activity 3: "But I've always done it that way…" (Scannell & Newstrom, 1994)[13]

Procedure:

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[11] Windisch, H. C. (2015). Adults with Low Literacy and Numeracy Skills: A Literature Review on Policy Interventions. *OECD Education Working Paper*, 123, p. 1-125

[12] Illeris, K. (2011). Characteristics of Adult Learning. In Rubertson, K. (ed). *Adult Learning and Education*. Oxford: Elsevier

[13] Scannell, E. E. & Newstrom, J. W. (1994). *Still more games trainers play: experiential learning exercises*. New York: McGraw-Hill

		Ask one or more participants (e.g. all those wearing a coat, sports jacket or even a cardigan sweater) to stand and remove their coats.

Ask them to put the coats on, noting which arm went in first.

Ask them to take the coats off again and put them on this time by putting the other arm in first.

Discussion/questions:

-How did it feel to reserve your normal pattern of wearing your jacket? How did it look to observers who were watching?

-What prevents us from adopting new ways of doing things? How can we make changes without old habits interfering with them?

-How can we open ourselves to change within the program and accept the fact that there may be equally affective (or better) ways to accomplish our tasks than those we used before? |
| **Motivation** | 35' | **Objectives:**

    o To understand the concept of motivation
    o To understand the motivations which lead adults to re-engage in learning

Instructions:

First, the trainer presents two videos of motivation and its different types (e.g. extrinsic and intrinsic) which are available here:

    (1) https://www.youtube.com/watch?v=pZT-FZqfxZA
    (2) https://www.youtube.com/watch?v=kUNE4RtZnbk
    (3) https://www.youtube.com/watch?v=dyr7wg9s7gM

After the videos, the trainer can mention that according to a Norwegian study conducted between 2003 and 2006, low-skilled learners are more motivated to engage in learning activities by extrinsic motivators than intrinsic motivators |

(Dæhlen & Ure, 2009)[14]. Extrinsic motivators are related to career progression, fear of unemployment or external pressure. The 'extrinsic demotivators' include the "lack of reward for learning, lack of support and encouragement for learning or the lack of opportunities in the labour market" (Merrifield, 2012 quoted by Windisch, 2015, p. 38)[15]

Then, the trainer can foster discussion in the classroom: you can ask to students what they consider to be the motivations of low-skilled adults to re-engage in learning. The trainer can also ask the classroom which are the main barriers that they face while engaging their adult students into learning. You can foster an open discussion or you can also use https://www.mentimeter.com/ to allow them to write the key-ideas that they have learned during this section, in order to visually present each other's ideas.

Next, the trainer presents tips to help trainers to work on the motivation of their adult students:
(i) It is important that the trainer is a good communicator. If there is no coherence between verbal and nonverbal expression, the speech will sound unclear; (ii) trainers must identify the main reasons that led the adult learner to attend the training and understand their expectations; (ii) trainers should appeal to learners' participation and involve them in their own learning. Tutors must show interest in knowing what the learners think of a particular subject; (iii) it is crucial that the trainer adapts the language to their students. If the educational level of the learners is low, the language should be simple and technical expressions should be avoided. Key terms must be explained in an accessible language; (iv) it is important that the trainer ask for feedback. It is motivating for adult learners to know that their opinion is valued; (v) it's important to facilitate exploration. Adults usually "like to take the opportunity to construct knowledge in a way that is meaningful to them.

[14] Dæhlen, M. & Ure, B. (2009). Lows-skilled adults in formal continuing education: does their motivation differ from other learners? International Journal of Lifelong Learning, 28(5), pp. 661-674
[15] Windisch, H. C. (2015). Adults with Low Literacy and Numeracy Skills: A Literature Review on Policy Interventions. OECD Education Working Paper, 123, p. 1-125

| Barriers to learning | 15' | **Objectives:**

o Understand the perceived barriers of adult education
o Present recommendations to foster adult motivation in learning

Instructions:

The trainer starts to ask the classroom what barriers do they think that adults face when they attempt to re-engage in learning. You can also use https://www.mentimeter.com/ to allow trainers to write the key-ideas that they have learned during this section, in order to visually present each other's ideas.

Then, the trainer explains that according to Smith (1998, 2010[16]), the main perceived barriers that adults face while engaging in education are:

Situational barriers: Socioeconomic barriers, lack of time, lack of transport

Institutional barriers: Inconvenient schedules, lack of relevant programmes, the emphasis of full-time study in many institutions

Dispositional barriers: Lack of confidence, Tired of classroom environments, feeling "too old" to learn

So, the trainer should then ask the classroom: "what can we do to strengthen adult motivation in lifelong learning?" and start to brainstorm strategies by writing them on post-its or at https://www.mentimeter.com/. The trainer should sum up by saying that according to OECD (2014) the strengthening of adult motivation in lifelong learning must cover such aspects:

(i) Information and Guidance: Less skilled people are often less aware of education and training opportunities. A combination of easy-to-find online information and personalized guidance is needed to help adults define their own training needs and identify appropriate programs; (ii) recognize prior learning: A clear certification of learning outcomes and recognition of non-formal learning are also incentives for lifelong education; (iii) flexibility of educational programs: It is essential to ensure that adult education programs are relevant to students and flexible in their content. Distance education and open educational resources have significantly improved students' ability to adapt education to their own lives. |

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[16] Smith, M. K. (1998, 2010). Participation in learning projects and programmes. Website. Retrieved from: http://infed.org/mobi/participation-in-learning-projects-and-programmes/
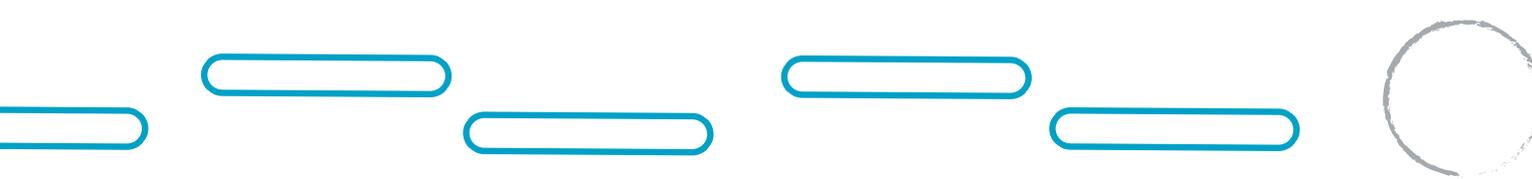
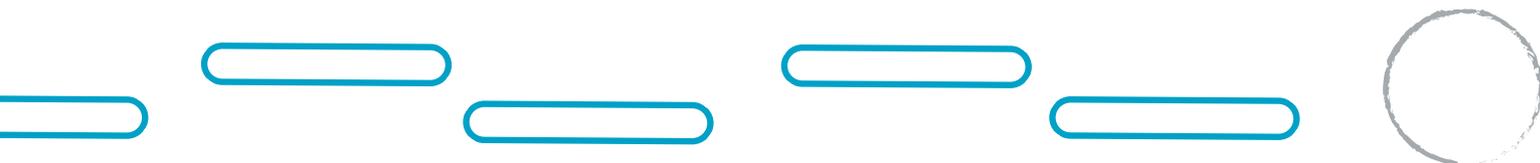|		
How to engage low-skilled adults in learning	30'	**Objectives:** o To reflect about the importance of re-engaging low-skilled adults in lifelong learning o To demonstrate that prior learning has a powerful and sometimes negative effect on their capacity and willingness to engage in new learning. **Instructions:** First, the trainer presents a video about learner empowerment which is available here: https://www.youtube.com/watch?v=BYBJQ5rIFjA Then, the trainer can implement an interesting group dynamic, in order to explore ways to facilitate the "unlearning" process. The activity process is described below: **Activity 4: New Directions in Learning" (Newstrom, 1983)[17]** **Procedure:** Present the group with a handout or visual display showing the new directions you would like to have them learn. Give them several minutes to absorb the connection between the "old" way and the "new" way. When all are ready, have them set aside their handouts and stand up, facing the front of the room. Test them on their "new directions" by calling out the old directions. Discussion questions: What can you do to help your trainees unlearn the old, this better preparing them to learn the new? Materials: The handout or visual showing the old and the new directions: <table><tr><td>Old directions</td><td>New directions</td></tr><tr><td>Up</td><td>Right</td></tr><tr><td>Down</td><td>Rear</td></tr><tr><td>Left</td><td>Down</td></tr><tr><td>Right</td><td>Front</td></tr><tr><td>Front</td><td>Up</td></tr><tr><td>Rear</td><td>Left</td></tr></table>

[17] Newstrom, J. W. (1983). The Management of Unlearning: Exploding the "Clean Slate" Fallacy. *Training and Development Journal*, 27(8) pp. 36-39

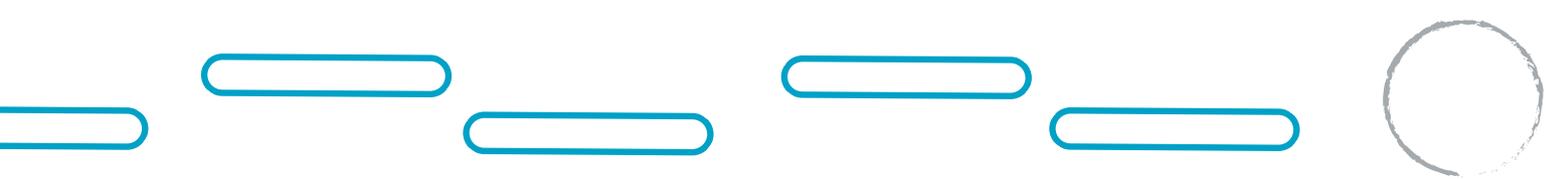| Summary and conclusion	10'	**Objectives:**

Objectives:

- o To summarize the key-ideas of the module's section 3
- o To discuss ideas and concepts with the classroom

Instructions:

The trainer starts to ask the classroom what they have learned, in order to foster discussion and to understand if there are any misunderstood terms or concepts. You can also use https://www.mentimeter.com/ to allow trainers to write the key-ideas that they have learned during this section, in order to visually present each other's ideas. Then, the trainer presents the final conclusions. It's important to summarize the following ideas:

(i) Learning is only effective if there is motivation. The adult learner will need to have a favorable attitude, which does not always happen. That's why the trainer must be aware of the different levels of motivation of their students and find the right strategies to work on their motivation; (ii) in addition to motivation, there are other factors that determine the participation of low-skilled adults in learning activities (e.g. educational attainment, employment status, occupation and age will directly determine their participation in lifelong learning); (iii) adults often feel unable or unwilling to recognize their own weaknesses. Even if they do, they may want to avoid the classroom settings if they experienced failure in the past. For this reason, it's important to build awareness about the implications of weak basic skills for the adults, their family, community and employers (Windisch, 2015).

Break	10'	**Instructions:** The trainer announces a ten-minute break.

MODULE II				PART I F2F Training	
Session 4	Embedded learning	**Time**	105 mins	**Target Group**	Adult educators and trainers;

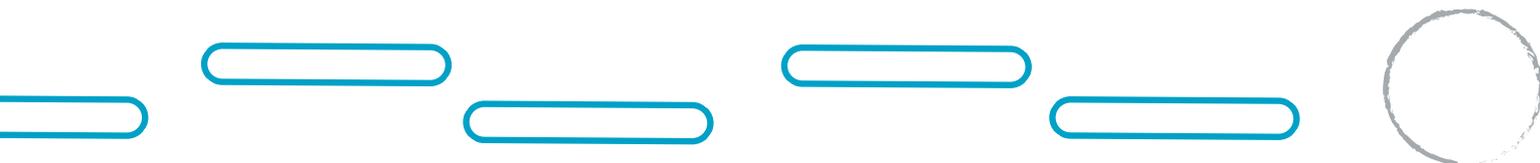|		Migrant support workers.
Aims	• To present the concept and characteristics of embedded learning • To present good practices of embedded teaching and learning in adult education	

Activity	Time	Content
Definition and characteristics	15'	**Objectives** o Understand the concept and characteristics of embedded learning **Instructions:** First, the trainer starts the session by asking if their students know the meaning of embedded learning. After discussion, the trainer should explain that embedded learning is the combination of literacy and numeracy with vocational training and other skills. Embedded programs can be taught as part of a vocational or other type of programs (e.g. family and community learning). According to the National Audit Office (2004)[18] adults with low literacy and numeracy skills might feel embarrassed about their low level of skills and might not even realise how poor those skills are. Adults with such difficulties feel reluctant to take extra hours to improve skills and often don't realise the need for such improvements. Then, the trainer should ask the classroom: "So, why do you think adults re-engage in literacy and numeracy learning?" in order to discuss and brainstorm some ideas. You can also use https://www.mentimeter.com/ to allow trainees to visualise each other's ideas. After the discussion, the trainers should say that according to Rabinowitz (n.d.), some of the reasons include: (i) to improve their employment situation; (ii) to become better parents, spouses and family members; (iii) to be better citizens and to participate in the political life of their communities.

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[18] National Audit Office (2004). *Skills for Life: Improving adult literacy and numeracy*. London: House of Commons

Benefits of embedded learning for literacy and numeracy education	20'	**Objectives** ○ To understand the benefits of embedded literacy and numeracy education **Instructions:** First, the trainer presents a video about the factors of successful embedded literacy numeracy which is available here: https://www.youtube.com/watch?v=_UUH-KwRr98 Then, the trainer should ask the classroom if they have any experience and/or stories to share about embedded teaching. Sharing ideas and teaching methods among the classroom is extremely important. At the end, the trainer should point out that research shows that programs that promote literacy skills by calculating house budgets and restaurant tips are more significant practices for adults in terms of developing basic skills. The trainer should implement an interesting group dynamic, in order to explore embedded learning with low-skilled adults. The activity process is described below: **Activity 4: Real Life With Fractions, Decimals, Ratios, Proportions and Percentages** (Mandel, 2003)[19] **Problem:** The classroom group is conducting a Thanksgiving feast for the class and their families. Each group will be assigned different tasks: -**The Turkey group:** Determine which local market has the best turkey to buy. They will have to justify their answer with ratio, proportion and percentage. Determine how the weight of the turkey and cooking time are related; Many people love the turkey skin. How much skin is on the bird? Learners must figure it out the approximate surface area, using fractions, decimals and percentages -**The side dish group:**

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[19] Mandel, S. M. (2003). *Cooperative Work Groups: Preparing Students for the Real World*. Thousand Oaks: Corwin Press
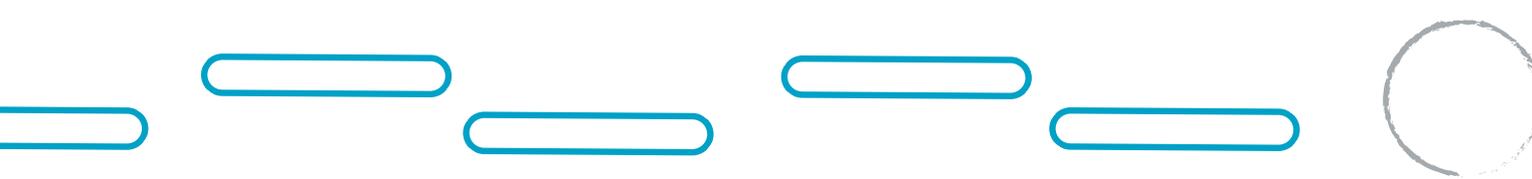
		Using cooking and recipes websites, they will have to search for various recipes for the students to use for the feast. Using rations, proportion and knowledge of fractions, they will have to adapt all recipes to feed twelve people. Using local supermarkets that have online information, determine the best buy for the various ingredients. **-Dessert group:** As with the side dish group, the dessert group will have to search various cooking and recipes websites for the students to use in the feast. Determine the size of pie pieces based on the number of participants and the number of pies available. Using decimals and percentages, determine how much pie each participant can have -**Community service groups:** using the internet, contact food pantries to investigate how much food do they recommend for feeding a family of four, for a month. Then, determine how much food each participant should bring to the feast as a donation for a food pantry. All groups must keep record of their computations and data and create charts of their calculations. They will present their findings to the class in order to reflect how such math topics are used in everyday life.
Good practices of embedded teaching and learning in adult education	20'	**Objectives:** o Explore good practices of embedded teaching and learning in adult education **Instructions:** First, the trainer presents a video about successful embedded literacy and numeracy practices which are available here: *(1) Embedded numeracy teaching in carpentry course* https://www.youtube.com/watch?v=7rCYWD-ju90 (2) Embedded literacy for improved presentation skills https://www.youtube.com/watch?v=JTqtBoKKrJM&fulldescription=1&gl=US&hl=en&client=mv-google&app=desktop Then, it's important that the trainer mentions that in many countries, adult basic skills programmes are embedded in vocational, social and occupational

Summary and conclusion of the teaching block	10'	**Objectives:** o To summarise the key-ideas of the module's section 4 o To discuss ideas and concepts with the classroom **Instructions:** The trainer starts to ask the classroom what they have learned, in order to foster discussion and to understand if there are any misunderstood terms or concepts. You can also use https://www.mentimeter.com/ to allow trainers to write the key-ideas that they have learned during this section, in order to visually present each other's ideas. Then, the trainer presents the final conclusions. It's important to summarise that motivation plays a key role in embedded learning programs. Carpientieri (2014)[20] states that "reading, writing and numeracy are not skills that can be developed in one great burst of motivation and effort; they require patience, persistence, and the constant renewal of motivation "(p.4).
Break	10'	**Instructions:** The trainer announces a ten-minute break.

Above the Summary row:

programmes. Empirical evidence shows that everyday numeracy and practices are alternative routes to engage adults in such programs.

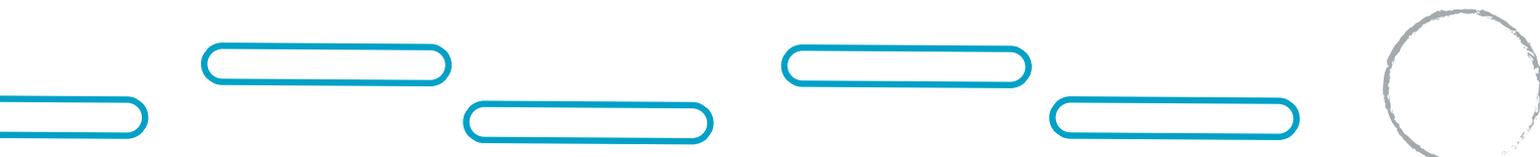| MODULE II				PART I F2F Training	
Session 5	Enquiry-based learning	**Time**	115 mins	**Target Group**	Adult educators and trainers; Migrant support workers.
Aims	• To present the concept and characteristics of enquiry-based learning • To understand the application of EBL in the classroom				

Activity	Time	Content

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[20] Carpentieri, J. D. (2014). *Improving Basic Skills in Adulthood: participation and motivation: Literature Review prepared for the European Commission Working Group on Adult Learning.* Brussels: European Commission

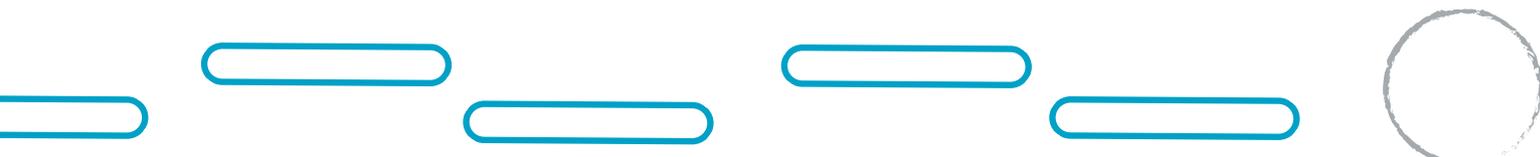|		
Definition and characteristics	10'	**Objectives:** o Understand the concept and characteristics of enquiry-based learning **Instruction:** The trainer starts to ask the classroom to brainstorm some ideas about the concept of enquiry-based learning. You can start an open discussion or you can use https://www.mentimeter.com/ to allow trainees to visualise each other's ideas. After the discussion, the trainer presents a video with the definition of enquiry-based learning which is available here**:** https://www.youtube.com/watch?v=QIwkerwaV2E or you can present the Module II video of the self-directed learning materials. The trainer then points out that EBL learning is usually done collaboratively in student groups with the aim of developing critical thinking, problem solving skills, understanding of concepts and critical and creative thinking. According to Kahn and O'Rouke (2005)[21], the main characteristics of EBL are: (i) Engagement with a complex problem or scenario; (ii) Students are the ones who direct the lines of the enquiry methods; (iii) it requires that students challenge their existing knowledge and identify their learning needs; (iv) Tasks that stimulate creativity and curiosity, encouraging students to explore and seek new knowledge;(v) Responsibility falls to the students in analysing and presenting the solution of the problem.
Benefits of enquiry-based learning in adult education	20'	**Objectives:** o To understand the benefits of enquiry-based learning in adult education **Instruction:** The trainer presents a video with examples of enquiry-based learning which are available here: (1) *Developing Community with Inquiry-based Learning:* https://www.youtube.com/watch?v=jAUpEI6pc4Q (2) *Role of the Inquiry-based Learning Teacher:* https://www.youtube.com/watch?v=TuNEPgpcwqI

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[21] Kahn, P. & O'Rourke, K. (2005). Understanding enquiry-based learning. In Barrett, T., MacLabhrainn, I. & Fallon, H. (Eds). *Handbook of Enquiry and Problem-Based Learning: Irish Case Studies and International Perspectives.* All-Ireland Society for Higher Educations

		(3) *Adult Learners Class:* https://www.youtube.com/watch?v=kuTrdjtSlQg
		Or you can present the Module II video of the self-directed learning materials. Tip: The videos in this handbook are in English. However, you can always turn on subtitles and set up in Settings an automatic translation into a language that suits you.
		Then, the trainer should explain that EBL helps adult learners to build confidence to work with others and share ideas. It promotes the responsibility of each student in their own learning process Whowell (2006)[22].
		The final task is to ask trainees to discover the differences between the traditional pedagogy and EBL. You can print the table which is available here, cut the different answers and ask to the group to connect each sentence to the correct model, or you can build an activity online using *kahoot* or *classtools.net*
EBL in practice: steps of the EBL cycle	20'	**Objectives:** • To present the steps of the enquiry-based learning cycle **Instructions:** First, explain to the students that EBL is very useful when (Lang, McBeath & Hébert (1995)[23]:The learner goals involve decision-making and/or creativity; the facilitator wishes to stress cognitive and affective skills and/or processes; and when procedural learning is more important than content learning. Then, the trainer asks if the classroom has any idea about the basic steps of guiding enquiry in the classroom. After the discussion of ideas, the trainer states that the basic steps of enquiry-based learning are: **(1)** Set up the problem situation; **(2)** Provide experiences to bring out essential elements; **(3)** Set up experiences to bring out contrasting elements;**(4)** Learner forms a concept;**(5)** Learner applies the concept.

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[22] Whowell, M. (2006). A student guide to enquiry-based learning. PDF. Retrieved from: www.ceebl.manchester.ac.uk/resources/guides/studentguide_july06.pdf

[23] Lang, H. R., McBeath, A. & Hébert, J. (1995). Teaching Strategies and Methods for Student-Centered Instruction. Ontario: Harcourt Brace & Company Canada

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The 5E Learning Cycle	20'	**Objectives:** • Present the concept and characteristics of the 5E Learning Cycle **Instructions:** The trainer presents a video with the definition of the 5E Learning Cycle which is available here: https://www.youtube.com/watch?v=9WGHJrFCT9o or you can present the Module II video of the self-directed learning materials. The final task is to ask trainees to discover the differences stages of the 5E learning cycle that you can find available here. You can print the table, cut the different answers and ask the group to connect each sentence to the correct model, or you can build an activity online using kahoot or classtools.net
Examples of enquiry-based learning exercises: Our plastic oceans	25'	**Objectives:** o To provide a practical example of Enquiry-Based Learning **Instructions:** "Our Plastic Oceans" activity is one of the 10 enquiry-based learning activities provided by Wabisabi Learning (n.d.). You can find the explanation and procedures of the activity here Tips: You can implement any of the 10 activities presented. It is up to you to discover which activity fits best to your classroom.
Summary and conclusion of the teaching block	10'	**Objectives:** o To summarize the key-ideas of the module's section 5 o To discuss ideas and concepts with the classroom **Instructions:** The trainer starts to ask the classroom what they have learned, in order to foster discussion and to understand if there are any misunderstood terms or concepts. You can also use https://www.mentimeter.com/ to allow trainers to write the key-ideas that they have learned during this section, in order to visually present each other's ideas.
Break	10'	**Instructions:** The trainer announces a ten-minute break.

MODULE II				PART II, Self-directed on-line learning	
Section 6	Module II interactive resource video	**Time**	20 mins	**Target Group**	Adult educators and trainers; Migrant support workers.
Aims	• To access the videos produced from the content of module II				
Instructions	**Objective:** • To access the summarised contents of Module II in a dynamic and engaging way **Instructions:** The video is in English. However, you can always turn on subtitles and set up in Settings an automatic translation into a language that suits you.				

MODULE II				PART II, Self-directed on-line learning	
Section 7	**Good practices of embedded teaching and learning: case studies under the Skills for Life Strategy**	**Time**	60 mins	**Target Group**	Adult educators and trainers; Migrant support workers.
Aims	• To explore different case studies of a variety of embedded-learning contexts within the Skills for Life Strategy in the United Kingdom				
Instructions	**Objective:** • To explore 7 case studies of embedded approaches of teaching and learning in a work context **Instructions**:				

The "Embedded teaching and learning of adult literacy, numeracy and ESOL: seven case studies"[24] is a report developed under the British Skills for Life Strategy, which established materials to develop embedded learning in adult education.

The selected case studies "were selected on the basis of being those where embedded approaches to teaching and learning were being used. They were not necessarily selected as examples of good practice" (Roberts et al., 2005, p.6).

The Report is available here: https://dera.ioe.ac.uk/29832/2/Report_Redacted.pdf

Other recommended readings:

- Mallows, D. & Lister, J. (2017). How can we motivate adults to engage in literacy and numeracy learning? London: Government Office for Science. Available at: https://bit.ly/2NRoOcv
- National Audit Office (2008). Skills for Life: Progress in Improving Adult Literacy and Numeracy. London: The Stationery Office. Available at: https://www.nao.org.uk/wp-content/uploads/2008/06/0708482.pdf

MODULE II				PART II, Self-directed on-line learning	
Section 8	Good practices of embedded learning for adults in Europe	Time	70 mins	Target Group	Adult educators and trainers; Migrant support workers.
Aims	• To explore different case studies of a variety of embedded-learning contexts within the *Skills for Life Strategy* in the United Kingdom				
Instructions	**Objective:** • To analyse awareness-raising campaigns, projects and events of embedded learning for adults **Instructions:** A variety of case studies of events and projects that have taken place in various European countries to disseminate embedded learning with low-skilled adults are presented. All case studies include bibliographic references and recommended readings.				

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[24] Roberts, C., Gidley, N., Eldred, J., Brittan, J., Grief, S., Cooper, B., Baynam, M., Shrubshall,P., Windsor, V., Castillino, C. & Walsh, M. (2005). E*mbedded teaching and learning of adult literacy, numeracy and ESOL: Seven case studies.* London: National Research and Development Centre for Adult Literacy and Numeracy
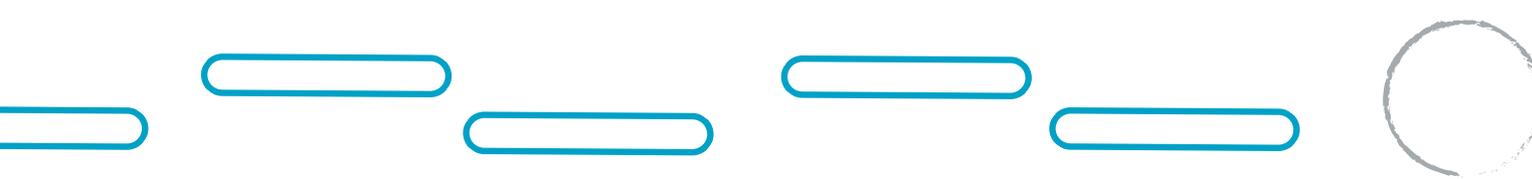
1. Family Literacy Project (FLY) in Hamburg

The project aimed to develop literacy skills (e.g. reading, writing, speaking, listening and creativity) of parents and their children with an intergenerational approach and to encourage parents to support their children's schoolwork. In 2010, the project won the UNESCO King Sejong Literacy Project due to the very positive results: in Hamburg, many schools now have established family literacy rooms where parents can meet (Windisch, 2016).

References:

- Windisch, H. C. (2016). How to motivate adults with low literacy and numeracy skills to engage and persist in learning: a literature review of policy interventions. *International Review of Education,* 62(3), pp 279-297

Recommended readings:

- Albrecht, J. (2010). Immigrant parents and children learn together at 'Family Literacy'. Website. Available at: https://www.dw.com/en/immigrant-parents-and-children-learn-together-at-family-literacy/a-5984659
- Carpentieri, J., Fairfax-Cholmeley, K., Litster, J., Vorhaus, J. (2011). *Family literacy in Europe: using parental support initiatives to enhance early literacy development.* London: Institute of Education. You can find the report here:

https://ec.europa.eu/assets/eac/education/policy/school/doc/family-literacy_en.pdf

- UNESCO (2013). Family Literacy Project (FLY), Germany. Website. Available at: https://uil.unesco.org/case-study/effective-practices-database-litbase-0/family-literacy-project-fly-germany

2. "Formtruck" (Brussels, Belgium)

Formtruck is a walk-in mobile information centre on training opportunities in Brussels, Belgium aiming to attract jobseekers, low-qualified and young people who are not working and/or engaged in education and training (OECD, 2018). The truck went to locations where usually young people and adults spend their free time (e.g. public squares, events, parks) and there is still no official evaluation of this mobile outreach initiative.

References:

- OECD (2018). *Good Jobs for All in a Changing World of Work: The OECD Jobs Strategy.* Paris: OECD

3. Swansea Learning Festival (Wales, UK)

The Swansea Learning Festival 2019 aimed to showcase the diverse learning opportunities available to young people and adults, in order to increase participation in lifelong learning. The city council invited community, education and training providers, council departments, cultural organisations, schools, businesses and voluntary organisations to celebrate learning through an assortment of free activities open to all. Such activities included arts and crafts, health and well-being, sports and science, technology and media, poetry, entrepreneurial opportunities, business support and employability skills.

Recommended readings:

- James, J., Hawkins, A. & Piper, K. (n.d.) Creating a culture of lifelong learning: Swansea Learning City and Festival of Learning. Available at:

https://www.learningandwork.wales/wp-content/uploads/2019/09/Workshop-7-merged-powerpoints.pdf

- Swansea Council (2019). Swansea Learning Festival 'unlocking opportunities'. *Website*. Available at: https://www.swansea.gov.uk/swansealearningfestival

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