Training Course

Design of Adult Learning Courses

Course Structure and Contents

Content

1. Training course description

Training course description	
Title	Design of Adult Learning Courses

Introduction	The training course **Design of Adult Learning course** has been developed in the framework of the Erasmus+ project DEMAL – Design, Evaluation and Monitoring of Adult Learning, funded by the Erasmus+ Programme of the European Union and by the German Federal Ministry of Education and Research.
	
	The "Key Competences for Adult Learning Professionals" framework, published by Research voor Beleid (RvB) 1 in 2010, mapped the professional key competences that are relevant for the field of adult learning in Europe. It identified seven generic and twelve specific key competences which attempt to cover all types of professional activity that is carried out within an adult learning provider organisation, including not only teaching but also management and other types of supporting activities. The DEMAL project focuses on two of those twelve specific competences:
	
	  ➔ Design of Adult Learning, and
	  ➔ Monitoring and Evaluation of Adult Learning.
	
	Design in DEMAL project refers to the planning of an educational offer. In DEMAL, Design only refers to the micro-level of the actual teaching/learning activity. It does not include the planning of the entire course programme of a training provider on the meso (institutional) level or the creation of curricular standards on the macro (system) level.
	
	The course **Design of Adult Learning** is based on the related detailed competence profile which has been developed by DEMAL project[2], and which includes detailed information about the tasks, the knowledge, skills related to this specific competence.
	
	The training course is composed by an e-learning part which will offer a theoretical preparation and a practical part with a transnational workshop which will consist mainly of case studies, role play games and small projects work to concretely apply the competence.
	
	At the end, the course will lead to a final assessment and certification according to the "Key Competences for Adult Learning Professionals" framework on the basis of the learners' assessment.

Short description	The practical core task related to Design consists in translating the identified learning needs and the appropriately selected didactical methods and activities into a coherent overall frame. In many cases, this overall frame will take the form of a detailed training course plan which outlines the learning aims, the content to be

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[1] Research voor Beleid (2010). Key competences for adult learning professionals. Contribution to the development of a reference framework of key competences for adult learning professionals. Final report. Zoetermer. https://ec.europa.eu/epale/de/node/29706

[2] http://www.demalproject.eu/outcomes.html

	covered, and the learning-teaching activities to be implemented within the training.
	The Design of Adult Learning Activities training course will provide adult educators professionals the didactic resources needed for the design of the training activities in accordance with the detailed competences profile which has been developed by the DEMAL project.
Target group	Adult educators, teachers and trainers who need to design adult learning courses and activities. The course addresses in particular adult educators that design and deliver their own adult learning courses. The course may also be of interest to adult learning managers and programme planners who do not design courses themselves but who want to achieve a better understanding of the process of course design.
	The course targets especially novice teachers and trainers who have started to work in adult education(or are about to start work in this field). It is also suitable for adult teachers and trainers who have practical experience but who have not undergone any training as an adult educator.
Objective	The objective of the training course is to provide adult educators with the learning outcomes needed for the process of designing adult learning activities and courses in accordance with the related DEMAL Competence Profile.
Overall methodology	The training course uses a blended learning methodology that consists of an e-learning part (8 weeks) and a face to face workshop (1 week).
	The e-learning phase has as objectives: to bring together the participants, to introduce them to the key themes and theoretical principles related to Design, and to make them familiar with the European policy background of the training course. The face-to-face workshop will allow participants to put theory into practice and to develop their practical planning skills by engaging in a variety of exercises and activities (role plays, case analysis, etc.)
Learning outcomes	By the end of this training course, the participants will be able to:
	- Understand and describe the overall concept of Design and its essential components;
	- Identify and collect the appropriate information on which they can base their pedagogical decisions during the design process.
	- Plan the teaching-learning process in various steps: defining learning outcomes, curriculum design, defining the assessment methodology.
	- Adapt the original planning after the implementation of the course.
Thematic units	- Understanding the concept of Design
	- Need Analysis
	- Defining Learning Outcomes

	- Assessment of entry levels / prior learning - Curriculum design and content reconstruction - Course design
Languages	English, German, Greek, Spanish, Romanian, Hungarian
General prerequisites	Participants should have some own practical experience in teaching (and possibly) planning adult learning courses. Some basic theoretical pedagogical knowledge regarding teaching and learning of adults will be helpful, but this is not an essential prerequisite for assessing the course.
Assessment methods	Two types of assessment: - During the e-learning part: assessment test after each unit. - During the workshop: open discussions about the different aspects learnt within the units; presentations and analysis of the results obtained in the different practical activities; …
Certificate	Certificate for completion of the training course Europass Mobility

2. Course Structure and link to competence profile

Elements from the DEMAL Competence profile „Design of Adult Learning Processes"	Corresponding Course units	Comments
Knowledge		
understanding the concept general knowledge and understanding of: - the meaning of "designing" adult learning - role and importance of the designing process - tasks involved in the designing processes / necessary steps - various actors involved in the designing process, their roles and interactions - factors impacting on the designing process / factors to be considered during the designing process	Unit 1: Understanding the concept of Design	
needs analysis - theoretical concepts of learning needs, learning benefits, learning outcomes - different types of learning needs and benefits (concepts such as "wider benefits", ROI etc.) - reflection of types and role/impact of (hidden) interests which are connected to explicitly stated learning needs; reflection of the potentially differing interests and roles of clients and learners/participants - theoretical knowledge of needs analysis techniques, their potential and limitations	Unit 2: Needs analysis	
defining learning outcomes - basic knowledge of existing generic competence/qualification frameworks at national or international level:	Unit 3: Defining learning outcomes	

- types of learning outcomes (cognitive, social, affective etc.) - assessability of learning outcomes		
assessment of entry levels / prior learning - different types of testing methods / methods for assessing prior learning	Unit 4: Assessment of entry levels / prior learning	
curriculum design and content reconstruction - general principles of pedagogical content reconstruction - knowledge of curriculum design	Unit 5: Curriculum design and content recon-struction	
course design *space and time* - knowledge about the role of the learning environment, the role of space and time and its impact on the learning process - course phases and their functions (considered for courses of varying lengths, respectively) *teaching methods* - theoretical knowledge of the different (types of) teaching methods, their potential and limitations *assessment* - methods/media relate to these styles/types - different types and purposes of assessment - theoretical knowledge of the different (types of) assessment meth-ods; suitable areas of application, potential and limitations of each methods *factors impacting on learning* - theoretical knowledge of different learning styles and learner types;	Unit 6: Course Design	

- potential impact of age, cultural background and other factors on the learning of adults *relational knowledge* - ability to connect context factors (characteristics of the target group/participants, learning aims etc.) and pedagogical decisions (regarding learning/teaching content, methods, time, space etc.) taking into account relevant information		
Skills		
- practical application of needs analysis techniques - practical application of testing methods - operationalize learning outcomes - ability to link methods and learning activities to the given aims and context of the training	Unit 2 – Needs analysis Unit 4 – Assessment of entry levels / prior learning Unit 3 – Defining learning outcomes Unit 5 – Curriculum design and content reconstruction Unit 6 – Course design	These competences will be supported mainly during the training workshop
Transversal competences		
- analytical and reflection skills - problem-solving and negotiation skills - communication skills - observation skills, empathy - creativity - flexibility, open-mindedness	Unit 2 – Needs analysis; Unit 2 – Needs analysis; Unit 6 – Course design Unit 6 – Course design Unit 2 – Needs analysis Unit 5 – Curriculum design and content reconstruction Unit 6 – Course design	Transversal competences will be supported mainly during the training workshop and will generally be addressed across the thematic units.

3. Overall Course Plan

E-learning course structure					
Duration	8 weeks				
Indicative learning time	4-6 hours per e-learning session				
Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**
Understanding the concept of Design	Need Analysis	Defining Learning Outcomes	Assessment of entry levels / prior learning	Curriculum design and content reconstruction	Course Design

E-learning course time schedule							
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**
Introduction to e-learning Unit 1: Understanding the concept of design	Unit 2: Needs analysis	Unit 3: Defining learning outcomes	Unit 4: Assessment of entry levels / prior learning	Unit 5: Curriculum design and content reconstruction	Unit 6: Course Design	Unit 6: Course Design	Final assessment, reflections on the course

Workshop				
Duration	Five days / 30 hours			
Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
Introduction to the workshop. Ice breakings. Expectations from the participants. Aims of the training.	Need analysis: Introduction to theme. Case Study 1: Practical activities in small groups about the Identification of training needs. Theme: Learning outcomes.	Theme: Assessment of entry levels/prior learning. Theme: Curriculum design and content reconstruction. Case Study 2: Practical activity (group activity) about the contents of a training curriculum.	Theme: Course design Introduction to theme. Introduction to Course Planner App. Practical activity in small groups about the design of a specific training activity.	Role Play: Practical activity that includes different aspects developed during this training activity. Reflection and evaluation of Workshop

Understanding the concept of Design: Introduction to theme.			
Methodology	It is a workshop designed with a practical perspective. During the workshop, the participants will put in practice the aspects learned during the e-learning activities (8 weeks). They will work in groups to the design of an specific training activity: - Identification of training needs. Selection of a training activity - Requisites to access. - Elaboration/description of the learning outcomes - Elaboration of the curriculum and definition of the contents - Course design		

4. Description of the thematic units

Unit 1 – Understanding the concept of Design

General information	
Full name	**Unit 1 - Understanding the concept of Design**
Unit summary	The introduction of course will give the participants a full overview about the aims, objectives and expected outcomes of the course. The introduction will also briefly introduce the individual training units and how the training and learning process will lead them to expected knowledge, skills and competences to be acquired by the end of the course.
	The group of participants will be introduced shortly to each other in order to identify shared interests and views and be able to mutually profit from each other' experience and knowledge.
	Understand the importance of the design of a training course is the first step for the success of a training activity. This unit is an introduction unit in which teachers/trainers will have the opportunity to know the design concept; its importance; what does it involve;

Structure of the unit		
Learning Outcomes	**Learning content**	**Assessment methods**
Knowledge By the end of the course the participants will be able to - understand what "design of training activities" includes: tasks, activities, - know the people/actors who are involved in the design process - identify the factors that have to be considered during all the design process. - describe and explain the different aspects related to the "design of training activities" process.	The following contents will be included: - meaning of "designing" adult learning. - steps within the design process: from the identification of the needs to the definition of the assessment. - role and importance of the designing process - tasks and activities involved in the designing processes / necessary steps - various actors involved in the designing process, their roles and interactions - factors impacting on the designing process / factors to be considered during the designing process: target groups; learning	Assessment test after the e-learning unit. Assessment activities for the practical part during the workshop: - Individual feedback - Open discussion/ reflections

	needs; logistics; clients' needs;
Didactic Methodology	**e-learning course** - Introductory video to the unit - Presentation of key learning content in structured powerpoint presentations: what is design of learning activities; factor to consider during the design process,.. - Practical exercises to enhance the acquisition of contents - Selection of further reading material for individual in-depth studying - Assessment quizzes **Workshop** - Introduction of the course - What is design of learning process from a practical perspective? Work in groups for the elaboration of (individual) definitions. Open discussion about the different aspects to take into account during the learning process

References:

- *Goran Buldioski, Cecilia Grimaldi, Sonja Mitter, Gavan Titley, Georges Wagner (2002):T-Kit 6: Training Essentials. Council of Europe and the European Commission. Chapter 3.4 and 3.5*

- *ENISA (2014). Good practice Guide on training methodology. How to become an effective and inspirational trainer. European Union Agency for Network and Information Security (ENISA)*

- *EQUITAS (2007). Training of Trainers: Designing and Delivering Effective Human Rights Education. Equitas – International Centre for Human Rights Education*

Web Resource:

- *Effective Adult Learning. A toolkit for teaching adult. Northwest center for public health services.* (User registration recquired for access)

Unit 2 – Need Analysis

General information	
Full name	**Unit 2 – Needs Analysis**
Unit summary	Adapting the course to the characteristics of the target group and/or needs of the clients is one of the most important things that will help to get the satisfaction of all the parts: clients, participants and teachers/trainers; This unit will provide teachers/trainers with the resources needed for designing the learning activities according to the characteristics, interest, needs of the target group or clients.

	How to identify these needs, interests, how to define the learning outcomes according to the needs; how to transform these needs in training activities will be aspect to work in this unit.	
Structure of the unit		
Learning Outcomes	**Learning content**	**Assessment methods**
Knowledge By the end of the course the participants will be able to - identify the theoretical concepts of need analysis techniques. - understand relevant reference frameworks (e.g. curricula, competence standards, qualification frameworks,..) and their connection with the needs identified. **Skills** By the end of the course the participants will be able to - analyse the need identified for the design of the training activities. - select the training according to the needs identified. By the end of the course the participants will have enhanced their - analytical and reflection skills - problem solving and negotiation skills - empathy, observation skills **Competences** By the end of the course the participants will be able to - transform the learning needs identified into training activities. - connect the needs identified with the reference frameworks.	The following contents will be included: - theoretical concepts of learning needs, learning benefits, learning outcomes - different types of learning needs and benefits (concepts such as "wider benefits", ROI etc.) - reflection of types and role/impact of (hidden) interests which are connected to explicitly stated learning needs; reflection of the potentially differing interests and roles of clients and learners/participants - theoretical knowledge of needs analysis techniques, their potential and limitations. - reference frameworks (e.g. curricula, competence standards, qualification frameworks,..). What frameworks exist and how to connect them with the needs.	Assessment test after the e-learning unit. Assessment activities for the practical part during the workshop: - Individual feedback - Open discussion/ reflections
Didactic Methodology	**e-learning course**	

	- Introductory video to the unit. - Presentation of key learning content in structured powerpoint presentations: techniques for the need analysis; reference frameworks, - Practical exercises for enhance the acquisition of contents - Case studies for the analysis by the participants - Selection of further reading material for individual in-depth studying - Assessment test **Workshop** Practical activity in groups about the design of a training course: Identification of training needs / Selection of a training activity Presentation and analysis of the results obtained and open discussion about them.

References:

- Simona Sava (2008). *Needs analysis and programme planning in adult education*. *Barbara Budrich publishers*

- *Goran Buldioski, Cecilia Grimaldi, Sonja Mitter, Gavan Titley, Georges Wagner (2002):T-Kit 6: Training Essentials. Council of Europe and the European Commission. Chapter 3.1*

- *EQUITAS (2007). Training of Trainers: Designing and Delivering Effective Human Rights Education. Equitas – International Centre for Human Rights Education*

Unit 3 – Defining Learning Outcomes

General information	
Full name	**Unit 3 – Defining Learning Outcmes**
Unit summary	Learning outcomes are defined as statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge (knows), skills (understands) and competence (is able to do). Once defined the objectives that the course has to achieve according to the clients/target group needs, it is important to define the learning outcomes which is a detailed description of what a student must be able to do at the conclusion of a course, according to the European Qualification Framework. Within this unit, the teachers/trainers will have the opportunity to understand the different qualification frameworks, to learn the theoretical and practical information to elaborate learning outcomes.

Structure of the unit		
Learning Outcomes	**Learning content**	**Assessment methods**
Knowledge		

By the end of the course the participants will - understand the different frameworks (at national or international level) in which the elaboration of the learning outcomes are based on. - be able to identify the different types of the learning outcomes. - understand the methods used for the description of the learning outcomes. - know the different part of the learning outcomes.	Following contents will be included: - basic knowledge of existing generic competence/qualification frameworks at national or international level. - types of learning outcomes (cognitive, social, affective etc.) - guidelines for the description of learning outcomes: unit of LO; knowledge, skills and competences; EQF; Bloom taxonomy - assessment of learning outcomes: criteria associated to the units of LO.	Assessment test after the e-learning unit. Assessment activities for the practical part during the workshop: - Individual feedback - Open discussion/ reflections
Skills By the end of the course the participants will be able to - define the clients' needs identified in terms of learning outcomes. - select the criteria linked for each. - describe the learning outcomes according to the criteria specified in the frameworks.		
Competences By the end of the course the participants will be able to - build the learning outcomes during the design of the training courses with the agreement of the client.		
Didactic Methodology	**e-learning course** - Introductory video to the unit - Presentation of key learning content in structured powerpoint presentations. - Practical exercises for enhance the acquisition of contents.	

	- Selection of further reading material for individual in-depth studying
	- Assessment test
	Workshop
	Practical activity about the definition of learning outcomes: how to describe a learning outcome regarding to a specific training need.
	Discussion about which aspects have to be taken into account. Presentation and analysis of the results obtained and open discussion about them.

References:

- Cedefop (2017). Defining, writing and applying learning outcomes. A European handbook. Luxembourg: Publications Office of the European Union

- *Cedefop (2011). Using Learning Outcomes. European Qualifications Framework Series: Note 4. Luxembourg: Publications Office of the European Union*

- *Cedefop (2008). The shift to Learning Outcomes. Conceptual, political and practical developments in Europe. Luxembourg:* Luxembourg: Office for Official Publications of the European Communities

Web Resources:

- Cedefop online portal on the European Qualifications Framework

- European Commission: European Qualifications Framework levels descriptors

- Bloom's Taxonomy Action Verbs

Unit 4 – Assessment of entry levels / prior learning

General information	
Full name	**Unit 4 - Assessment of entry levels / prior learning**
Unit summary	It is important to consider that some training courses need to define a entry requisites: knowledge, experience, qualification, Sometimes these aspects will be defined by the client but in other cases the certification to obtain will define the entry requisites.
	At the end of this unit, the teacher/trainer will be able to define the entry requisites for each course type, resources for defining the access requisites will be provided.
Structure of the unit		

Learning Outcomes	Learning content	Assessment methods
Knowledge By the end of the course the participants will	The following contents will be included:	Assessment test after the e-learning unit.

- be able to identify the different qualification levels and the entry requisites defined by those qualification levels. - understand the requisites for accessing to the training courses linked to specific knowledge and skills. - know different tools and methods to use for the assessment of entry levels / prior learning. Are they formally established?	- qualification levels according to EQF. - differences between the accessing requisites between the formal and non formal training. - prerequisites for accessing based of Knowledge and skills. - different types of testing methods / methods for assessing prior learning: questionnaire; interviews;..	Assessment activities for the practical part during the workshop: - Individual feedback - Open discussion/ reflections
Skills By the end of the course the participants will be able to - assign the requisites for accessing to the training courses - design tools for assessing the entry levels or prior learning if they are not formally defined and according to the requirements of the course.		
Competences By the end of the course the participants will be able to - make the test/selection of the participants using the appropriate tools: questionnaire; interviews; according to the requirements of the course.		
Didactic Methodology	**e-learning course** - Introductory video to the unit - Presentation of key learning content in structured powerpoint presentations. - Practical exercises for enhance the acquisition of contents.	

	- Selection of further reading material for individual in-depth studying
	- Assessment test
	Workshop
	Practical activity about the assessment of entry levels / prior learning: how to describe a learning outcome regarding to a specific training need.
	Discussion about which aspects have to be taken into account. Presentation and analysis of the results obtained and open discussion about them.

References:

- *Goran Buldioski, Cecilia Grimaldi, Sonja Mitter, Gavan Titley, Georges Wagner (2002):T-Kit 6: Training Essentials. Council of Europe and the European Commission. Chapter 3.4 and 3.5*

- *NCFE (2013). NCFE Entry Level Qualification Guidance Pack. NCFE.*

Web Resources*:*

- *Descriptors defining levels in the European Qualifications Framework*

Unit 5 – Curriculum design and content reconstruction

General information	
Full name	**Unit 5 - Curriculum design and content reconstruction**
Unit summary	Curriculum design and content reconstruction are important parts for the successful implementation of a training course. Aspects as objective of the course, teachers profile, course duration, teaching methodology and assessment methodology, resources needed, training units,… have to be defined during the course design. All these aspects need to be known and prepared before starting the training activities. Teachers and trainers will have during this unit the opportunity to identify all these items and to know how to define them during the design of the specific training activities.
Structure of the unit		

Learning Outcomes	Learning content	Assessment methods
Knowledge By the end of the course the participants will - know the pedagogical aspect of the curriculum design and the definition of contents. - understand the parts needed for the design	The following contents will be included: - general principles of pedagogical content reconstruction. How to transform learning outcomes into learning contents.	Assessment test after the e-learning unit. Assessment activities for the practical part during the workshop: - Individual feedback - Open discussion/ reflections

of the curriculum: objectives, teachers profile, resources, modules, units, - be able to identify the contents associated to the curriculum of the course.	- knowledge of curriculum design: analysis of the different parts of the curriculum: modules, units, resources, methodologies. - connection and links among all the learning contents in order to cover all the training and "see" the course as a whole and not as separate units. - Giving a logical-temporal structure to the contents in order to build a coherent learning path/sequence.	
Skills By the end of the course the participants will be able to - prepare the different parts of the curriculum design. - interpret the contents of the curriculum - creativity skills		
Competences By the end of the course the participants will be able to - organise the curriculum of the course. - define the contents according the curriculum design.		
Didactic Methodology	**e-learning course** - Introductory video to the unit - Presentation of key learning content in structured powerpoint presentations - Practical exercises for enhance the acquisition of contents. - Selection of further reading material for individual in-depth studying - Assessment test **Workshop** Practical activity about the curriculum design and content reconstruction: how to describe the curriculum of a course and provide contents to it. Discussion about which aspects have to be taken into account. Presentation and analysis of the results obtained and open discussion about them.	
References:		

- Jo Westbrook, Naureen Durrani, Rhona Brown, David Orr, John Pryor, Janet Boddy & Francesca Salvi (2013). Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries. University of Sussex.

Web Resources:

- Karen Schweitzer (2017). Curriculum Design: Definition, Purpose and Types.
- Judith S. Rycus (1994). What is curriculum. handout for "Training of Trainers on Curriculum Development".
- IIEP Learning Portal – Planning Education for improved learning outcomes: Effective and appropriate pedagogy.

Unit 6 – Course Design

General information	
Full name	**Unit 6 – Course Design**
Unit summary	Course design is the last step, in which all the aspects for the real implementation of the course will be defined: Logistic aspect (rooms, resources) as well as didactic aspects (learning activities, materials) will be established. The design of the course will be established before starting with the implementation of the training. Coordination among different professional will be needed: teacher/trainer; administrator; This unit will provide teachers (course participants) with the theoretical and practical information for the design of the training course according to the need analysis, learning outcomes and curriculum of the course.
Structure of the unit		

Learning Outcomes	Learning content	Assessment methods

Knowledge
By the end of the course the participants will
- understand the different items that are needed to design a course: time, personal and material resources, teaching methodology, assessment methodologies and tools
 	
Skills
By the end of the course the participants will be able to
	The following contents will be included:
	space and time
	  - knowledge about the role of the learning environment, the role of space and time and its impact on the learning process
	  - course phases and their functions (considered for courses of varying lengths, respectively)
	
	teaching methods
		Assessment test after the e-learning unit.
		
		Assessment activities for the practical part during the workshop:
		- Individual feedback
		- Open discussion/ reflections

- prepare all the aspects needed for the design of a training course By the end of the course the participants will have enhanced their - flexibility, open-mindedness - communication skills - negotiation skills	- theoretical knowledge of the different (types of) teaching methods, their potential and limitations *assessment* - different types and purposes of assessment - theoretical knowledge of the different (types of) assessment methods; suitable areas of application, potential and limitations of each methods *factors impacting on learning* - theoretical knowledge of different learning styles and learner types; - potential impact of age, cultural background and other factors on the learning of adults *relational knowledge* - connection between context factors (characteristics of the target group/participants, learning aims etc.) and pedagogical decisions (regarding learning/teaching content, methods, time, space etc.)	
Competences By the end of the course the participants will - Create a training course according to the need analysis, learning outcomes and curriculum of the course.		
Didactic Methodology	**e-learning course** - Introductory video to the unit - Presentation of key learning content in structured powerpoint presentations. - Introduction to the Digital App for supporting course planning. - Practical exercises for enhance the acquisition of contents. - Selection of further reading material for individual in-depth studying - Assessment test **Workshop** Practical activity about the design of a course: which are the different aspects to consider and how to satisfy them..	

	Exercise in course planning using the Digital App for supporting course planning.
	Initial discussion about which aspects have to be taken into account. Presentation and analysis of the results obtained and open discussion about them.

References:

- Goran Buldioski, Cecilia Grimaldi, Sonja Mitter, Gavan Titley, Georges Wagner (2002):T-Kit 6: Training Essentials. Council of Europe and the European Commission. Chapter 3.4 and 3.5

- Christopher Butcher; Clara Davies; Melisa Highton (2006) Designing Learning: from module outline to effective teaching. Abingdon, New York: Routledge

- Cathy Solter, Pha Thi Minh Duc & Susheela M. Engelbrecht (2007). Advanced Training of Trainers. Participant's Guide. Watertown: Pathfinder International

- Claudio Desinan (2011). Current teaching and learning strategies. Metodicki obzori 13, vol. 6(2011)3.

- Mo Hamza (2012). Training Material Development Guide. Swedish Civil Contingencies Agency.

Web Resources:

- Effective Adult Learning. A toolkit for teaching adult. Northwest center for public health services. (User registration required for access)

- Eric Gill (2013). What is Your Teaching Style? 5 Effective Teaching Methods for Your Classroom.

About DEMAL

"Designing, monitoring and evaluating adult learning classes – Supporting quality in adult learning" (DEMAL)

is an Erasmus+ Strategic Partnership project, running from October 2016 to September 2018.

Project Aims

DEMAL seeks to contribute to the quality of adult learning by promoting two professional key competences of adult educators and trainers:

- Design of the Adult Learning Process, and
- Monitoring and Evaluation of the Adult Learning Process

Both competences can be considered as essential prerequisites for ensuring that the adult learning provision is effective, of high quality and matches the needs of the learners.

Project Objectives

- develop two detailed European reference profiles for these key competences, linked to the EQF;
- develop and pilot two in-service training courses (e-learning plus one-week workshop) including the related learning resources for these key competences
- test the potential of an innovative course planning app to support both self-directed learning and the enhanced professional everyday practice of teachers and trainers of adults in Europe
- develop and pilot a validation framework to enhance the comparability of existing training provision and qualifications, and facilitate the recognition of informally acquired competences, and thus enhance the flexibility of qualification routes for adult learning staff in Europe

Target group

Staff in adult learning organisations with diverse educational and professional backgrounds, engaged with the tasks of designing training programmes and monitoring and evaluating the learning process.