

Competencies and Resources (Co-Re) module ToT FD-M5

Structuring Lessons for Adult Learners

Professional Skills: Structuring Lessons for Adult Learners in their area of expertise on their own field	
Competencies	Resources
<ul style="list-style-type: none"> ▪ Based on course concepts and learner analyses creatin and justifying training programmes in their discipline, applying principles of adult education and taking into account the field of study and the professional context. ▪ Applying various forms of teaching and learning and teaching aids purposefully. ▪ Designing learning activities and social interaction within the learning group to promote learning processes. ▪ Finding appropriate methodological solutions for complex teaching and learning situations. ▪ Designing and implementing suitable assessment tools for learning transfer and evaluation of learning outcomes. ▪ For their own teaching, selecting and using evaluation methods and instrument that are in line with the evaluation scheme of the organisation. ▪ Reflecting on their personal management skills and deliberately developing their leadership role 	<p>Knowledge (regarding context, guidelines, theories and models, methods and strategies)</p> <ul style="list-style-type: none"> – <u>Socio-economic environment</u>: Trends relevant to their discipline – <u>Educational Market</u>: Characteristics and needs of the different groups of learners; training offered by key competitors – <u>Swiss Education System</u>: requirements for qualifying procedures; established qualification systems (e.g. eduQua) – <u>Professional Field Context</u>: Information sources about developments; competency requirement, assessment criteria and stages of qualifying procedures. – <u>Institutional Context</u>: Training on offer; requirements regarding learning formats and materials; organisational requirements – <u>Theories and Models</u>: Learning theories (especially regarding adult learning); methodological models; theories on diversity; knowledge of different learning strategies and learning styles; fundamentals of group dynamics; basic knowledge of evaluation (types and levels of evaluation), fundamental of quality management – <u>Methods and Procedures</u>: Characteristics and options offered by different learning locations and learning modalities (e.g. group seminars, project work, on-the-job support, work in virtual learning environments); broad repertoire of teaching methods; methods and instruments to assess learner satisfaction and the learning and transfer outcomes; feedback and reflection methods (supervision, intervision, peer assessment, etc.) – <u>Evaluation criteria</u>: For learning and group processes as well as for assessing their own performance as a trainer

	<p>Skills (cognitive skills, practical skills, interpersonal skills)</p> <ul style="list-style-type: none"> – <u>Cognitive Skills</u>: Analysing educational concepts and objectives; structuring learning processes sensibly; dealing with complexity and using a systemic or interconnected thinking approach; making informed decisions quickly; sorting and evaluation feedback; identifying the potential of quality assurance measures – <u>Procedure</u>: Analysing a group of learners; planning and applying quality assurance measures based on an organisational quality concept; selecting evaluation formats and relevant instruments, developing simple evaluation instruments (e.g. questionnaires), evaluating survey results – <u>Teaching and Methodology Know-How</u>: Defining competences and didactic reduction (simplifying complexity of content to student level), selecting learning formats and methods, enabling different learning styles (to accommodate individual needs and differing learning preferences), selecting methods to support learning transfer, taking into account phases of group dynamics when planning lessons; establishing criteria and procedures for monitoring learning and transfer outcomes; selecting suitable assessment instruments – <u>ICT-Skills</u>: Text and image processing; text layout; displaying survey results (tables, graphs); using web-based learning formats – <u>Communication and Language Skills</u>: Writing and substantiating plans that are clearly understood by third parties; articulating objectives in a precise and understandable manner; conducting individual and group discussions; communicating clearly and unambiguously (e.g. explanations and instructions); addressing problems; oral and written assessments in qualifying procedures – <u>Interpersonal Skills</u>: Identifying needs expressed by learners and the implicit expectations; obtaining and assessing feedback on their own performance and impact as trainer
	<p>Reflection and Self-Assessment: Ability to think back on their behaviour and responses after a lesson and to draw conclusions:</p> <ul style="list-style-type: none"> › comparing the plan to the actual lesson › teaching approach, coherence to the planned objectives and analysing the achievement › reflecting on their methodology decisions and their relevance

	<ul style="list-style-type: none"> > explaining their behaviour and how they intervene in specific situations > analysing their understanding of learning processes based on personal experience as a teacher and a learner > an awareness of their role(s) and their boundaries > assessing their strengths and weaknesses in relation to planning and teaching of lessons > identifying potential for further development
	<p>Professional conduct is shown in the following attitudes:</p> <ul style="list-style-type: none"> > flexibility and creativity, e.g. in dealing with specific contextual constraints, in methodological design and in dealing with the unexpected > appreciative of learners > quality consciousness > consistency (e.g. in the application of standards) > awareness of their personal values and quality standards, a thoughtful attitude towards the quality standards and expectations of the organisation > impartiality > handling failure constructively > impartiality, e.g. when reading and interpreting evaluations > careful handling of data > thoughtful attitude towards personal weaknesses and mistakes and those of others > openness and interest in new developments in their field of expertise