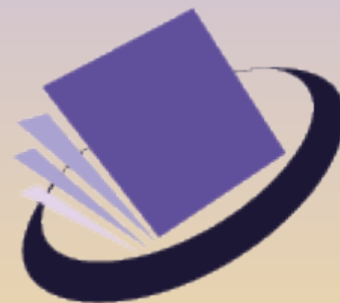




LearnersMot

Motivating adult learners

Lesson 6

Organising the learning environment

How to organize the learning process (tools, methods, environment, etc.)



ORGANIZING LEARNING PROCESS

1. INFORMING ABOUT EDUCATIONAL PROGRAMME
2. SETTING THE SCHEDULE AND FORMING GROUPS
3. PROVIDING THE PREMISES AND TEACHING/TECHNICAL EQUIPMENT
4. GUIDANCE AND COUNSELING
5. FUNDING

INFORMING ABOUT EDUCATIONAL PROGRAMME



PERSONAL CONTACT

USE OF SOCIAL AND PROFESSIONAL NETWORK TO PUBLICISE THE PROGRAMME

OUT-REACH – REACH THE LEARNERS IN THE COMPANIES IN THEIR LOCAL ENVIRONMENT

SOCIAL MEDIA SUCH AS FACEBOOK

SETTING THE SCHEDULE AND FORMING GROUPS

AVAIABILITY OF LEARNERS

LEVEL OF ENERGY AND MOTIVATION (AFTER WORK, BEFORE WORK, WITHIN THE WORKING HOURS) IS CONECTED TO READINESS TO LEARN

POSSIBLE IMPAIRMENTS (DYSLEXIA FOR INSTANCE REQUIRES COLOURED SHEETS OF PAPERS)

SMALL GROUPS



PROVIDING THE PREMISES AND TEACHING/TECHNICAL EQUIPMENT

LEARNER SHOULD FEEL GOOD IN THE CLASSROOM.

RELAXING ATMOSPHERE

ENOUGH LIGHTNING

COUSY

CHAIRS IN CIRCLE



GUIDANCE AND COUNSELLING

OFFER THE LEARNERS HELP AND ENCOURAGEMENT

MOTIVATE THEM

SHOW THEM DIFFERENT LEARNING METHODS, STRATEGIES

ADVISE THEM



FOUNDING

EDUCATIONAL PROGRAMME
ARE FREE OF COST



Good example:

Project Strengthening Basic and Vocational Competences of Employees in Savinja Region. Within the project we offer different educational programmes as well as exams which are costless for the employed and the unemployed 45+

The importance of good preparation and selection of mentors



The role of mentors in adult education is different from the role of teachers and children's and young people's education.



Their job is primarily to facilitate learning and to help learners to understand themselves and gain knowledge about the external world.

The main aspects of skills and qualifications that mentor should ideally possess:



1. Diagnose, capture and utilize learners' needs, claims and expectations
2. Adjust the educational process in a way that respects the particular personality traits of learners
3. Being flexible in developing and educational process
4. Communicate effectively with learners
5. Organize, coordinate and encourage the group of learners, leaving space for initiatives and self-motivation

The main aspects of skills and qualifications that mentor should ideally possess:



6. Cooperate effectively with all persons involved in a training activity as well as the learning organisation
7. Know the needs of the wider or local community and connect this knowledge with social inclusion or employment perspectives of students
8. Have positive self-perception and self-awareness, knowing their skills, strenghts, weaknesses and limits
9. Evaluate and constantly develop themselves, assessing the quality and efficiency of their work, constantly adapting their methods
10. Being in constant intellectual and scientific awareness

The importance of good preparation

Planning is the best antidote for the nerves that many people feel when teaching a subject for the first time or meeting a new group of learners. It is also the only way to ensure that your educational objectives are achieved.



Important questions when planning a teaching session

Spencer (2003, p. 25) notes that there are four fundamental questions a teacher should ask themselves when planning a teaching session.



1. Who am I teaching? The number of learners and their study level or stage in training.
2. What am I teaching? The topic or subject, the type of expected learning (knowledge, skills, behaviors).
3. How will I teach it? Teaching and learning methods, length of time available, location of teaching session, internet resources, etc.
4. How will I know if the learners understand? Informal and formal assessments, questioning techniques, feedback from learners.