Training Course

*Design of Adult Learning Courses*

Course Structure and Contents

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Project Partnership:

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# 1. Training course description

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<th>Training course description</th>
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<tbody>
<tr>
<td><strong>Title</strong></td>
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</table>

**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) 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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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 profession-als 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. |
| Objectives | 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

<table>
<thead>
<tr>
<th>Elements from the DEMAL Competence profile „Design of Adult Learning Processes“</th>
<th>Corresponding Course units</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>understanding the concept</td>
<td>Unit 1: Understanding the concept of Design</td>
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<tr>
<td>general knowledge and understanding of:</td>
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<tr>
<td>- the meaning of “designing” adult learning</td>
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<tr>
<td>- role and importance of the designing process</td>
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<tr>
<td>- tasks involved in the designing processes / necessary steps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- various actors involved in the designing process, their roles and interactions</td>
<td></td>
<td></td>
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<tr>
<td>- factors impacting on the designing process / factors to be considered during the designing process</td>
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<tr>
<td><strong>Needs analysis</strong></td>
<td>Unit 2: Needs analysis</td>
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<tr>
<td>- theoretical concepts of learning needs, learning benefits, learning outcomes</td>
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<tr>
<td>- different types of learning needs and benefits (concepts such as “wider benefits”, ROI etc.)</td>
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<tr>
<td>- 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</td>
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<tr>
<td>- theoretical knowledge of needs analysis techniques, their potential and limitations</td>
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<tr>
<td><strong>Defining learning outcomes</strong></td>
<td>Unit 3: Defining learning outcomes</td>
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</tr>
<tr>
<td>- basic knowledge of existing generic competence/qualification frameworks at national or international level:</td>
<td></td>
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</tr>
</tbody>
</table>
| - 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  
| **curriculum design and content reconstruction**  
| - general principles of pedagogical content reconstruction  
| - knowledge of curriculum design  
| **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 methods; suitable areas of application, potential and limitations of each method  
| *factors impacting on learning*  
| - theoretical knowledge of different learning styles and learner types;  
| Unit 4: Assessment of entry levels / prior learning  
| Unit 5: Curriculum design and content reconstruction  
| Unit 6: Course Design  

**Unit 4: Assessment of entry levels / prior learning**

- different types of testing methods / methods for assessing prior learning

**Unit 5: Curriculum design and content reconstruction**

- general principles of pedagogical content reconstruction
- knowledge of curriculum design

**Unit 6: 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 methods; suitable areas of application, potential and limitations of each method
- 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**
- 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

<table>
<thead>
<tr>
<th>Unit 2 – Needs analysis</th>
<th>Unit 3 – Defining learning outcomes</th>
<th>Unit 4 – Assessment of entry levels / prior learning</th>
<th>Unit 5 – Curriculum design and content reconstruction</th>
<th>Unit 6 – Course design</th>
</tr>
</thead>
</table>

### Transversal competences

- analytical and reflection skills
- problem-solving and negotiation skills
- communication skills
- observation skills, empathy
- creativity
- flexibility, open-mindedness

<table>
<thead>
<tr>
<th>Unit 2 – Needs analysis; Unit 6 – Course design</th>
<th>Unit 2 – Needs analysis</th>
<th>Unit 6 – Course design</th>
<th>Unit 2 – Needs analysis</th>
<th>Unit 5 – Curriculum design and content reconstruction</th>
<th>Unit 6 – Course design</th>
</tr>
</thead>
</table>

These competences will be supported mainly during the training workshop and will generally be addressed across the thematic units.

Transversal competences will be supported mainly during the training workshop and will generally be addressed across the thematic units.
### 3. Overall Course Plan

<table>
<thead>
<tr>
<th>E-learning course structure</th>
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<tbody>
<tr>
<td><strong>Duration</strong></td>
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<tr>
<td><strong>Indicative learning time</strong></td>
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<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the concept of Design</td>
<td>Need Analysis</td>
<td>Defining Learning Outcomes</td>
<td>Assessment of entry levels / prior learning</td>
<td>Curriculum design and content reconstruction</td>
<td>Course Design</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>E-learning course time schedule</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>Introduction to e-learning</td>
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<table>
<thead>
<tr>
<th>Workshop</th>
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<tbody>
<tr>
<td><strong>Duration</strong></td>
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</table>

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

<table>
<thead>
<tr>
<th>General information</th>
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<tbody>
<tr>
<td><strong>Full name</strong></td>
</tr>
<tr>
<td><strong>Unit summary</strong></td>
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<table>
<thead>
<tr>
<th>Structure of the unit</th>
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<tbody>
<tr>
<td><strong>Learning Outcomes</strong></td>
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<tr>
<td><strong>Knowledge</strong></td>
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</tbody>
</table>
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:

Web Resource:
- Effective Adult Learning. A toolkit for teaching adult. Northwest center for public health services. (User registration required 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

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Learning content</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td>The following contents will be included:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- theoretical concepts of learning needs, learning benefits, learning outcomes</td>
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<td></td>
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<td>- 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</td>
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<tr>
<td></td>
<td>- theoretical knowledge of needs analysis techniques, their potential and limitations.</td>
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<tr>
<td></td>
<td>- reference frameworks (e.g. curricula, competence standards, qualification frameworks...)</td>
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<td></td>
<td>What frameworks exist and how to connect them with the needs.</td>
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<td></td>
<td><strong>Assessment test after the e-learning unit.</strong></td>
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<td></td>
<td>Assessment activities for the practical part during the workshop:</td>
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<tr>
<td></td>
<td>- Individual feedback</td>
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<td></td>
<td>- Open discussion/ reflections</td>
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<tr>
<td><strong>Skills</strong></td>
<td>By the end of the course the participants will be able to</td>
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<tr>
<td></td>
<td>- analyse the need identified for the design of the training activities.</td>
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<td></td>
<td>- select the training according to the needs identified.</td>
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<td></td>
<td>By the end of the course the participants will have enhanced their</td>
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<td></td>
<td>- analytical and reflection skills</td>
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<td></td>
<td>- problem solving and negotiation skills</td>
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<td></td>
<td>- empathy, observation skills</td>
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<tr>
<td><strong>Competences</strong></td>
<td>By the end of the course the participants will be able to</td>
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<td></td>
<td>- transform the learning needs identified into training activities.</td>
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<td></td>
<td>- connect the needs identified with the reference frameworks.</td>
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<tr>
<td><strong>Didactic Methodology</strong></td>
<td>e-learning course</td>
<td></td>
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</tbody>
</table>
- 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:**

### Unit 3 – Defining Learning Outcomes

<table>
<thead>
<tr>
<th>General information</th>
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<tbody>
<tr>
<td><strong>Full name</strong></td>
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<tr>
<td><strong>Unit summary</strong></td>
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<table>
<thead>
<tr>
<th>Structure of the unit</th>
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</thead>
<tbody>
<tr>
<td><strong>Learning Outcomes</strong></td>
</tr>
<tr>
<td>Knowledge</td>
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</tbody>
</table>
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.

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.

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

<table>
<thead>
<tr>
<th>Didactic Methodology</th>
<th>e-learning course</th>
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<tbody>
<tr>
<td>- Introductory video to the unit</td>
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<tr>
<td>- Presentation of key learning content in structured powerpoint presentations.</td>
<td></td>
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<tr>
<td>- Practical exercises for enhance the acquisition of contents.</td>
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</tbody>
</table>
- 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:

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

<table>
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<th>General information</th>
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<td><strong>Full name</strong></td>
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<th>Structure of the unit</th>
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<tbody>
<tr>
<td><strong>Learning Outcomes</strong></td>
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<tr>
<td><strong>Knowledge</strong></td>
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<tr>
<td>By the end of the course the participants will</td>
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</table>
- 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

<table>
<thead>
<tr>
<th>Skills</th>
<th>Competences</th>
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<tbody>
<tr>
<td>By the end of the course the participants will be able to</td>
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</table>
- 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. |
- make the test/selection of the participants using the appropriate tools: questionnaire; interviews; according to the requirements of the course. |

<table>
<thead>
<tr>
<th>Didactic Methodology</th>
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<tbody>
<tr>
<td>- Introductory video to the unit</td>
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<tr>
<td>- Practical exercises for enhance the acquisition of contents.</td>
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</table>
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:**

**Web Resources:**
- Descriptors defining levels in the European Qualifications Framework

**Unit 5 – Curriculum design and content reconstruction**

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<tbody>
<tr>
<td><strong>Learning Outcomes</strong></td>
</tr>
<tr>
<td><strong>Knowledge</strong> By the end of the course the participants will</td>
</tr>
<tr>
<td>- know the pedagogical aspect of the curriculum design and the definition of contents.</td>
</tr>
<tr>
<td>- understand the parts needed for the design</td>
</tr>
</tbody>
</table>

- Individual feedback
- Open discussion/ reflections
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
- 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:
Unit 6 – Course Design

**General information**

<table>
<thead>
<tr>
<th>Full name</th>
<th>Unit 6 – Course Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit summary</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Structure of the unit**

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Learning content</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>The following contents will be included: <em>space and time</em> - 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) <em>teaching methods</em></td>
<td>Assessment test after the e-learning unit. Assessment activities for the practical part during the workshop: - Individual feedback - Open discussion/ reflections</td>
</tr>
<tr>
<td>Skills</td>
<td></td>
<td></td>
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<tr>
<td>By the end of the course the participants will be able to</td>
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<td></td>
</tr>
</tbody>
</table>

**Web Resources:**

- IIEP Learning Portal – Planning Education for improved learning outcomes: *Effective and appropriate pedagogy*.

- 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.
<table>
<thead>
<tr>
<th>Competences</th>
<th>Didactic Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of the course the participants will:</td>
<td>e-learning course</td>
</tr>
<tr>
<td>- Prepare all the aspects needed for the design of a training course</td>
<td>- Introductory video to the unit</td>
</tr>
<tr>
<td>- Theoretical knowledge of the different (types of) teaching methods, their potential and limitations</td>
<td>- Presentation of key learning content in structured powerpoint presentations.</td>
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<tr>
<td>- Assessment</td>
<td>- Introduction to the Digital App for supporting course planning.</td>
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<tr>
<td>- Different types and purposes of assessment</td>
<td>- Practical exercises for enhance the acquisition of contents.</td>
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<tr>
<td>- Theoretical knowledge of the different (types of) assessment methods; suitable areas of application, potential and limitations of each methods</td>
<td>- Selection of further reading material for individual in-depth studying</td>
</tr>
<tr>
<td>- Factors impacting on learning</td>
<td>- Assessment test</td>
</tr>
<tr>
<td>- Theoretical knowledge of different learning styles and learner types;</td>
<td>Workshop</td>
</tr>
<tr>
<td>- Potential impact of age, cultural background and other factors on the learning of adults</td>
<td>Practical activity about the design of a course: which are the different aspects to consider and how to satisfy them..</td>
</tr>
<tr>
<td>Relational knowledge</td>
<td></td>
</tr>
<tr>
<td>References:</td>
<td></td>
</tr>
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</tr>
<tr>
<td>- Christopher Butcher; Clara Davies; Melisa Highton (2006) <em>Designing Learning: from module outline to effective teaching</em>, Abingdon, New York: Routledge</td>
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<tr>
<td>- <a href="#">Effective Adult Learning. A toolkit for teaching adult</a>. Northwest center for public health services. (User registration required for access)</td>
</tr>
<tr>
<td>- <a href="#">Eric Gill (2013). What is Your Teaching Style? 5 Effective Teaching Methods for Your Classroom.</a></td>
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</tbody>
</table>
“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.