Subsequent Acquisition of Primary Education

Andragogical Handbook for Educators

Impressum

Preface

This Handbook for educators is one of the outputs of the GIZ Project "Support to Adult Education in BiH." The Project has been implemented in BiH since 2011 and is aimed at promoting all three segments of adult education from the perspective of lifelong learning: formal, non-formal and informal learning.

"Subsequent Acquisition of Primary Education" is one of a total of six work lines which this Project consists of. One of the activities of this line of work is professional education in the area of andragogy, intended for teaching staff from a total of six partner schools in BiH. Reputable lecturers hired by the Institute for International Cooperation of the German Adult Education Association (dvv international) – Office in Bosnia and Herzegovina, provide individually designed contents through a total of five modules and thus strive to strengthen the competences of educators in the area of adult education.

This Handbook is intended for teachers who work with adult learners and who have successfully completed professional education. It is designed in such a way that it, on one hand, substantially follows all five modules of professional education and, on the other hand, serves as a general guide for working with adults in the area of subsequent acquisition of primary education; therefore, we also strongly recommend it to the teaching staff who did not attend seminars in the framework of the GIZ Project. We believe that it is this very link between the Handbook and adult education practice that will render it useful in multiple ways.

We would like to use this opportunity to thank the competent institutions and partner schools that participated in the implementation of the project and greatly contributed to the success of the aforementioned education programs and other activities within the project:

Federal Ministry of Education and Science;
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Primary School "Ivan Goran Kovačić", Mrkonjić Grad;
Primary School "Musa Ćazim Ćatić", Zenica.

We trust that the prepared Handbook will be of assistance in the course of methodological and didactic work with adults, and we wish all the teachers success and hope they will enjoy reading this Handbook.

Rodney Reviere, PhD
Manager of the Project "Support to Adult Education in BiH"

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Introduction

"Small-minded are those who think the work of teachers is trivial."

Adult literacy and primary education represent fundamental human rights, a social and cultural imperative of our era, but also an essential basis for exercising all other personal and social rights. Today, adult literacy and primary education are gaining new meaning, becoming functional –"closer to life", becoming a prerequisite for lifelong learning and education. The educational context in which primary education is currently implemented in Bosnia and Herzegovina requires urgent professional and wider social intervention in order to fully enable lifelong education and learning, promote equal rights and access to education for all as well as the right to equal quality of education adapted to age and personal educational needs.

In the process of providing primary education to adults that is not founded in andragogy (as is the case in BiH today), the role of teachers is of immense, almost crucial significance for the efficiency and quality of this process. It is essential that the educators adjust the program content to adult learners and their needs, capabilities, interests and experiences, integrating teaching contents with the life roles of adults, their personal, family, social and cultural environment. It is crucial that the educators understand the life situation of adults / participants in primary education who mainly belong to very vulnerable and socially excluded groups.

Due to these reasons, a series of seminars for primary school teachers was implemented in the framework of the project **Support to Adult Education – Subsequent Acquisition of Primary Education**, focused on developing their andragogical and didactic competences in working with adults. Given the complexity and requirements of teaching assignments and the teaching role in the process of primary education of adults, it is necessary to provide additional support to teachers in the form of a **Handbook**. The basis for the development of this Handbook was the concept of the seminar designed within the Project - the Handbook is structured in accordance with the modular, i.e. thematic orientation of the seminar as it is intended for teachers who participated in the seminars in order to provide them with **further explanations, inspiration and recommendations**, with the purpose of a more successful educational and teaching interaction with adults.

The publication **Subsequent Acquisition of Primary Education– Andragogical Handbook for Educators** consists of five parts in line with the five modules of the seminar: Adult learning-psychological bases, characteristics, learning styles; Communication, group dynamics and managing the education group; Visualization and presentation in the course of educational work with adults; Interactive methods of adult education; Adjusting the primary education curriculum to working with adults. The sixth part consists of the list of references used during the development of the Handbook, also recommended to teachers who seek to learn more and enhance their knowledge.

Participation in the seminar on working with adults intended for primary school teachers and the Handbook for teachers (as an addition to the seminar) together represent an educational package that supports the primary education of adults and helps develop the andragogical and didactic competences of teachers working in the field of primary education of adults or subsequent acquisition of primary education.

1.

ADULT LEARNING –
PSYCHOLOGICAL BASES,
CHARACTERISTICS,
TEACHING STYLES

Introduction

The first part of the Handbook is devoted to crucial issues in the domain of adult learning, and the answers to them serve to strengthen the competences of teachers and support teachers who work in the field of subsequent acquisition of primary education. Students of primary education possess very poor basic skills or they do not possess them at all. However, those that have the poorest skills are not able to articulate their need for developing these skills and their need for education. In addition, the daily life of illiterate and poorly educated adults is often full of many conflicting pressures, and it may prove quite difficult to motivate them to participate in education programs long enough to achieve real progress. Therefore, it is of essential importance to design adequate programs (based on outcomes) and to train teachers for the successful implementation of such programs. For many adults, the quality of the program and its implementation in line with their educational and social profile and their specific situation represent important factors that affect whether they remain in the educational process. Given the existence of negative stereotypes in relation to the learning abilities of adults, it is necessary to draw the attention of those who work with adults to the concept of possibilities of adult learning and the development of their cognitive potential.

Due to their life and work experience, their social status, educational level and psychophysical features, adults significantly differ from children in terms of the education and learning process. Therefore, the consideration of the psychological bases of educational work with adults directly enables better understanding, design and implementation of adult education and learning. There are numerous significant issues of a psychological nature in terms of adult education, and in this context–the context of primary education of adults, the following issues should be particularly taken into consideration: the characteristics of adulthood; the characteristics and potentials of adult learning; the capabilities, principles and styles of adult learning; and the motivations and barriers to adult learning. The characteristics and specificities of adult learning, adult literacy and primary education represent the determinants of specific teaching situations and specific relationships between the teacher and the student, deeming the role of teachers a particularly delicate one.

It is, therefore, necessary to provide educators with additional resources in this area and thus enhance their andragogical competencies.

1.1   Adulthood

In andragogical and psychological literature, there is much controversy regarding the definition of the term adulthood and the interpretation of the relation between the terms maturity and adulthood, which are often seen as synonymous. It is naturally assumed that a person who has become an adult has also achieved a certain level of maturity in development. On the basis of a synthesis of theoretical views on the issue of adulthood, it can be concluded that this phenomenon, in addition to the chronological age measured in years, is essentially determined by specific types of maturity (*according to Kulić, Despotović, 2004*):

» **Psychological and physiological maturity** refers to the maturity of the human body and its functions;
» **Psychological maturity** refers to the optimal functioning of motor and psychomotor skills, the ability to control emotions and to show emotions in line with the situations in which they are expressed, the ability of systematic learning and efficient use of one's knowledge and abilities, psychological intimacy with other people and the ability to avoid and overcome potential and real conflict situations within the family, at work, in life in general, etc;
» **Social maturity** refers to the ability of an adult to harmonize his/her needs and actions with the needs and actions of other people. This essential feature of social maturity may be expressed within the family, at work or in different social groups. In doing so, it is very important to take responsibility for one's own needs and actions, which is one of the indicators of a person's social maturity;
» **Professional maturity** is considered to be the ability of an adult to perform his/her job as a qualified professional and to independently earn a living so as to ensure his/her own survival and his/her family members;
» **Therefore, an adult is a person who, in addition to his/her chronological age and the completion of the process of biological growth, is characterized by a greater or lesser degree of psychological, social and professional maturity.**

1.2   Characteristics and potentials of adult learning – how do adults learn?

Learning is a fundamental human phenomenon. People (children, adolescents, adults and the elderly) are always in the process of learning, even though they are often not aware of it. According to the traditional pedagogical concept, learning is the process of acquiring knowledge through teaching and education, which is a too narrow understanding of learning. The phenomenon of learning does not refer solely to acquiring knowledge, but also the learning of intellectual skills, cognitive strategies, motor skills, attitudes…. Learning "generates" the change of a person's whole personality and behavior.

1.2.1   Characteristics of learning in children and adults

- Children are aware of their dependence on adults- adults are aware of their freedom and independence;
- Children do not possess vast experience – adults have a pool of accumulated life experience;
- Children's readiness for learning is often associated with their relationship with an external authority – adult learning is determined by social roles;
- Children delay the application of knowledge – adults are focused on the effect ("what is this useful for…?");
- Children adopt the unknown- adults reinterpret the known;
- Children allow themselves to make mistakes – adults are in a state of anxiety and ambivalence during the process of (formal) learning.

EXAMPLES of differences between children and adults in the learning process – differences in assumptions and features *(see Kulić, Despotović, 2004)*:

Assumptions about the participants/students in pedagogical and andragogical work

Assumption about the participant/student	Pedagogical work	Andragogical work
Self-image	dependence	self-focused
Experience	little, valuable	wide spectrum of experiences
Readiness	bio-psychological development and social pressure	developmental tasks and social roles
Time	delayed application	direct application
Learning focus	focus on the subject	focus on the problem

Learning/teaching characteristics in pedagogical and andragogical work

Learning/teaching characteristics	Pedagogical work	Andragogical work
Climate	dependence	self-focused
Planning	little, valuable	wide spectrum of experiences
Diagnosis of needs	bio-psychological development and social pressure	developmental tasks and social roles
Formulation of goals	delayed application	direct application
Form of implementation	focus on the subject	focus on the problem
Activities	transfer of knowledge	research techniques
Evaluation	conducted by the educator	joint re-diagnosis of needs

EXPERIENCE IS THE KEY WORD IN ADULT LEARNING

Adult learning is seen as a continuous process of manipulating one's own experiences (experience-based learning). Wishing to emphasize the activity of the learner-adult, some authors define adult learning as the process "by which knowledge is created through the transformation of experience", or, in other words, "the process of transformation of experience into knowledge, skills, attitudes, values and feelings." Learning is a process of construction and/or reconstruction of experience, i.e. the personality. The purpose of adult learning, whether it manifests itself as the construction or reconstruction of experiences, is creating order and meaning in the world in which the adult functions (thinks and acts). The third chapter of the Handbook provides more detail on experiential learning *(Kolb's model)*.

FACTORS THAT ENHANCE THE ADULT LEARNING PROCESS

The results of numerous studies have pointed to factors that enhance the adult learning process (regardless of their education level), which implies that these factors need to be addressed in the process of primary education of adults. These factors are:

- Previous experience, both positive and negative, affects the willingness and capacity to learn;
- In general, adults wish to learn, and they learn best when they have intrinsic motivation;
- Adults feel the most secure when they know why and how to learn;
- Their learning is enhanced by content and resources relevant and appropriate to their personal needs and interests;
- Adults achieve the best results in learning when learning is a tool used to solve their problems;
- They achieve good results in learning when they have timely feedback on their success in learning.

PRINCIPLES OF ADULT LEARNING AND EDUCATION

Principles of adult learning and education are derived on the basis of known laws of adult education, and represent the basic, leading guidelines and requirements that need to be taken into account in the optimal organization of adult education. The principles are the basic criteria of andragogical activities. In andragogical literature, there are numerous groups of principles. For the primary education of adults, the following two groups are particularly significant: schooling or teaching principles as the leading guidelines that should be taken into account in the teaching process and the "general" principles of adult learning that are relevant to all processes–learning, education, schooling and teaching.

SCHOOLING/TEACHING PRINCIPLES

- Principles of voluntarism and coercion - a voluntary commitment to education - learning with interest – greater effects of learning;
- Principles of simplicity and abstraction – adults need sensory learning as much as children;
- Principle of activity and development - I'm working on myself – I get what I take;
- Principles of systematicness and gradualism – learning from closer to further, from the known to the unknown, from simple to complex, from easy to more difficult, from the concrete to the abstract;
- Principle of suitability - the appreciation of mental and physical characteristics, needs and desires of the participants;
- Principles of individualization and socialization - determining prior knowledge, learning styles, mental fitness, etc. – willingness to perform tasks in a group;
- Principle of usability-whether the content can be useful in practical applications.

In the course of building literacy competencies and primary education of adults, it is necessary to respect the principles of adult learning through concretization, and concretization is possible through answering questions (which are related to each individual principle) which the teacher answers continuously in every learning and teaching situation *(see the following table; source: Training of Teachers in Basic Andragogical Skills, 2011).*

LEARNING PRINCIPLES

Principle	Concretization
1. Learning depends on motivation.	In what ways can we establish a motivating situation in the process of training/teaching and maintain these motivating factors?
2. Learning depends on the individual learning potentials.	In what ways can we individualize the learning process?
3. Learning depends on past and current experiences.	In what ways can we use the experience of the learners as a starting point for further learning?
4. Learning depends on the active participation of and interaction with the learner.	In what ways can we ensure active participation and interaction during training/teaching?
5. Learning depends on the environment of respect.	In what ways can we create an environment of respect in the teaching process?
6. Learning is enhanced when the learner is encouraged to apply self-directed learning.	In what ways can we encourage students to apply self-directed learning and to continue learning?
7. Learning depends on critical, reflective thinking.	In what ways can we encourage learners to be aware of and question what they see, think, feel and do?
8. Integration and application of the acquired learning is not spontaneous but rather a process that requires a certain strategy.	In what ways can we encourage such a process?

POTENTIALS OF ADULT LEARNING

ABILITIES

The results of numerous studies conducted by adult educators and psychologists have helped break the stereotype that adults cannot learn due to the weakening of capacities necessary for successful learning. Adult learning depends on the personal and social context, i.e. the physical, physiological, sensory, intellectual, motivational capacities and socio-cultural factors. Doubts have primarily been cast with regards to the sensory and intellectual abilities of adults, which decline with age, and can impede or hinder learning. However, the majority of contemporary authors point out that success is more often and more greatly dependent on the physical and psychological health of adults than the "state" of sensory or intellectual abilities that decline with age.

Cognitive development continues throughout adulthood, and certain abilities, such as crystallized intelligence, not only do not decline, but increase under the influence of experience and education. The studies have particularly observed and highlighted the importance of non-cognitive factors such as motives (which will be discussed later) that affect the results of adult learning, which shows that education and learning in adulthood is a multifaceted and complex process.
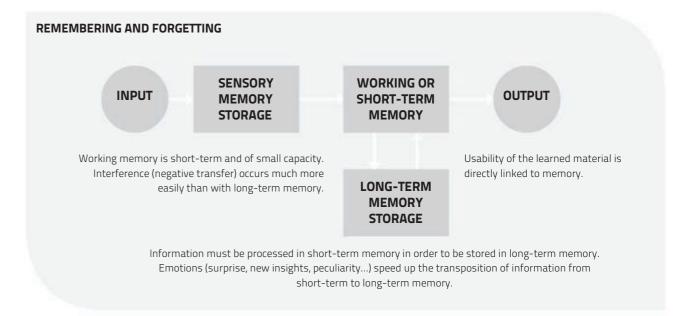
POTENTIALS OF ADULT LEARNING

- Learning potentials are more related to health than chronological age;
- Learning in schools – best at 20/25 years of age;
- BUT ! Up to the age of 40, there is no decline in abilities, while from 40 onwards, abilities decline by 1% per year – which is insignificant !
- The decline in the 'speed' of problem-solving does not imply a decline in 'strength' (knowledge) - intellectual abilities change, but do not decline.
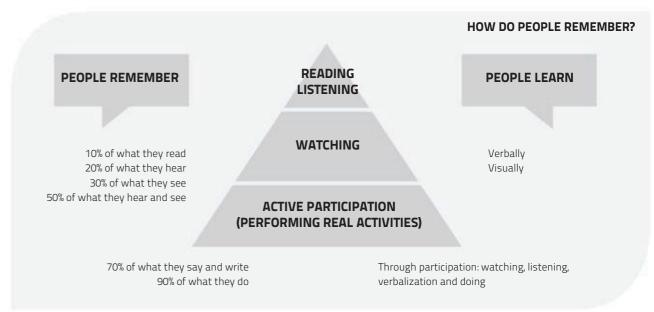
It used to be considered that there is a unique ability to cope in unfamiliar circumstances, called INTELLIGENCE, which is essential to the learning process. Today, there are an unlimited number of intelligence factors that speak of our differences in our encounters with the world. The andragogical literature recognizes various categories of intelligence: fluid and crystallized (which increases based on experience and learning) intelligence; rational, emotional and social intelligence, and many others. Different types of intelligence will be discussed in more detail in the third chapter of this Handbook.

> *In learning and teaching, other factors such as health, mental fitness or experience play a greater role than IQ.*

The results of psychological and adult education research have shown that abilities do not decline; rather, abilities change over time. This means that adults can successfully learn, because they can think, reason and evaluate, concentrate and retain. Hence, the abilities exist, albeit somewhat changed. It is considered that adults who "use" their mental abilities in a more effective manner possess good mental fitness, which, along with health and experience, enables successful learning and education.

What do we need to know about remembering and forgetting?

REMEMBERING AND FORGETTING

Working memory is short-term and of small capacity. Interference (negative transfer) occurs much more easily than with long-term memory.

Usability of the learned material is directly linked to memory.

Information must be processed in short-term memory in order to be stored in long-term memory. Emotions (surprise, new insights, peculiarity…) speed up the transposition of information from short-term to long-term memory.

HOW DO PEOPLE REMEMBER?

PEOPLE REMEMBER

READING LISTENING

PEOPLE LEARN

10% of what they read
20% of what they hear
30% of what they see
50% of what they hear and see

WATCHING

Verbally
Visually

ACTIVE PARTICIPATION (PERFORMING REAL ACTIVITIES)

70% of what they say and write
90% of what they do

Through participation: watching, listening, verbalization and doing

LEARNING STYLES

Each student learns in a manner that is most suitable to him/her. Some like to read and learn independently, some prefer to learn through experience while some learn best in a group through different experiences. It is very important for the educator to prepare and implement the curriculum in accordance with the participants' individual learning styles. Taking into account the individual learning styles, the educator creates an opportunity for learning to be more successful. There are different theories on learning styles, and one of them is the "VAK theory" based on which it is easily noticed that there are different learning styles in practice, as well as different types of people in relation to their dominant learning style - Visual, Auditory and Kinesthetic. It is common for a person to have one preferred learning style, but it is not uncommon to have a combination of all three. Some have a very strong preference for one style, while others have a combination of two or even three styles. When the educator knows the preferred learning style of each participant, i.e. the "primary language of senses", he/she will be able to adapt to the learning style that suits the participant. More details on the cognitive channels and learning styles will be given in the third chapter of this Handbook. results of adult learning, which shows that education and learning in adulthood is a multifaceted and complex process.

Key points:

Participants will learn more successfully if they use their dominant learning style.

The educator should adapt his/her style to the needs of the participants, not the other way around.

There's no right or wrong learning style.

FIELDS OR DOMAINS OF ADULT LEARNING

Adult learning takes place mainly in three domains or areas – cognitive, affective and psychomotor.

Cognitive area - involves mental processes, cognition and retention of information. The emphasis is on the abilities of thinking, reasoning and evaluation (example: learning rules, regulations and procedures). Learning in the cognitive area takes place at the following levels: retention, comprehension, application, analysis, synthesis, evaluation.

Affective area - behavior based on attitudes, values and beliefs. Learning in the affective area consists of receiving certain stimuli, responding to them, evaluating, organizing and characterizing (behavior in accordance with adopted values). The affective area precedes other areas (example: the participant will not begin acquiring basic literacy if he/she does not believe in the value of literacy). Adults have quite strong beliefs, firm attitudes which are difficult to change, and thus this domain represents a challenge for educators who work with adults.

Psychomotor domain - performing physical skills based on acquired knowledge. Performing skills requires knowledge, but, above all, practice. Learning in this area includes the following levels: imitation, manipulation, precision, connecting the elements of skills and acquiring or automatic performance of skills (example: writing letters as an intellectual skill, changing the car tires…).

A question for reflexive response:

What is the most important area in primary education of adults?

1.2.2   Motives and barriers to adult learning

In exploring the potentials of adult education, many authors emphasize that success in learning is more often and to a greater extent dependent on non-cognitive factors such as motives and interest than on intellectual abilities. Due to this reason, the Handbook includes a separate section on motives and barriers, because of their great importance for the inclusion of participants in the process of primary education (or subsequent acquisition of primary education), as well as their success in this process.

Understanding one's own needs and the needs of others is the key to understanding among people. Understanding needs is a basic andragogical skill.

NEEDS AND MOTIVES

In discussing motivation and motives for learning, it is impossible not to mention the notion of human need, which is permanently and continuously in the focus of research scientists and experts. However, for the purposes of this Handbook, it should only be noted that human needs can be identified when they are not satisfied and can be linked to the concept of general welfare of mankind (Lewin) – which is true where primary human needs (for air, water and food) are concerned. However, where educational needs are concerned, it is no longer an issue of dissatisfaction but rather a conscious or "experienced" dissatisfaction (related to knowledge, skills, competencies) – which some authors call the motive for education (experienced/conscious need = motive). Awareness about the lack of knowledge/education increases with higher educational levels, which implies that illiterate or semiliterate adults are not aware of their lack of knowledge and, hence, do not express the need to compensate, and thus, they do not possess the motivation. Needs are the central motivational variable, the specific desires which release energy and generate a force of a certain strength and a certain direction. Educational needs and motivations of adults are connected, and it is not possible to understand one without understanding the other. Some authors believe they are the same notion (regarded as synonyms), while others do not agree. It would not be wrong to say that needs are, in fact, a type of a source of motivation.

EDUCATIONAL NEEDS AND MOTIVES

- **EDUCATIONAL NEED** is the difference between knowledge, skills and other personality traits which can be developed through education and are required to successfully perform some functions (professional or other) and the knowledge, skills and personality traits (attitudes, values, habits) already possessed by the adult;
- **EDUCATIONAL MOTIVE** is the perceived difference between what the individual wishes to be and the perception of his/her own personality. Education serves to lessen this difference (discrepancy, imbalance…)

The concept of motivational orientations by American adult educator Houle is the most frequently mentioned concept in andragogical studies and discussions. According to this concept, there are three motivational types:

- *Goal-oriented learners.* They use education to achieve clear-cut objectives. The objective is closely related to the need, i.e. the objective is the driver of meeting "experienced" needs- the objective is in fact the motive (e.g., literacy as an objective–I have a need for literacy, my goal is to satisfy it for myself and for my environment, and it is the reason I go to school to acquire literacy);

- *Activity-oriented learners.* Participation in educational activities is the motive, while the real purpose of activities is irrelevant. The need for social contact (which will be achieved through educational activity) is the motive for education (e.g., adults participating in education to meet friends);

- *Learning-oriented learners.* Participants learn and educate themselves for the sake of learning and education itself, they enjoy the learning process and the realization of their desire to know (to read, to learn).

> *There is no dilemma in classifying the adults / participants of primary education or subsequent acquisition of primary education into the described motivational orientations or types. They belong to the group of goal-oriented learners, with the assumption that the orientation to the goal is "developed into two motives or two desires" – the desire to achieve individual goals and the desire to achieve social goals.*

With regard to its origin or source, motivation for learning can be intrinsic and extrinsic. The characteristics of intrinsic motivation include the following: it originates within the person him/herself – it is an internal stimulus, does not imply an obvious reward, involves learning for the sake of knowledge, for the sake of satisfaction that learning offers and the sense of achievement. Intrinsic motivation is considered to be the best form of motivation. With intrinsic motivation, the educator does not require methodical and organizational "tools" for encouraging learning. Extrinsic motivation involves external stimuli and obvious rewards (grades, recognition, promotion) and is more often encountered in the practice of adult learning. In teaching and educational situations "dominated by external motivation," the educator plays a crucial role in encouraging and leading to the intended outcomes.

> *What type of motivation do our participants have? What is expected of the teachers?*

The motivation of adults for education and learning depends on numerous factors, and the following factors are particularly important in the process of primary education of adults:

- The appeal of defined educational goals that are, at the same time, the personal goals of the participants *(What am I achieving through involvement in this adult education cycle – subsequent acquisition of primary education?)*

- Assessing the probability that a particular objective can be achieved through education *(Can I count on the change I hope to achieve through education?)*

- Objective and subjective abilities to reach the goal *(Do I want it and can I do it?)*

The fact is that adults involved in primary education have very low motivation which is a reflection of their life context, especially the social environment which is not motivating in any way in terms of participation in education. Keeping this fact in mind, educators must develop entire strategies and tools for motivation during the teaching and learning process in order to keep the participants in the process and encourage them to achieve the best results.

How to motivate participants? - Reflections of good practice

- » Present them the benefits of literacy and education;
- » Adapt / functionalize the content and methodical processes;
- » Emphasize the usefulness of acquired knowledge and skills;
- » Encourage them to verify the usefulness of the learned material as soon as possible;
- » Create situations in which they can demonstrate their skills and attitudes;
- » Encourage self-confidence and self-esteem of the participants;
- » Define real operational learning goals so that participants can be successful;
- » Maximally individualize the teaching and learning processes;
- » Use the experiences of the participants to a great extent;
- » Permanently and continuously evaluate the learning process and the learning achievements;
- » Clearly indicate each successful step, so that the participant is aware of his/her success.

As important it is to understand the motivational basis of adult education and the potential drivers of adult learning, it is also very important to understand the barriers - factors that prevent the adults from participating in the learning and educational process, and hinder their educational results when the adults do get involved in the educational process.

BARRIERS

There are three groups of barriers in the practice of adult learning and education *(according to Patricia Cross)*:

- **Situational-personal barriers** (Is now the right time for me to learn, to become educated? - the context in which I live)

- **Institutional barriers** (Is my school / educational institution nearby? Does the teaching schedule suit me? Do I have enough time?...)

- **Dispositional barriers** (Am I too old? Do I have enough knowledge to engage in it? How high is my self-confidence?...)

Studies have shown that the first two groups of barriers are much more common reasons for non-participation of adults in education than the third group. However, dispositional barriers may be the reason for a lower level of engagement in class and poorer educational results. The aforementioned methods and activities aimed at motivating learners can be a good "remedy" against this type of barrier.

1.3   Teachers in the primary education of adults

"Adults do not go back to school. Through the process of education, they seek exchanges, encounters and impulses for cognitive and emotional growth." How is this fact reflected in the role of the teacher?

ROLES OF THE TEACHER

» **Facilitator – The facilitating role of teachers involves:**
- understanding the processes that occur during the learning / teaching process;
- finding ways of reinterpreting the existing experiences;
- showing sensitivity to the "participants' concept of self;"
- creating an environment of flexibility and respect for the personalities of adults;
- understanding that adults fear mistakes and failure more than children.

» **Instructor – The role of instructor involves:**
- knowing what to teach and how to teach at all times;
- providing proper learning instructions;
- being a source and encouragement for learning, rather than a didactic instructor who has all the answers.

» **Mentor – The mentoring role involves:**
- being familiar with the participants' "life context;"
- providing learning processes through individual work with participants;
- offering constant consultations and agreements on all educational issues.

» **Planner – The planning role involves:**
- planning all kinds of teaching activities.

» **Evaluator – The role of evaluator involves:**
- monitoring and documenting;
- evaluating, assessing and reflecting.

» **Mediator / motivator - The role of mediator and motivator role involves:**
- encouraging learning and reflection;
- creating a positive learning environment and climate;
- developing good relationships;
- resolving conflicts;
- encouraging interaction.

» **Organizer – The role of organizer involves:**
- organizing space;
- organizing activities;
- organizing learning and teaching materials.

» **Coach – The coaching role involves:**
- managing and guiding the process of learning and developing skills.

» **Model – The role of model involves:**
- demonstrating behaviors, approaches to learning, characteristics…
- modeling and demonstrating what is expected of participants.

TEACHERS AND TEACHING SITUATIONS

The efficiency of learning and the role of teachers depend on the type of teaching situation. There are two types of teaching situations:

- reproductive or adaptive (based on a one-way relationship: teacher - teaching content - participant, which leads to fewer opportunities for interaction between teachers and students);

- productive or creative (the position of teachers and participants in relation to the teaching content is EQUAL; teaching material / content appears as a mediator in the relationship between the teacher and the participants; the teaching situation reflects this "interplay" and an equal, cooperative relationship among the participants).

TOWARDS SUCCESSFUL TEACHING OF ADULTS

The elements of proper, successful teaching of adults are ensured by the teacher. The teacher motivates by offering encouragement, acknowledges participants by relying on their experience, evaluates constantly, provides participants information on their progress, and creates an emotional climate by supporting cooperative and friendly relations among participants.

EMOTIONAL CLIMATE

RELYING ON THE LEARNING EXPERIENCES

COMPLETE INFORMATION ON PROGRESS

ENCOURAGING PARTICIPATION

ELEMENTS OF PROPER TEACHING OF ADULTS

Knowing the profiles of adults can guide the teachers to a more successful teaching experience and ensure the elements of proper teaching.

- Adults are people with years of experience and 'a large amount of information;"

- Adults have developed values, attitudes, beliefs and opinions;

- Adults are people whose style and pace of learning have changed;

- Adults connect new knowledge and information with previously acquired knowledge and experiences;

- Adults need self-direction;

- Individual differences among people increase with age;

- Adults tend to orient their learning towards a problem;

- Adults are more resistant to changes in learning.

STEPS TOWARDS SUCCESSFUL TEACHING PROCESSES WITH ADULTS

1. Respond to the needs of adults;
2. Use the experiences of adult learners;
3. Understand the concept of 'self' in adults;
4. Develop collaborative and interactive learning and education schemes.

Focusing on participants in the education / teaching process has the power of law in primary education of adults.

In the teaching process focused on participants, teachers are expected to:

- help participants understand how to use both subjective and objective potentials / resources;

- help participants take responsibility for their own learning;

- help participants decide how to learn and what learning style is the most effective;

- help participants think about the learning process and about what they have learned;

- make learning as active as possible.

Addressed to the "TEACHER" *(see Training of Teachers in Basic Adult Education Skills, 2011)*

TEN SIGNIFICANT FACTORS IN THE PROCESS OF ADULT LEARNING

There are 10 common and specific factors related to adults who participate in the process of lifelong learning that can help teachers / educators and all those who work with adults adjust their work mode and understand adults better:

1. Motivation factor - the adult will be motivated if there is a reason, purpose or goal of education (class, training, seminar, etc.). In this case, the teacher should focus more on the methods and techniques of acquiring knowledge and skills, rather than motivational strategies.

2. Control factor - adults have an innate need to control their lives. They need to be self-directed and take responsibility for themselves. They wish to have an active, not passive role in their own development and progress.

3. Experience factor - consciously or subconsciously, adults connect new learning with what they have already learned, either through life experience or education. They assess new information / ideas / knowledge through current experience.

4. Diversity factor - adults differ in age and life experience. Such diversity can enrich the education process through practicing mutual dialogues and discussion groups or projects. Therefore, teachers should encourage an "exchange of differences" by helping participants connect, but should also adapt their own approaches to different learning styles.

5. Age factor - the speed of learning decreases with age, but the depth of understanding / learning increases. Through the process of learning, adults gain 'flexibility of the brain" to new information and knowledge, and a greater ability to "absorb" this information and knowledge.

6. Goal factor - adults acquire education with a goal and seek to apply what they have learned as soon as possible. They want information to be presented in an organized, systematic way with clearly defined key elements.

7. Relevance (importance) factor - Adults wish to know the reason for learning something. It should be applicable in their professional or personal life. Therefore, educators, in defining the objectives of the program, need to keep in mind that the theories and concepts taught are suited to the needs of the learners.

8. Habit factor - Adults often possess habits that are at times in conflict with what the educators wish to teach them. In such cases, adults demonstrate resistance and a reduced degree of flexibility, and it is necessary to invest more time and persuasion in the "correctness", appropriateness and functionality of the information presented / taught – otherwise, adults may feel "threatened and attacked within their zone of safety". Therefore, educators should communicate to adults that the established ideas and opinions of adults carry value and weight.

9. Change factor – While some adults are motivated by change, others resist it. Learning usually requires a change of attitudes, beliefs, behaviors and ways of action. Hence, it is important to explain to adults each 'why?' and 'how?' in the process of teaching new information.

10. Respect factor - everyone deserves respect - adults expect and demand it. Respect towards adults may be expressed through allowing them to express their own ideas and opinions.

One more letter addressed to "THE TEACHER"

Two questions the teachers should ask themselves:

1.   Am I the participants' opponent? (self-concept vs. concept of me)
2.   What type of a model do I wish to be? (fear vs. love)

▪   CHOICE: I have the ability to behave kindly - kindness can be a model to others.

What is my choice, i.e. kindness?

▪   Courtesy - listen;
▪   Do not criticize, even if you do not agree;
▪   Do not undervalue;
▪   Do not ridicule;
▪   Do not be sarcastic;
▪   Pay attention to your choice of words.

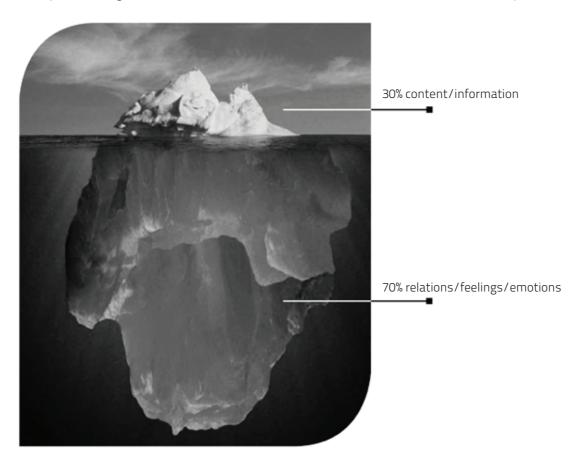*Building a friendly relationship with the participants means:*

▪   *Keeping only pleasant images in our "albums" – if I am a teacher and a friend, I will have a place in the participants' albums - which means that I am meeting their needs.*
▪   *The essential message sent by teachers:*
   I CARE ABOUT OUR RELATIONSHIP. WHAT ABOUT YOU…?

2.
COMMUNICATION, GROUP DYNAMICS AND MANAGING EDUCATIONAL GROUPS

2.1   Significance, nature and elements of communication

*They might forget what you wished to teach them,
but they will NEVER forget how you treated them!*

Communication is one of the basic processes in human relations and the most common way of sending and receiving messages, both verbal and nonverbal. People are essentially beings that communicate - with each other and with the environment.... Communication represents transferring or exchanging information, but that is not all: it is important to know that it also serves for conveying ideas, feelings, attitudes, beliefs.... There are two basic types of communication: interpersonal – communication between two or more people, and organizational – models, networks and systems of communication within an organization, i.e. a system. During the process of teaching and learning, the process of interpersonal communication is of utmost importance because it is the main instrument through which teaching takes place. We can quite safely say that teaching without some form of communication would be rather impossible. People communicate in some way even when they don't intend to, even when they are ignoring someone. We simply cannot not communicate. People speak occasionally but they communicate constantly! Communication is a complex process because it takes place verbally and nonverbally, consciously and unconsciously. Something can be conveyed intentionally or accidentally. The iceberg, the so-called model of communication, demonstrates it most efficiently:

30% content/information

70% relations/feelings/emotions

According to this model, only 30% of communication refers to information, subject, contents, while 70% of it is related to feelings, relationships, etc. transmitted through various forms of verbal and even more so through non-verbal cues. Therefore, for effective communication it is necessary to be aware of the messages that are sent on that invisible plane, so that they can be in compliance with the messages from the visible plane and thus be properly received.

There is no way we can NOT communicate!

The Sultan's dream

Suleiman II, the mighty ruler who led the Turkish Empire to unfathomable heights in the mid-16th century, dreamed one night that he had lost all his teeth. He immediately sent for his personal dream interpreter. The interpreter listened to his majesty's dream, frowned and said: "Your Highness, in the forthcoming period you will lose as many kinsmen as you have lost teeth." This was surely a very pessimistic interpretation of the dream. The Sultan would hear no more of it and yelled at the interpreter who was frightened to death: "Get out, you miserable dog. Fifty lashes with a whip will teach you to behave." The poor man was punished. But the Sultan asked for another interpreter who also listened to the dream and suddenly exclaimed: "Your Highness, there is much joy ahead of you. You shall outlive all your kinsmen!" The Sultan was unbelievably happy about this revelation and gave the interpreter fifty gold coins as a reward. As the interpreter was leaving the palace, a lady-in-waiting approached him and asked: "How come you were given so much money but your friend was punished, even though both of you said the same thing?" Then the interpreter, who was a bit of a psychologist, told her in confidence: "Remember, it's not what you say, but how you say it ...!"
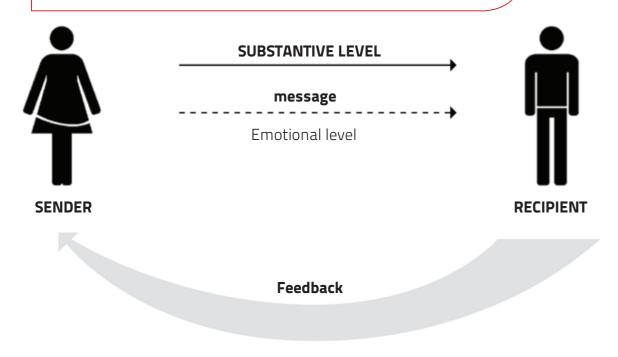
This traditional story illustrates a fact very well-known from experience, that the method of communication is as important as the content, in some cases more so, and that the content itself depends on the interpretation of it: It's not WHAT you say, but HOW you say it! In case we wish to convey a positive message or idea, it should essentially be perceived as such, but if for some reason, we are to convey a negative message, express dissatisfaction and criticism, it is important to do so in a manner that will be acceptable by the recipient of the message. This requires having effective and constructive communication skills.
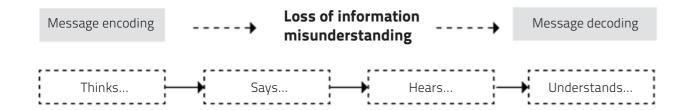
The basic elements of communication are:

»   sender of the message;
»   recipient of the message (which does not necessarily imply only a single person, but also a group of people; in fact communication does not always occur between two people, but can also take place between a person and a group (typically during a teaching process) or between a group and another group (for instance two peer groups);
»   the message that is being sent (what it communicates – it can communicate information, but many other things as well; it can be verbal – when channeled through oral language in form of a vocal signal system, but it can also be nonverbal – through body language. Furthermore, it can be defined as direct and indirect - the kind that requires "reading between the lines");
»   the channel through which the message is transmitted, i.e. the way it travels through;
»   feedback, especially important in a two-way communication.

It is particularly important to distinguish the substantive level and the emotional level of communication and the domination of one over the other. If the emotional (often the unconscious) level does not send a positive or at least a neutral message, communication on an informative, substantive level is almost impossible, or, as it is frequently the case, the information will be entirely misunderstood and misinterpreted. It is very rare for communication to occur successfully without the emotional, intuitive level – only in cases of high professionalism when people are capable of suspending this level, or when the people in question have a relationship that is based on a very well-established positive emotional level.

> *The most important thing in communication is to hear what isn't being said! (Peter Drucker)*

SUBSTANTIVE LEVEL

message

Emotional level

SENDER

RECIPIENT

Feedback

| Message encoding | **Loss of information misunderstanding** | Message decoding |

| Thinks... | Says... | Hears... | Understands... |

The flow of communication will certainly be influenced by the participants' basic characteristics (gender, age, status, education) – as well as personality, style etc., and the context in which it takes place is also exceptionally important – situational factors and the "pre-history" of the relationship between the individuals or groups.

During communication, a number of various obstacles and barriers may emerge, and they can significantly complicate or even end the communication. The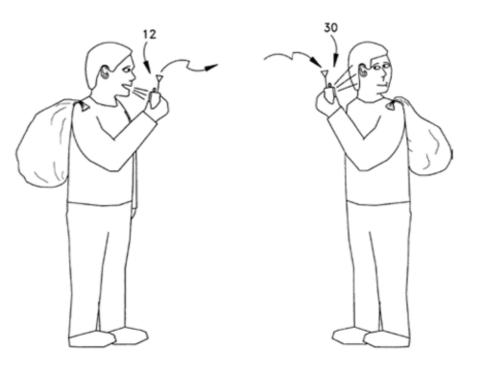y can occur at every step of the process of conveying a message - the manner in which a person mentally prepares for communication ("If one wants to speak well, one must first think well"), the manner in which the person speaks, the level and type of listening exercised by the recipient and the way the recipient comprehends the message. The message is, in fact, being "encoded" and 'decoded" by the sender and recipient in line with their (pre)knowledge, experiences, beliefs, attitudes – all this resembles the contents of a large knapsack – the bags we wear on our backs that shape every process of communication in which we are involved, at either end of the communication channel.

When a person is sending and receiving messages, talking, discussing, teaching, he/she always does these on the basis of a series of elements carried in his/her personal "knapsack". Therefore, the ability to move out of our own system and empathize with other people's thoughts, feelings, needs and everything else they carry in their "knapsacks" which is relevant to communication, is an essential skill necessary for successful communication.

This is precisely what the saying "to walk in someone's shoes" means - preparing well and gaining better knowledge about our partner in communication, as well as taking into account the contents of his/her knapsack (which essentially determines how we will encode and decode messages and set filters, consciously or unconsciously), will significantly reduce the possibility of a misunderstanding.

There are a number of assumptions underlying effective communication, one of them being orientation towards the recipient of the message, who represents a complex system and is often very different from the sender of the message. "Becoming aware" of these differences rather than working on assumptions – getting to know and understand better the 'other side" of communication, be it an individual, a group or even a crowd of people, is one of the key rules for any successful communication, especially in education and training.

The situation: "I know what I am saying, but I do not know what you understand," occurs often in education, especially when very little is known about the characteristics, the background, the prior knowledge and other significant properties of the target group in the teaching and learning process. In these cases, the teacher's assumptions are based on his/her own personality and some general notions, stereotypes, and expectations, which often leads to misunderstandings and a wrong approach.

The importance of this concept education is demonstrated by the following, seemingly humorous illustration, which in fact is based on the psychological characteristics of people.

LEARNING AND MEMORIZING

- We hear only half of what is being said;
- We listen to only half of what we hear;
- We understand only half of what we have heard;
- We believe in only half of what we have understood;
- We remember only half of what we believe in.

2.1.1   Barriers to communication

The process of communication is accompanied by numerous and various problems, disorders and deviations with a structural and functional background may emerge. They can be general, physical, psychological, cultural, situational, etc., etc.

Common types of barriers are:

- **differences in perception;**
- **incorrect "filtering," translation;**
- **linguistic problems;**
- **poor hearing;**
- **various emotional conditions;**
- **different "background;"**
- **physical barriers:**
    - noise;
    - the listener does not hear well;
    - communication takes place in a tense and unpleasant situation;
    - something in the close surroundings interferes with communication.

Barriers related to the recipient or the sender of the message:

- **Recipient**
    - Rushes to conclusions;
    - Hears and sees what he/she wishes;
    - Refuses to hear what he/she disagrees with;
    - Preoccupied with emotional issues;
    - Will not ask when he/she is unable to understand something, "fills-in" the blanks instead.

- **Sender, but in relation to the listener's barriers:**
    - Does not notice the listener's resistance;
    - Does notice, but does not know how to deal with it;
    - Does not like the recipient, or isn't liked by him/her;
    - Recognizes the resistance, but is not willing to undertake any changes.

- **Sender**
    - Does not explain or specify what the recipient needs to hear;
    - Unjustifiably assumes that the recipient has the knowledge to understand the message;
    - Uses words and phrases that the recipient does not understand;
    - Continues to talk even when the listener is distracted;
    - Sends a message which causes the recipient to completely misunderstand or induces animosity;
    - In some languages, there are words that are spelled the same but carry different meanings;
    - Uses more words than needed to convey the message, so the recipient has to identify the main message;
    - One message carries multiple meanings, which confuses the listener;
    - The illustrations and examples may not be suitable for the listener;
    - Deliberately beats about the bush and avoids the essence.

- **When the barriers are caused by the sender:**
    - May be doing it because he/she is not aware of the barriers;
    - Is aware of them, but does not know how to deal with them;
    - Recognizes them, but thinks he/she has no time to eliminate them;
    - Might be in the superior position and believes that it is the recipient's responsibility to understand the messages, and not his/hers;
    - The recipient may not be aware of the barriers;
    - The recipient realizes that the sender is the cause, but hesitates to mention it to him/her.

THE RELATIVE POWER OF BARRIERS IN COMMUNICATION

Barriers can be classified by the type of errors caused as a result of incorrect assessments during deliberation:

THE HALO EFFECT
When a certain characteristic of a person influences one's judgment of that person, even when it is irrelevant to the context of specific communication (for instance, clothing, hairstyle, beard, etc.)

SELECTIVE PERCEPTION
When a person perceives only what he/she wishes to perceive. For instance, if we like someone, we only notice his/her good qualities and ignore the rest.

LOSS OF TIME PERSPECTIVE
When we let one aspect of observation, something we have seen at the beginning or near the end of the process of observation, affect us and our judgment. Everything else loses significance in comparison to this one aspect.

ERRORS IN HIERARCHY
When certain areas of activity are considered to be very respectable or the opposite – enjoy a poor reputation (for instance certain professions), or in cases when they are stereotyped as easy or difficult, the people related to such professions are simply judged as good or bad as well.

ERRORS IN COURTESY
When something is considered to be too good because a person hesitates to express a negative judgment about it, and thus avoids critical discussion.

ERRORS IN CONTRASTING
When something is considered as too bad because individuals are never able to reach the high expectations of the person who evaluates. This error occurs to people who set very high standards for themselves and are never satisfied with themselves.

PYGMALION EFFECT
When the things we dread or expect to happen really come true. The phenomenon seems like superstition; however, it has a psychological foundation.

2.1.2   Levels / aspects of communication

Schultz Von Thun describes the four levels of communication:

» the matter layer (data and facts – "what I wish to say to you");
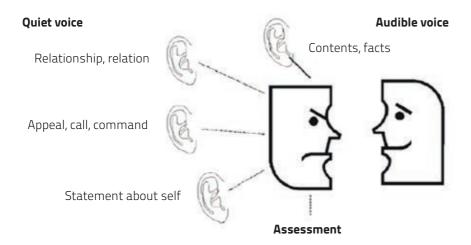» the relationship layer (how the sender perceives the interlocutor – "what I think about you");
» the personality / self-revealing layer (the sender talks about himself – "what I reveal about myself");
» the appeal (attempt to make someone do something – "what I expect from you").

(according to Von Thun, 1981)

We can "hear" almost every message on these 4 levels, i.e. we can distinguish these 4 aspects in each one of them, similar to listening with 4 ears. Therefore, each message carries a certain basic, rough, often just implied but unspoken assessment of the interlocutor – the basic positive, neutral or negative tone in which we speak to him/her and which will characterize the conversation.

Listening with 4 ears

One example of this kind of "listening" could be a very negative reaction coming from a teenager because, as he/she is leaving the house, one of his/her parents (for instance, the mother) says „Put on your coat, it's cold", caused by the fact that the teenager "hears" not the information about the weather or the appropriate clothing item which is irrelevant to him/her, but the several so-called quiet voices:

- In terms of assessment, he hears that he is regarded as an immature and incompetent person;
- In terms of the relationship level, he hears that he is inferior and that he will probably always be so, because parents are always in the superior position in the family;
- In terms of the appeal, he hears that he is obligated to listen to his parents and obey them;
- In terms of the self-revelation, the parent is presenting himself/herself as a caring person, but instead is mis construed as a "boring", unnecessarily interfering and authoritarian person.

Such situations are common in everyday communication - private, business or teaching situations. Even though all aspects, i.e. all levels will not be reflected every time, the misunderstandings and problems in communication are often induced because of the messages conveyed through the so-called quiet voices rather than the audible ones.

2.1.3   "Conversation killers"

For a successful flow of communication, it is particularly important to be able to recognize and avoid the elements which decrease the motivation for conversing, lead to misunderstandings and carry hidden messages with negative content – communication messages that set barriers and cause the recipient to stop communicating, temporarily or permanently. Sometimes they are delivered consciously and deliberately, but more frequently the person is not aware of the hidden messages that they contain and the possible negative effects they may have.

SOME EXAMPLES OF "CONVERSATION KILLERS"

1. **To order, command, lead;**
   ("Stop complaining and do what needs to be done")

2. **To warn or threaten;**
   ("You'd better get right down to work if you want to keep this job")

3. **To preach, "patronize", lecture, moralize, impose solutions;**
   ("You know you are expected to act professionally and you should leave your personal issues at home")

4. **To offer logical arguments and "dry" facts;**
   ("You have a one-week deadline and the job must be completed by then")

5. **To ridicule, embarrass;**
   ("You are so lazy")

6. **To ridicule, to be ironic and cynical;**
   ("You're not so good today, being such a genius and all")

7. **To put "in the drawer", to label, categorize;**
   ("This is what happens when young people take on tasks such as these")

8. **To diminish importance, pull up, deter, minimize, spoil;**
   ("It is stupid of you to worry about it, since it is of no significance!")

9.   **To condemn, resent, criticize;**
("I really do not understand how you could allow this to happen")

10.   **To interpret, analyze, diagnose;**
("I think it is because you subconsciously do not want it completed")

11.   **To praise and agree with excessively;**
("You are so smart, surely you'll find a solution for that as well")

12.   **Coming up with stereotypes, golden rules, general positions;**
("That's what life is like, what can you do, you have to cope with it")

13.   **To console and sympathize excessively;**
("Alas, I feel so sorry for you, it looks terrible now, but it will certainly get better")

14.   **To talk about oneself, to change the subject;**
("That happened to me as well, that time when I started working in a new department…")
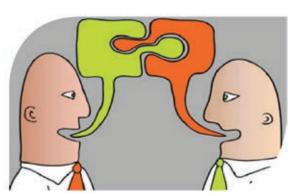
15.   **To investigate, interrogate;**
("Are you sure about that? On what grounds?")

Good communication does not only require avoiding the "conversation killers", but also recognizing them when they are reflected on us, so that we can react properly. Reactions to situations in which misunderstandings, unwanted behavior or potential conflict arise may be momentary and require a "communication intervention" or be the symptom of a deeper problem which demands serious handling of the distorted relationship or the incurred/potential conflict. In the first case, there are a number of simple, but very effective communication approaches / interventions, which will help improve the unpleasant situation, avoid or postpone the undesired conflict and achieve a constructive approach to communication. Some of these approaches are:

- **Remaining calm, unemotional, retaining control over oneself and the situation;**
- **Sticking to the purpose of the conversation, the facts, the content;**
- **Being rational, to clarify precisely, to provide additional information;**
- **Being honest, open – to expose, explain;**
- **Introspection, full acceptance, recognition;**
- **Giving off positive energy, showing kindness, encouraging others;**
- **Empathy, compassion, understanding, identifying with others;**
- **Suggesting an exchange of roles (in both directions - if I were you… if you were in my place…);**
- **Manners, behaving according to the defined standards of conduct;**
- **Praising others, supporting, complimenting, indulging if possible;**
- **Being witty, having a sense of humor;**
- **Inviting others to act professionally, behave according to the defined standards of conduct and professionalism;**

- **Keeping silent; fully ignoring; ignoring "the quiet voice";**
- **Totally letting go of the situation;**
- **Carefully choosing a "killer for the killer", if it will help "kill" the arising conflict;**
- **Relativization, minimizing problems by relieving tension;**
- **Using caricatures without offending anyone;**
- **Proactivity, offering constructive solutions;**
- **Inviting to cooperation;**
- **Persistence, assertive response.**

2.2   Active listening - supporting verbal communication

One of the most important factors for the success of a communication process is the art of active listening. In a conversation, willingness to listen comes first: there can be no conversation without listening. In order to understand the person you speak with, you have to be prepared to listen. If you both want the conversation to be successful, each of you must understand what the other is trying to say. Interlocutors will be able to give appropriate answers as long as there is a mutual understanding between them. The following reactions, which are intended to stimulate the conversation, have a common goal: they help the interlocutor express his/her opinions as clearly as possible and say the things he/she really wishes to talk about. An attentive listener will initially refrain from expressing his/her opinion, giving advice or assessment. The objective of this phase of the conversation is to give the interlocutor the opportunity to freely express his/her thoughts and feelings. It is a conversation focused on the interlocutor, it has the elements of counseling and its aspects or components can be applied to many everyday situations. A good conversation requires mutual acceptance, understanding and relaxation, particularly in education. The interlocutors must try to understand each other, and show genuine interest and empathy.

Conversation based on active listening can have the following elements:

1.   Non-verbal support, eye contact, attention:

It is important to let the interlocutor know that we are listening to him/her by making eye contact, by the way we stand or sit, by using facial expressions and gestures, as well as repeating "oh, yes…","uh-huh.".

2.   Repetition, paraphrasing, summarizing:

Person 'A', the message sender, says, for example: "Right now I have huge problems. I need to finish my work, but I simply cannot bring myself to do it." Person 'B', the attentive listener, repeats: "So, you find it difficult to start working. "At first glance, this may seem like a trite response, just a restatement of what has been said. But this is how 'B' indicates that he/she is listening to 'A' that he/she has understood the essential meaning of the statement, and that he/she is willing to further consider the problem. This approach will encourage 'A' to feel free and concentrate on the aspects that are important to him/her. This is certainly much more stimulating for a conversation rather than instantly reacting with, for example, one of the following sentences: "Make yourself do it," "I often feel the same way," "Aren't you overreacting?"

3.   Asking questions, clarifying, verifying the comprehended:

If 'B' does not fully understand what 'A' is saying, he/she should ask. Otherwise, 'A' may think that 'B' understands him/her and they will end up talking about entirely different things. For instance: 'A' says "The situation at work is unbearable!" and person 'B' responds: "I'm not quite sure what you are trying to tell me. Would you like to tell me something more

about it?" or "Can you explain that to me?" By posing such questions and clarifying, you will not run the risk of simply assuming what it is about and consequently receiving a completely wrong message. If you have any presumptions based on a previous dialogue, then it is better to check: 'B': "So, you want to quit your job, is that right?" Person 'A': "No, not at all, but it bothers me that my colleague always gets the most important assignments." Asking questions, clarifying and verifying can be done with the help of some very common phrases (for e.g., "Can you give me an example?", "Are you trying to say that…"). Otherwise your question may go too far ("Why did you…?", "How did that happen?") and in this way you might prevent 'A' from focusing on the actual problem or from concentrating at all.

4.   Talking about feelings:

When a person is preoccupied with something, he/she tends to become emotional. The situation can be handled more effectively if we express our feelings and talk about them. In this phase of the conversation, special attention must be paid to the feelings which are directly and indirectly mentioned by the interlocutor. Only after that will we express what we think about them. For example, 'A' angrily says: "Today the students were giving wrong answers while the advisor was attending the class!" Person 'B': "You seem to be very upset about it." It is necessary to express these interpretations in a way that allows the interlocutor to recognize his/her true feelings and make corrections if he/she feels there has been a misunderstanding. Remember, talking about emotions may scare 'A' and make him/her deny certain feelings even though they obviously exist. In that case we mustn't insist, but keep repeating and clarifying instead.

5.   Talking about personal views / personal feelings ("I-messages"):

In the previous phases of conversation, 'B' has always been keeping his/her opinions and feelings to him/herself in order to minimize his/her influence on 'A'. However, sometimes even a completely open and personal statement may stimulate the conversation and enable the interlocutor to fully open up, unless he/she does not get the impression that he/she should adopt the other person's thoughts and feelings. For example, person 'A' says: "I'm sick of this, I would like to leave." Person 'B': "Yes, I feel the same way too; I'm not of any use here. "As you see, in addition to manipulating person 'A' by telling him/her what is "really" going on and imposing his/her own opinion, person 'B' may very well end up being the one in the center of the conversation. "I-messages" are statements with a large share of self-discovery. By conveying them, a person tries to express his/her wishes and feelings and does not undervalue the importance of other people while doing so.

The significance of "I-messages" for good communication can be explained by comparing them to the "You-messages" in the following situations:

"You-messages"	"I-messages"
You cannot evaluate that!	I have different information related to this.
You're not listening to what I'm saying…	I thought differently.
You have misunderstood me…	Allow me to rephrase.
I think you're looking at it much too narrowly…	I see other options here.
You never call me!	I wish you would call me more often.

The interlocutor feels attacked and despised when he/she receives "You-messages." The messages have a direct judging tone which confronts the person we are addressing. By receiving "I-messages", the interlocutor feels accepted and understood, because the speaker is indicating that he/she is willing to take responsibility for his/her own behavior, thinking and feelings.

Areas of application of "I-messages"

»   Building trust – "You-messages" imply superiority over others: "I know better," "I'm a better listener," "I can perceive farther…." A person who uses these messages is unable to treat others as equal, to listen to them and trust them. "I-messages" can help convey personal things, such as thoughts, feelings, personal preferences, but also set boundaries so that the interlocutor knows where he/she stands. Communication becomes more animated if we open up to others and do not hide behind various masks and roles.

»   Confronting undesired conduct – If a teacher is facing problems concerning the behavior of the participants, it is appropriate for him/her to confront them in a way that does not evoke further conflict. An effective confrontation should at least fulfill the following conditions:

- supporting the willingness of the parties to refrain from behavior that interferes with work and
- not hurting the relationship.

According to Gordon, in order to achieve the best possible results, such a confrontation should contain three components and therefore is called a tripartite confrontational "I-message." It contains:

1.   Behavior that bothers me –
        the participant needs to know what the teacher is upset about.
        "If you all speak at the same time…"
        "If you haven't brought your school equipment…"
        "When you interrupt me while I'm talking about something…"

2.   The effect it has on me – the participants will be able to
        understand the teacher better if they know how it affects him/her.
        "…I cannot understand you."
        "…my preparations for this class were in vain."
        *"…it makes it very difficult for me to concentrate
          and not lose my train of thought."*

3.   How it makes me feel – this is, above all, about expressing feelings in an honest way. It is not very credible when feelings of disappointment and anger are expressed with limited technical words. An analogue expression with an intonation, gestures and facial expressions is often more effective than a digital one. It is easier to convey the significance of the teacher's problem with an adequate expression of feelings rather than a thousand words. It is appropriate to express a wish or an appeal when the three components have reached the participants:
        "…please, ask for permission when you wish to say something."
        "…tomorrow I want everyone to bring their school material."
        "…I want you to give me 5 more minutes to finish this topic."

(according to: VET Forum, 2011)

2.2.1   Active listening techniques

Active listening is an important communication technique and the key element of successful communication. It involves identifying with what the person we are listening to is talking about, as well as understanding the content that is spoken. It is a structured form of listening and responding, in which the focus is on the one who is speaking. Therefore, it is not about agreeing with the speaker, but rather about giving him/her a chance to state his/her exact views and making an attempt to understand and acknowledge him/her.

There are a number of rules, i.e. recommendations, which can ensure that we receive information and understand better, achieve an open exchange of words, a good dialogue and thus constructive communication.

- **Body language:**

  Leaning slightly forward, making eye contact, an occasional nod, not fidgeting, not doing other things, sitting relatively close, perhaps occasionally touching the interlocutor;

- **Genuine interest:**

  Showing that we care, devoting time and attention, listening to the interlocutor and not ourselves, not thinking about how to behave or what to say next, not thinking about our expectations, repressing our own assessment which interferes with our listening, freeing ourselves from prejudices and stereotypes;

- **Not conducting data selection:**

  Engaging in what has happened and not our interpretation of it, not selecting parts that are interesting or personally important to us, listening to what is "between the lines", listening to the end, and allowing "venting" and talking about less relevant content at times;

- **Asking additional questions:**

  Trying to better understand the situation, verifying that we have understood correctly, clarifying the events and the interlocutor's motives, etc.;

- **Paraphrasing and summarizing:**

  Helping the interlocutor maintain his/her attention, summing up, repeating what has been said in other words while maintaining the authenticity of it, without repeating word for word like a parrot, extracting the most important aspects, summarizing so that a) the interlocutor can hear "him/herself" and b) a basis for further discussion can be enabled;

- **Providing constructive support:**

Helping the interlocutor understand the core of the problem, putting ourselves in his/her position, helping him/her to see other aspects, showing respect, not offering 'ready solutions,' but rather proposing ideas and suggestions, avoiding "conversation killers", providing constructive feedback;

- **Providing emotional support, encouraging:**

Showing acceptance, encouraging the conversation but also allowing for intervals of silence, helping the interlocutor to stay in touch with his/her feelings, needs and expectations, and to recognize and express them – what he/she really wants and what essentially bothers him/her, keeping track of non-verbal communication, reflecting and verbalizing emotional content, but not assuming the interlocutor's responsibility;

- **Delivering "I-messages":**

Talking about personal experiences, thoughts, feelings to a moderate extent, but refraining from making these the center of the conversation;

- **It is preferable to express:**

Honesty, curiosity, spontaneity, trust, attention, relaxation, and compliance with verbal and non-verbal communication;

- **It is preferable to avoid:**

Criticizing, attacking, imposing our own wishes and opinions, giving unsolicited advice, assessing and labeling, interpreting someone else's words and actions, ordering, skepticism, division of attention, vague expressions, denial of personal responsibility, focusing on ourselves.

2.2.2   Non-active, "false listening"

There is a wide range of actions and reactions that do not lead to good communication. They are recognized as false listening, which can not only hinder good communication, but also cause conflict.

» Unilateral listening – we are present verbally, but nonverbally we are showing that we are not listening;
» Paying attention unilaterally –only to the verbal or nonverbal messages of the interlocutor;
» Selectively listening to only what is important to us and fits our assessment – minimizing, exaggerating and labeling;
» Selectively discarding – avoiding and blocking in many ways what we do not want to hear;
» "Ambushed" listening – we collect data only to deny it in the end;
» Defensive listening – being on a knife-edge, feeling as if we are personally attacked;
» Talking over other people and / or waiting for an opportunity to hop in and talk about ourselves;
» Thinking of what we will say next;
» Insisting on our position, opinion, experience, suggestion;
» Giving in to our own emotional reactions;
» Pretending to understand the story even though we don't;
» "Fixing, adjusting" what the interlocutor has said;
» Introducing a new topic in order to change the subject;
» Not tolerating speech pauses.

2.3 Assertive communication

> *"Nothing on earth can stop the individual with the right mental attitude from achieving his/her goal; nothing on earth can help the individual with the wrong mental attitude."*
>
> **W.W. Ziege**

»   **directly aggressive communication:** is autocratic, arrogant, insensitive, intolerant, inflexible and somewhat dictatorial, sometimes very rough, even when it is only verbal. It is quite an archaic form of behavior, characterized by ruthlessness toward others, need for control and display of superiority, and often hurting others;

»   **indirectly aggressive communication:** also characterized by lack of concern for others and offending others, but indirectly, in a somewhat more disguised manner; it is sarcastic, ambiguous, insinuating, using manipulation skillfully and provoking a sense of guilt;
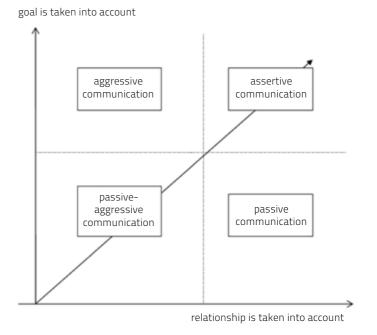
»   **passive-aggressive communication:** it is generally characterized by being passively in conflict with the demands of the work and social environment, accompanied by procrastination, stubbornness, petulance and inefficiency. A person may lament, express helplessness, be passive, indecisive, try to justify him/herself at all times or withdraw completely. This behavior stems from an inability to express anger and frustration in a healthy way;

»   **passive or defensive communication:** is complete withdrawal, giving up one's needs, making sacrifices even when it is not necessary. A passive person puts the needs of others ahead of his/her own, neglects his/her own rights, strives to appeal to others. He/she often feels inferior and behaves accordingly, thinks that others are more valuable, and sees him/herself as a less worthy person. A passive person's objective is to please others and avoid conflict or potential rejection at any cost;

»   **assertive communication:** it is direct, honest, accepting, responsible and spontaneous; it enables a person to express his/her own thoughts, feelings and desires, without a sense of fear or guilt. This is done in a polite and friendly but determined manner without violating other people's rights. It is about keeping account of other people's rights as well as one's own rights, aiming at achieving the goal, but preserving relationships at the same time.

Helping the interlocutor understand the core of the problem, putting ourselves in his/her position, helping him/her to see other aspects, showing respect, not offering 'ready solutions,' but rather proposing ideas and suggestions, avoiding "conversation killers", providing constructive feedback;

COMMUNICATION STYLE	EMOTIONS	BEHAVIOR	THOUGHTS
Passive	suppressed anger	escape, poor involvement, manipulating others	sense of inferiority, questioning one's own qualities, values, qualities and actions
Aggressive	outbursts of anger	attacks the interlocutor verbally and physically, overly competitive	thinks he/she must attack or others will attack him/her, defines his/her value based on accomplishments
Assertive	proper emotions controlled by thoughts and conduct	seeking contact with others but respects other people's space	thinks about self-esteem and respecting others

Assertive communication is the ability to express positive and negative ideas and feelings in an open, honest and direct manner. This type of communication simultaneously recognizes our own rights and the rights of others. It allows us to take responsibility for ourselves and our actions, without judging or blaming other people. And finally, it enables us to constructively confront and find a common satisfactory solution in conflict situations.

goal is taken into account

aggressive communication

assertive communication

passive-aggressive communication

passive communication

relationship is taken into account

assertive - forceful, persistent
Assertiveness means defending our own rights, without compromising the rights of others. By doing so, we are protecting our interests, not giving up on our rights (we are not withdrawing, but not attacking either) and seeking fulfillment of our rights without compromising others. In fact, we care about ourselves and about others, because we do not compromise anyone at any time. Assertiveness is another word for dignity and courage.
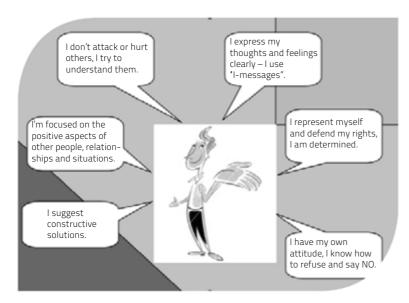
2.3.1 Techniques for assertive communication

1.   Take a stand - both physically and verbally, be firm and decisive, ask for what you want and what you are entitled to. Do not give up easily! Use active listening techniques - ask, summarize, paraphrase.
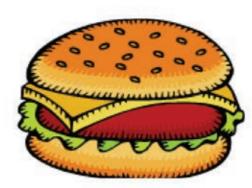
2. Sending "I-messages" is a very effective technique. It is used to express personal feelings, explain how some one's behavior or actions affect us, but we should be careful not to accuse, attack or hurt the other person. The negative evaluation of the interlocutor is reduced to a minimum and we talk about ourselves in a particular way or situation, but the relationship is not defined nor condemned in advance. Needs and desires are clearly expressed.

3. Repeating, confirming ("like a broken record"): This technique allows us to ignore the manipulative verbal casual traps, polemic challenges and messages sent from the "quiet voice" level. We stand by exactly what we wish to say. We reiterate the basic position, quite calmly, focusing on the subject and not reacting to any possible provocation.

4. Saying "NO" clearly and declining any groundless demands is one the most important communication skills. Many people find it very hard to refuse someone's request – they are afraid of rejection and negative reactions. It is necessary to do it clearly, without justifying ourselves or being apologetic, without projecting responsibility onto others, but rather by showing understanding and offering alternative solutions at the same time.

5. We must be positive when we give and accept criticism. While receiving criticism, we should listen to it carefully, clarify things if possible and respond according to the degree of its accuracy. It is better to be open and not defend ourselves immediately, because criticism can often teach us something. We have the right to make mistakes! We merely ought to recognize them and look for constructive ways to solve problems. Not only criticism - praise should also be received openly and without feeling shame. In giving criticism it is good to use the "sandwich" technique.

6. It is important to show empathy, acknowledge the intentions and motives of the other person, be kind and try to perceive the positive aspects and aim for what is good. We should remember to offer praise and compliments to others when it is appropriate, and not just presume that they are implied. It is good to first describe something or someone, and then evaluate.

(according to: SKILLS, 2012)

2.4 Feedback in communication

Providing feedback is a particularly important element of verbal communication. If feedback is not given in a proper way, not only is communication aggravated, but the goal it aims for will not be reached either. The sandwich technique is one of the most effective ways of giving feedback. In particular, in situations when we have little information about the person (or group) that is being evaluated, when we wish to assess without potentially hurting/offending the person, and in addition when it is necessary to motivate people to engage and contribute to the positive changes (which is one of the main objectives in the educational process), the "sandwich technique" is one of the safer ways to achieve all that.

1. **A positive review of the overall activity**

2. **The problem that is to be resolved, criticism, a specific statement about what is not good**

3. **Incitement for progress**

Non-constructive, poor feedback

- When very little information is given, talking in general, "labeling;"
- It resembles a personal attack, personal criticism, contempt and even humiliation, criticizing the personality and saying that it is bad altogether;
- Makes the criticized one feel guilty, because someone else's expectations have not been fulfilled;
- Comparing to others (who are naturally always better and are often referred to in the superlative form) which makes a bad impression on the criticized person and does not arouse his/her inspiration.

Positive, constructive feedback

Good feedback does not aim to hurt the interlocutor, to seek and find the culprit, or to accuse and condemn. On the contrary, although it may seem unpleasant at the moment, it is supposed to lead to a positive change "in the long run."

Characteristics:
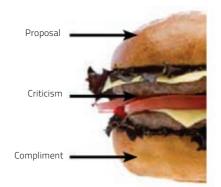
- The importance of distinguishing description from impression (description from interpretation);
- The importance of distinguishing the objective from the subjective in providing good feedback
    - Objective: Description of behavior, the description of what is seen;
    - Subjective: The impression we get when we see other people, how we perceive them. We see them through our own experiences, prejudices, and often judge them by what we know about them, not by what they are doing now. It is, in fact, a system of values of the person who evaluates, and not the characteristics of the one who is being evaluated.

Steps:

1. Positive concrete description: To specifically explain and praise what is good in a person, action, result...

2. A concrete statement: An objective expression of the wrong action, that the problem we are estimating is not satisfactory, that it is not right...

3. Ideas for correction: The purpose is to prompt that person to see and correct the mistake he/she has made, precisely because the best way of learning is to notice the mistakes ourselves. Possible approaches to achieve this are:

   "Have you thought about other ways to do this...?;"
   "I suggest you look into a bit more detail...;"
   "I would recommend you to improve it a little...."

Proposal

Criticism

Compliment
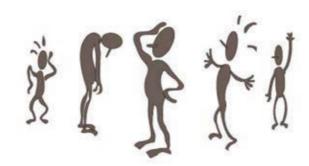
Never evaluate by saying, "It is very bad..." and never give ready solutions. The important thing here is the general positive conclusion, the positive overall impression. Always bring about the positive impression of a person, which will encourage him/her to continue making an effort. We criticize what the person is doing and we judge our impression of the person whose work we are criticizing in contrast to what he/she is actually doing. We should try and reduce the subjectivity to a minimum if we are not capable of eliminating it completely.

In education, providing feedback is very important, even in its simplest form. For a two-way communication, feedback is essential, otherwise the sender is "shooting in the dark" (e.g. a teacher who cannot be certain whether the listeners have understood him/her). In one-way communication, the sender does not receive feedback and is unable to respond to the received message – for any reason. Two-way communication involves both the sender and the recipient, enables a constant exchange between them – verification and confirmation that information is well understood, leaves room for questions, explanations, discussion.

2.5   Nonverbal communication

People spend most of their time in communication with others. However, in verbal communication, every message, apart from words, consists of two more components: the use of voice (the tone and color of voice, speed of speech, volume, pronunciation, speech pauses) and the use of face and body (facial expressions and body language).

While interacting face to face, people mostly focus on their words and forget that their gestures, attitudes and facial expressions tell a story at the same time. Nonverbal communication consists of a multitude of signs and each has its own meaning. Every day we communicate with the help of these signs and "read" them on other people without even being aware of it. In most cases, we are not even familiar with the gestures and facial expressions that are peculiar to us. First impressions are formed in only a few seconds. Just by looking at another person we almost instantly evaluate him/her. No matter how short the time and no matter how many people are opposed to this impression, the fact is that in just a few seconds we form an opinion about the interlocutor on the basis of his/her appearance, posture, body language, manners and barely noticeable gestures. In adult education, the teacher or trainer must take that into account and must not overlook the fact that through his/her own appearance and nonverbal communication, he/she sends important messages to the participants, especially since nonverbal communication is more trusted than verbal communication!

First impressions are quickly and easily formed, but they are very difficult to change. Nonverbal communication is a much more important and complex aspect of interpersonal interaction than it appears to be at first sight, and it often dominates over verbal communication. The body has its own language - it can be in conformity with the words – the verbal language, but it can differ as well. Problems in communication may be caused by the difference between words and body language. However, studies indicate that we believe in the body more than we do in the words. When we speak, the listener is influenced by:

- 55% body language;
- 38% the way we speak;
- 7% the actual spoken words.

Some results speak for the fact that this percentage may be higher in favor of nonverbal and paraverbal communication. Verbal communication and nonverbal communication are different because it is believed that each of them fulfills different functions.

Verbal communication, in form of language, is more effective for conveying logical or abstract ideas. Nonverbal communication performs three functions. One part of our nonverbal behavior is focused on the regulation of social interaction mechanisms, the second part refers to the expression of opinions, and the third is related to the expression of emotional states.

THE POSSIBLE RELATIONSHIP BETWEEN VERBAL AND NONVERBAL COMMUNICATION:

- A nonverbal message can replace a verbal one;
- A nonverbal message can enhance a verbal one;
- Nonverbal and verbal messages are contrary - double messages.

NONVERBAL COMMUNICATION:

General appearance, clothing;
Looks;
Gender, age;
Mimicking, facial expression;
Eyes, glance (number, duration);
Smile;
Gesticulation;
Movement, posture;
Way of standing, sitting;
Personal space;
Surroundings, furniture.

PARAVERBAL COMMUNICATION:

Voice;
Pitch of tone;
Speed of speech;
Speech dynamics, pace;
Pauses;
Accent;
Diction;
Errors.

Nonverbal behavior is used to express emotions, to show attitudes, to display personality traits, and to stimulate or modify verbal communication. The most significant elements of nonverbal communication for the teaching and learning process are the following:

Eye contact

Eye contact is one of the most common elements of nonverbal communication, and one of those that convey the most. Frequency is important but so is the duration of eye contact. When eye contact is prolonged or when a person starts staring at someone, it usually causes discomfort and may even be interpreted as a threat. On the other hand, it is almost impossible to establish a relationship without eye contact. It is a well-known fact that looking and making eye

contact are synchronized with speech, especially with changes in phases of speech between two people, and they vary according to the topic of the conversation (fewer when the topic is more intimate), they depend on physical proximity (fewer when the person is closer to the other), gender, age and personality traits of those who talk. In the process of adult education, it is exceptionally important for the teacher to make proper eye contact with the participants, which can be accomplished by frequently using a meaningful look which does not linger on any of the participants for too long, but in the end none of them feel neglected either.

Facial expression

Facial expressions usually carry a strong emotional message about our mood, emotions or our relationship with the other person. The observers look for different emotions on different parts of the face. Fear or sorrow can usually be noticed in the eyes. Happiness can be seen on the cheeks and in the eyes. Surprise is shown on the forehead, in the eyes and the movements of the lips, and anger is reflected on the face. During the process of adult education, the teacher aims to create a ple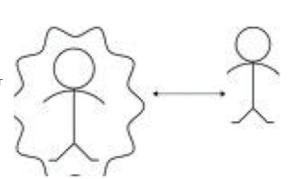asant atmosphere within the educational group, to be supportive when they are active, and to reduce their anxiety and fears. Facial expression is a very powerful tool to be used for this. A smile is an important part of the facial expression, and even though we think that it is under our control and that we smile willingly, the observer can often easily figure out if the smile is genuine or fake. However, facial expressions are more under control than bodily movements, and their inconsistency can cause the participants to feel a sense of discomfort or distrust. Nonverbal communication is a culturally conditioned process, but there are six emotions that all peoples of the world express in a similar way: anger, happiness, surprise, fear, disgust and sorrow.
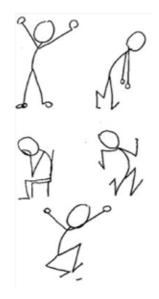

General appearance

The clothes that we wear, our haircut, our style all say a lot about us and represent us before the outside world. Through our appearance, we send a clear message, even though it is a common fact that judging people by their appearance can often lead to making mistakes. In adult education, it is of great importance to send a message of respect and appreciation through these elements (by looking proper and appropriate to the occasion and the group), without drawing too much attention to oneself because it may interfere with the educational process and by taking into account the social status of the participants, their clothing and stylistic subculture.

Body language, posture and movement in space

Body language includes a huge number of signals and messages - stance, position in space, posture and body movement, as well as gesticulation – hand gestures, nodding and touching. The educational process usually puts the teacher in a position of "public exposure" in which the characteristics of his/her body language become even more conspicuous. A teacher who constantly sits or 'hides' behind a desk or a chair is perceived as unsafe or cold and distant, and if his/her speech is not accompanied by gestures, he/she seems unconvincing. A teacher who is too dynamic with his/her movements and gestures can be perceived as aggressive and nervous. Therefore, it is best to use gestures in

moderation. Moderate movements within the space, especially near the participants of the educational process, can have multiple functions – to attract their attention and maintain their concentration, to indicate engagement and involvement, to initiate two-way communication, and to express intimacy and belonging. Gestures are harmonized with speech and represent an important complement to emotional facial expressions. They are such an integral part of our verbal presentation that sometimes we gesticulate even when we are talking to someone on the phone. It is almost impossible to conceive a successful teaching process, i.e. verbal instructions, without the corresponding gesticulation which follows it at least to some extent. Nodding the head serves as feedback to the speaker, indicating comprehension of what is being said, as well as encouraging the speaker to proceed, and is often used in the process of teaching - more unconsciously rather than consciously.

The space itself may also serve for sending messages. An atmosphere suitable to the learning process must be pleasant and comfortably furnished (but not excessively so), with a seating arrangement that is 'open' and does not remind of school classrooms and student desks.

Nonverbal and paraverbal communication will be further discussed in more detail in the third section of the Handbook that elaborates on the topic of presentations in the classroom.

2.6   Group dynamics and managing an educational group

There are many ways to define a group, but one of the ways to understand it is to become familiar with its characteristics. Therefore, it can be said that a group is a number of people who possess the following characteristics:

»   a shared perception of existence - group members are aware of the existence of the group and that they belong to it;
»   needs - members join the group because they believe it will meet some of their needs;
»   common goals - members have common goals and ideals that bind them;
»   interdependence - members are interdependent and have certain relationships;
»   a social organization - the group can be regarded as a social unit with its own standards, roles, rules, relations of power and emotional relationships;
»   interaction - members interact with one another in the process of communication, "a sense" of a group exists even when they are not gathered in the same place;
»   cohesiveness - members want to belong to the group, to contribute to its work, share its objectives, join its activities.

These characteristics are indicative of the important aspects of the group. Sometimes, a number of people will have the characteristics of a group even in situations when they do not possess all of the mentioned features. According to formation and contents, groups can be homogeneous (composed of members with the same or nearly same properties, standardization within the group), heterogeneous (differ in some important characteristics or past accomplishments) or ad hoc (formed in cases when it does not matter whether the group will be consistent; usually formed when there is a need to form groups quickly), and there can also be temporary and permanent, biological, social and professional groups. In addition, groups can be formed according to their abilities, to the task they undertake, according to interests, preferences, etc.

Well-trained and coherent groups succeed in:

»   motivating and activating each member;
»   helping each member develop self-esteem and a sense of safety;
»   helping them build empathic relationships and learn to respect others' opinions;
»   encouraging them to freely and publicly state, justify and defend their views.
      (Vilotijević and Vilotijević, 2007)

2.6.1   Educational group

A group is the basic social unit within which the process of teaching and education takes place. As the European Council stated, from an educational point of view, training people in a group encourages them to undergo a unique experience that can contribute to learning in several ways. Some of the advantages are:

■   Learning together and sharing experiences;
■   Learning from each other - in "peer" training people share their experiences with each other;
■   They can influence the behavior and attitudes of others as positive role models;
■   Creating an environment which provides a safe space for learning;
■   When people from the same organization participate together in training, it enhances communication within the organization;
■   Meeting new people and creating new networks.

The characteristics of educational groups, as well as any other, are as follows:

A clear number	The smaller the group, the more intense the interpersonal contact is. Keeping track of an individual is easier.
A common objective	Goals are either pre-set or jointly decided by the group.
Common norms and values	Statutes, regulations / prohibitions determine a common life. Group standards are more or less obligatory for the members. Adherence to the standards is controlled / sanctioned in some manner.
Structuring	Mutual relations and ranking change and create movement within the group (dynamics). Joining or leaving the group, promotions and transfers cause dynamic processes.
Relative perseverance	Time and support are essential for the formation of a group.
Self-awareness	Joint activities contribute to the creation of a sense of solidarity. This is, for example, manifested by the withdrawal of the members in the region (external contacts), but also by internal contacts. Self-awareness often leads to believing that one's group is more successful than others'.

"Behavior in the group ranges from complete chaos to phenomenal success, but it is increasingly clear that groups achieve the greatest success when they become productive units called teams" – Maddux.

Presenting arguments against the synonymous use of the term "group" and "team," some authors state that a group becomes a team when:
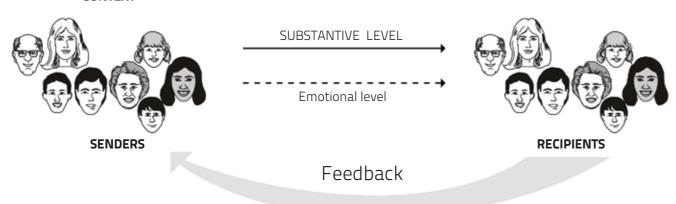
»   its members feel that their job belongs to them, and they have a sense of commitment to the mutually set objectives;

»   there is a common belief that individual goals and team goals can best be achieved with the help of mutual support;

»   everyone participates in the decision-making process;

»   members contribute to the success of the team with their personal knowledge, qualities and expertise;

»   there is mutual trust among members, who are encouraged to express their ideas, opinions, disagreements, feelings and issues, and in doing so they are making an effort to understand each other;

»   members are encouraged to develop their skills and to apply them in the course of work;

»   conflicts are regarded as a normal aspect of interaction and an opportunity for developing new ideas, creativity and progress.

(T-Kit, 2002)
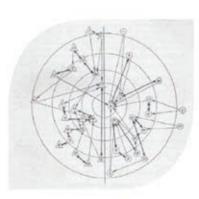
2.6.2   Group dynamics
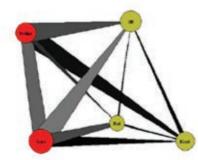
In discussions regarding managing groups and their dynamics, it is most commonly about the effects on an emotional level. Usually it is about the relationships within the group, between various subgroups, as well as the attitude of the group towards an individual – a group member or teacher.

In order to provide a more detailed analysis of the relationships within the group, especially if it is of a relatively permanent nature (for example, a class or a group of participants attending a series of seminars), a sociogram can serve as a method for understanding group dynamics and relationships within the group.

From the moment an educational group is established / formed, it goes through various stages, which constitute the basis of understanding and monitoring the dynamics of the group.
1. Forming / 2. "Storming" / 3. Norming /
4. Performing / 5. Transforming

These phases are related to the work processes - learning, task and problem-solving, as well as to group dynamics and relationships in the group. The problem is that these stages are often not rectilinear or uniform and they do not overlap, i.e. they do not always flow with the same, parallel dynamics. Therefore, the teacher must follow both "flows" in order to ensure a successful learning process.

What to keep in mind?

» The group has its own phases and rhythm, invisible on the surface;
» The group expresses moods, expectations, values;
» The group develops new relationships or old ones are "rekindled" in the course of work.

What the teacher can do with the invisible contents:

» suppress them;
» combine them with the "visible" work in the group;
» extract and talk about them.

It is important for the teacher to:

» determine the expectations of the group;
» know the unwritten rules of the group;
» ascertain the possible existence of hierarchy in the group.

2.6.3   Managing group dynamics

There are a number of principles that need to be considered in order to efficiently manage group dynamics and create the best situation for achieving the mutual objective, e.g. achieving the goals of education. Some of these principles are:

- Creating a pleasant atmosphere;
- Being transparent;
- Showing respect, acknowledging every participant;
- Listening actively, avoiding "conversation killers;"
- Allowing everyone to express themselves;
- Respecting all opinions;
- Being neutral, but determined;
- Determining and respecting the established common rules of conduct;
- Not reacting too emotionally;
- Not imposing opinions in a verbal, paraverbal or nonverbal way;
- Intervening, but remaining neutral and "cool," mediating between conflicting opinions;
- Providing assistance during formulating;
- Verifying, reformulating, clarifying, testing the theses and decisions;
- Using "moderate questions;"
- Visualizing, using a variety of methods – working with "methodic" dynamics;
- Noticing when someone is asking for permission to speak, giving permission according to clearly defined criteria, preventing chitchatting or off-topic conversations;
- Allowing the group members to make decisions and take responsibility as well.

The decision-making process is also important for group work, especially in the process of adult education, where there is considerably more freedom and participation.

Decision-making in a group can be based on different settings. According to E. Schein, some of them are:

- decisions made with little responsibility;

- decisions made by a formal or "self-proclaimed" authority;

- decisions made by a minority;

- decisions made by a majority;

- decisions made by consensus;

- decisions made unanimously.

On the substantive level, the teacher will guide the group with the help of various methods and techniques, but on the emotional, dynamic, often unconscious level – he/she will use a combination of methods and different communication strategies and interventions that have been described in the previous sections.

Some of the methods that can be used in managing group dynamics and are sometimes referred to as moderation, are:

- Brainstorming;

- Metaplan (card technique);

- Mind mapping;

- Voting, choosing (with "stickers" etc.), visual observations;

- Warming up, "ice-breakers;"

- Debates, "pros and cons;"

- "Gallery walk;"

- "Thinking styles;"

- Graphs, schematics;

- Charts, diagrams;

- SWOT analysis;

- The logical framework matrix;

- "The projection of the future;"

- "Guided imagery;"

- Barometers;

- Playing / exchanging roles.

One of the key skills in teaching is the ability to ask questions which will help indirectly but effectively manage group processes. Posing well-conceived questions will enable all participants to become involved, allow for transparency in the work, facilitate reaching agreements on certain stages, permit display of moods and emotions in the group, promote building consensus, accelerate resolving conflicts, and enhance allocation of responsibility for the results of the group work, which is of particular significance in adult education. Types of questions can be open, closed, alternative, rhetorical, suggestive, counter-questions, ping-pong questions, etc.

In addition to the techniques of asking questions, visualization is a very useful method in working with groups. For this purpose, a wide range of resources can be used, such as a board, cards, computers, etc. The advantages of this approach are as follows:

- displays intellectual activity visually;

- helps in producing a large number of ideas, all contributions can be visualized;

- enables sorting, grouping, selecting with the help of appropriate methods;

- promotes further processing of ideas and problematisation of a specific;

- activates all participants;

- increases significantly the possibility of accepting what is achieved;

- increases the effectiveness of conversation and reduces "idling;"

- reduces the risk of "slipping" into an emotional level;

- provides an overview of the flow of the work or certain phases;

- allows reverse "interventions", corrections, and connecting to other techniques.

Methods of teaching and managing groups imply compliance with the following set of rules, which will be dealt with again when we discuss visualization and presentation in the classroom:

Code of conduct and work

- **Check the technical equipment before starting work;**

- **Take the best position, do not stand in front the board or the desk, do not block;**

- **Do not turn your back, unless you are writing on the board;**

- **Move around moderately;**

- **Maintain eye contact with the audience;**

- **Speak steadily, but not monotonously, take breaks;**

- **Control your voice, an emotional tone is permitted only to a small extent;**

- **Show the poster with your hand, the sheet with your pencil and the slide with a laser;**

- **Do not skip information, each card must be acknowledged, read, used;**

- **Seek everyone's opinion, observe the different views;**

- Listen actively: seek further explanations, be sure to verify that you understand, paraphrase;

- Always consult the group before introducing a methodical procedure;

- Check every result with the group;

- Do not evaluate or do so very moderately - from the standpoint of group dynamics;

- Do not convey your personal opinions, or do so very moderately;

- Do not emphasize yourself, try not to stand out;

- Do not take anything personally and do not react emotionally;

- Be tolerant, but firm;

- Be flexible and be prepared to change the work plan (methods, approach, technique)

  when you see that it does not suit the group;

- Always have a "backup" method.

2.7   Challenging situations

In group management, challenging situations may be the result of a deeper problem which requires different approaches for resolving conflicts and can be handled by the teacher with the help of methodological and communication interventions.
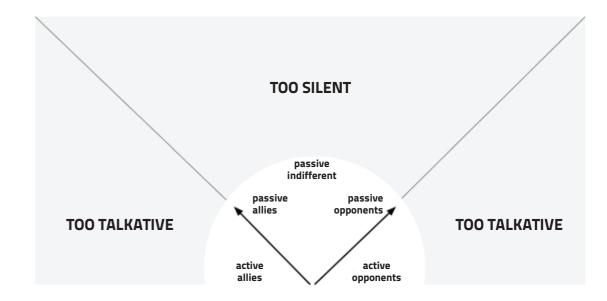
- The group is passive, silent, not involved and makes no effort;

- There is a "professional disputant" – chatterbox in the group;

- There is an obstructionist, a cynic, "meddler" in the group;

- Personal attacks and insults are directed at the moderator;

- Participants stray from the topic or talk nonsense;

- A negative atmosphere or even conflict is present in the group;

- The group does not accept the method or has a problem with the method;

- The group does not accept the moderator or does not take him/her seriously

  (because of gender, age, position, attitudes);

- The group does not work in accordance with the agreed time frame;

- The group is "stuck" or going in circles.

Some of the most effective techniques in interpersonal communication can be successfully used in these situations:

» Using the "conversation killers" with caution and precision (with the aim of eliminating the problem), directing the group's energy to solving problems, using non-verbal communication to send a clear message, insisting on the issue / problem that is being dealt with, setting up the problem on a completely different, unexpected basis;

» Non-emotional responses, respect, kindness combined with determination are the "tactics" with the highest chance of success.

Many of these problems can be understood through the analysis of the relationship of individuals with the group process and their (in)actions. The basic classification of the participants in the group and their relationship with the teacher and group processes can be summarized as follows:

We choose one of the ways to react, or a combination thereof, according to these factors (it takes us a long time to identify some of them, but others we notice almost instantly).

1.   Obstructionist, "meddler"

- Ignore them;
- Give them a specific task, ask them for their suggestion;
- Give them an important role and an opportunity 'to express" themselves;
- Listen to them, let them explain their views and opinions;
- Ask them counter-questions;
- Bring them back to the substantive level, to the subject with questions and comments;
- Use some work method for "neutralizing" the individual – for example, gallery walk;
- Establish clear and plain rules for the group work (time, manner of addressing and presenting) at the very beginning or at some later point;
- Ask the group members questions, consult them about further actions;
- Converse with the "meddler," giving direct explanations, asking a question or making a request;
- Talk to them during the break (in a completely honest or strictly professional or slightly threatening manner…);
- Use "I-messages" ("I am a little offended when you speak like that about…");
- Do not argue with them – cut them off politely, but firmly;
- Suggest to briefly "exchange roles" or do so verbally;

- Use one of the "conversation killers" (irony, general location, praising excessively…);
- In extreme cases, dismiss the "meddler" from the group.

2. **Chatterbox, "professional disputant"**

- Allow them to "unburden" themselves, to say what they have to say…;
- Give them a specific task related to the topic;
- Ask them to write or show on the board or the cards what they want to say;
- Ask them a (complex) question related to what they are talking about;
- Delay - ask them to write down what they want to say, so that it can be discussed later (or just use it as a method to indirectly avoid them – in the end you "never" have the time) "Remember where you left off"…;
- Use some work method for "neutralizing" the individual – working in groups, working with cards;
- Remind them about the time!
- Establish clear and plain rules for group work (the time to ask questions, react and comment) at the very beginning or at some later point;
- Messages that the trainer / moderator can send: "Let's give others a chance to speak and hear what they think.", "We will discuss that in the next session.", "You have already discussed about this / spoken three times." or "You have been talking for 5 minutes.", "I'm afraid we are running out of time."etc.
- Possible questions:

  - "Can we please respect the agreed time frame?"
  - "Can we hear the opinions of others?"
  - "Can we talk about that during the break?"
  - "Does the group wish to continue this discussion?"

- "Threaten" cautiously: "If you think we need to go to such lengths - we may, but in that case, we will have to work overtime today."
- Use non-verbal communication messages – a look, facial expressions, tone of voice, possibly a touch;
- Use a combination of verbal and nonverbal messages to quiet down, "neutralize" the speaker, and direct your attention to the group, invite them to join (for example, verbally say: "Yes, yes, interesting…", interrupt them with your gestures and then move towards the other people in the group).

3. **Passive, silent group**

- Present the problem openly, ask open questions about their mood, their opinion on the topic or method of work…
- Check the mood by using a visual method – e.g. "a barometer";
- Use "I-messages," be honest and spontaneous ("It is difficult for me to do my job when I see that you are not in the mood for it. Do you think we can continue?")
- Use warming-up exercises (e.g. "elephant")
- Give them a specific task, apply a method for activating and including everyone or the majority – brainstorming, working in groups, gallery walk, mini-project, moderation cards, mind maps…
- Possible questions: "Is it too early to begin?", "Does the topic / timing / method of work suit you?"
- Humor and self-irony ("This method does not seem efficient to me!")
- Ask the superiors, directors, etc. to leave should it become apparent that they are the cause.

4. **Straying from the topic or talking nonsense**

- Ignore them;
- Praise them, emphasize the value of what has been said, but then set the boundaries, kindly prevent further off-topic discussions…
- Substantive level – give a clear and direct explanation as to how what they are talking about has nothing to do with the work and / or the current issue;
- Get back to the subject with the help of a "conversation killer";
- Some of the possible questions that can be posed to the individual:
  "Do you think other colleagues share your opinion / interest in the subject?"
  "Would you explain how that is related to our topic?"
  "OK, but what would you say about our topic?"
  "Do you think we should talk about that another time?"
  "Don't you think you have drifted away from the topic?"
  "Are you trying to say that this is actually the real topic / issue of the day, and not what we had planned to talk about?"
  "Would you like to present that visually in the context of what we are doing?"
- Respond with a witty comment ("Are you attending the wrong seminar? Should you be in another hall?" - Be careful not to be offensive);
- "Threaten" with caution: "If you think we need to go into such details / go to such lengths - we may, but in that case we will have to work longer than we planned."
- Questions to the group:
  "Do you think this could possibly be applied to our problem / situation?"
  "Do you think we need to deepen / expand the topic?"
  "Are you willing to stay longer if we talk more about this?"
  "Do you all think we should change the subject that we are dealing with today?"
- Remind them about the rules of the procedure, and especially the time limit!
- "I-messages" (e.g. "That probably is interesting, but I cannot follow / handle so many directions in a conversation at once…" or "I feel distracted when we go to such lengths, I prefer to stick to our problem / topic…")
- Take a coffee break or time to "cool off" (especially if the deviation from the topic is caused by fatigue and lack of concentration).

5. **Personal attacks and insults directed at the moderator**

- Ignore them;
- Do not be provoked, buy some time;
- Do not get into an argument or a personal dialogue, do not justify yourself;
- Try and respond with an unexpected reaction, for instance use humor;
- Pose them the same question that they have asked;
- Direct the question to the group, consult the others;
- Suggest an "exchange of roles" or do so verbally;
- Send a clear "I-message";
- Interrupt the story or conversation in a clear, polite and decisive manner;
- Take a clear stand and get back to the topic;
- Take advantage of some of the "conversation killers" (irony, cynicism, labeling, exaggeration…);
- Make a mild threat;
- In extreme cases, eliminate them (either directly or with the help of the group).

There is a wide range of methods, workshops and games aimed at improving group dynamics, exchange and communication in the group, as well as increasing the efficiency of group work and attaining better achievements. These effects are achieved either directly, when the workshop itself is devoted to group or team work, or indirectly, when the content is related to the topic or the teaching process.

Some examples of these workshops - games are:

» ZIN obelisk is a game that demonstrates the way in which the group functions, how it solves problems, makes decisions, how to take on typical roles within the group, by solving mathematical problems;
» NASA moon landing, helps to understand the effects of group negotiations, as well as pressuring the group and compares the effectiveness of individuals and the group;
» BaFaBaFa and other role playing and simulation games, which enable different cultures to meet and cope with their own stereotypes through intercultural context, help increase patience and tolerance for diversity;
» De Bono hats is a method that can be applied very creatively in order to create a pleasant working atmosphere and provide insight into the different styles of thinking and the way they function in the process of group consultations, negotiations and discussions.

The scientific literature presents several other methods, games and workshops that enhance group relations and make it easier to manage group dynamics and improve the group's performance in educational work.

3.

VISUALIZATION AND PRESENTATION IN THE ADULT EDUCATION PROCESS

3.1   Visualization and presentation

"Learning is most effective when it is fun", Peter Kline

Visualization is strongly based on the physiological and psychological characteristics of perception, memory and learning - it increases the process of retention, and considering that it is also a form of communication, it significantly increases the motivation for work and enhances the work results. Since visualization is used in combination with other methods, it can be an auxiliary element in almost every stage of the teaching process which includes a wide range of teaching resources. This chapter deals with the concept of visualization, the reasons for visualization, the channels of learning and learning styles, the biological basis of learning, as well as the teaching tools and supporting visual tools which enable visualization. The second part of this chapter deals with basic knowledge and skills related to proper presentations – adapted to the content and the target group, as well as the elements that should be avoided in presenting content during the educational process.

3.1.1   What is visualization and what are the reasons for visualization?

Simply put, visualization is "depicting" specific content. This "optical" support to the teaching process does not serve to replace words, but primarily aims to:

- »   enable the participants to focus on the content and the most important issues;
- »   enable the participants to be involved more actively;
- »   reduce the 'monologue" to a minimum;
- »   provide orientation to participants;
- »   enable the target group to acquire new information more easily;
- »   clarify the most important sequences;
- »   supplement or complement what has already been said;
- »   enable longer retention of content.

Visualization is applicable and possible in various situations using a variety of tools, from state-of-the-art technical equipment for teaching, presentations, etc., to creative improvisations with a minimum of materials. It is aimed at gaining the attention of the participants, raising interest for the given content, improving concentration and enhanced retention of the content. Many scientific studies have shown that poor learning results are caused by a lack of visualization, i.e. the lack of using teaching tools and supporting visual aids in teaching, and that efficient learning is connected with the professional use of well-designed visualization tools.

WE LEARN	WE REMEMBER	WE RETAIN
1% through the sense of taste	10% of what we read	5% from lectures
1.5% through the sense of touch	20% of what we hear	10% from reading
3.5% through the sense of smell	30% of what we see	20% from audiovisual material
11% through the sense of hearing	50% of what we see and hear	30% from demonstration
83% through the sense of sight	80% of what we say	50% from discussion groups
	90% of what we say and do	75% from practice by doing
		90% from teaching others

(see: Roz Townsend "Learning Wealth")

A good example is the use of sound and images. For example, during the news, the news is usually accompanied by an image, or more often, a film that follows what is being said. It is very rare to see only the news reporter on the screen, and even in those cases, there is a background image that depicts and "supports" the story.

It is very important to know that if the teacher speaks very fast, he/she can reach the speed of 200 words per minute, although the average speed of speech is slower and usually ranges at around 150 words per minute.

Let us now compare the teacher's speed of speech with the participants' speed of thinking. Psychologists claim that the average speed of thinking is approximately 800 words per minute, and it is apparent that there is a great difference. What happens then with the participants? They listen to the teacher, but at the same time they do other things in order to fill this huge gap between the speed of speech and the speed of thinking. The teacher's skill to overcome this difference in a meaningful way is, therefore, very significant, in order to enable the participants to focus on the topic instead of other content which diverts them from the topic that is dealt with. We will now take another look at the physiological and psychological characteristics of perception, memory and learning.

Visual type

drawings, posters, pictures

diagrams

symbolic material
slides, sheets, movies
underlining

drawing

Auditory type

lectures

listening to recorded tapes
workshops

discussions

forums
tapes

Kinesthetic type

experiments
role playing

connecting with previous experience

simulations
demonstrations

As discussed in the first chapter of this Handbook, there are three main channels of receiving knowledge and information, and three types of people who learn and remember in different ways. These types are: visual, auditory and kinesthetic. Based on a variety of research conducted, it has been concluded that visual types are the majority, a fact that justifies the visualization of curriculum content. However, teachers should be aware of the percentage share of different types in their group. These data are gathered by means of a test on learning types which can be conducted by the participants. We worked with one of these tests (VAK) together during the training. Why is it important to do such a test with the target group? In our experience, most participants are visual types, but in a group of participants, you will never have only one of these three types.
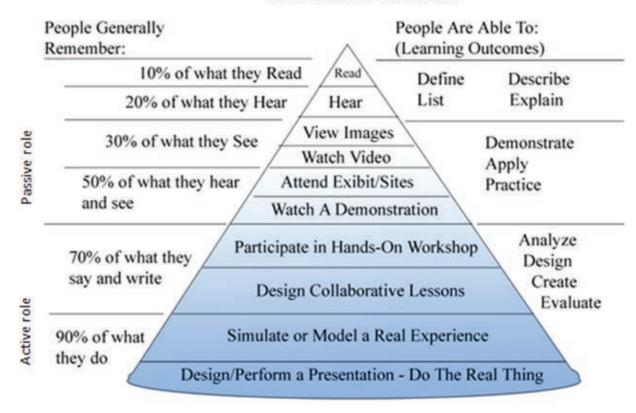
Visual types prefer watching as a way to access information and acquire information. They process information visually – they need to see in order to remember. They prefer visible items, including pictures, diagrams, demonstrations, handouts, movies, flip charts, etc. They frequently use phrases such as "show me", "let's look", and they are able to perform a task after reading the instructions, or after observing someone else perform the same activity. They are also able to perform a task based on written instructions.

Auditory types prefer listening as a way to transfer information: words, sounds and noises. Hence, they process information in an auditory manner–they need to hear in order to remember.

Persons that belong to the **kinesthetic type** prefer physical experience - touch, posture, activity, practical experience – they need to manipulate / work in order to remember. They often use the phrase "let me try." They will perform a task best through trying and incidental learning. They like to experiment and perform their task without reading the instructions. Because of these different types, teachers must meet the needs of all three types during the teaching process, through the application of the principle "say, show, do" (explanation: say – by talking and providing explanations, the teacher satisfies the auditory type, show - with the aid of diagrams, pictures and posters, the teacher satisfies the visual type, and do - by showing and doing various types of exercises, the teacher satisfies the kinesthetic type).
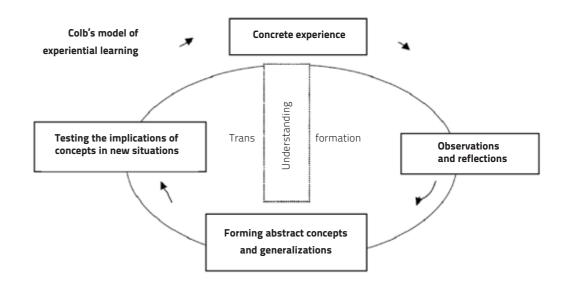
Traditional teaching largely relies on the use of one channel of learning, i.e. one sense. Many studies have shown that this approach is not justified. As we have already mentioned above, research in the field of the learning processes supports the use of multiple senses in the process of teaching, i.e. in the process of learning and memory. Dale's "Cone of Experience" provides a clear a concise overview of the research on the efficiency of individual channels in retaining content and information:

Dale's "Cone of Experience" suggests that in the process of teaching and learning it is necessary to "open all channels" for receiving information and use different tools, methods and techniques in doing so. More detail on the tools that can be helpful in "opening all channels" is presented in this chapter, whereas the methods and techniques will be dealt with in the fourth chapter of this Handbook.

The mentioned channels of learning are part of a larger complex which is called learning styles. People also differ with regards to learning styles, i.e. the way in which they learn and are able to organize learning. One of the most popular tools of identifying learning styles is Kolb's learning style inventory. This inventory originated from a broader conceptual framework, i.e. the model of experiential learning developed by David Kolb.

According to Kolb's model, learning, change and growth occur through one integrated process or cycle which consists of several stages:

Concrete experience. Learning begins when a person encounters a new concrete experience (an event or action) and delves into understanding it through the processes of observation, feeling and response.

Reflective observation. This stage is in fact searching for the answer to the questions: what is observed, what has been done and / or experienced? Essentially, it is about collecting data on experiences and their critical evaluation.

Conceptualization. At this stage, learning takes place as the process of analyzing data and the design of data. The individual, team or organization speculate about the meaning of what has been experienced, and that means they begin interpreting it and consequently develop appropriate theories and concepts to understand it.

Active experimentation or testing implications in new situations. At this stage, learning occurs as implications are considered, and behavior or knowledge modified. The individual, team or organization asks the questions: What will happen? What needs to be changed? What actions should be taken?

On the basis of this model, Kolb developed a learning style inventory (not cognitive styles) that deals with preferences in learning, which varies from situation to situation, and whose main purpose is understanding and predicting a person's behavior in the situation of experiential learning. It is essentially about the dominant modes of cognitive control that occur during learning and problem solving. Kolb discusses the following learning styles which represent the dominant combination of different stages of learning:

Converger - abstract conceptualization and active experimentation. Convergers try to solve problems strictly relying on hypothetical deductive reasoning. Convergers achieve extraordinary results when there is only one solution to a given problem. They are generally perceived as unemotional and as people who prefer to deal with things and ideas rather than people.
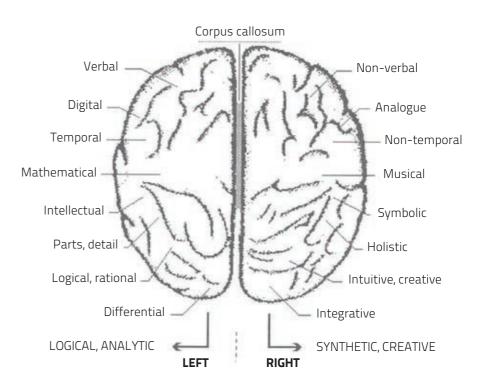
Diverger - concrete experience and reflective observation. Divergers try to look at things from different perspectives seeking synergy and organization in "gestalt", while relying primarily on "brainstorming" or "production of ideas." They are the complete opposite to convergers, which means that they are perceived by others as emotional and as people who are primarily concerned with other people.

Assimilator - abstract conceptualization and reflective observation. They use inductive reasoning and synthesize various observations into one holistic explanation. This type is exceptional in testing data and devising theoretical models, but is not interested in their practical application.

Accommodator - concrete experience and active experimentation. Before using their analytical abilities, accommodators rely on other people in learning and problem solving. Their main concern is how to implement a certain plan or experiment, and how to adapt to specific circumstances. Acquiring new experiences and problem solving takes place primarily through a process of trial and error.

THE BIOLOGICAL BASIS OF LEARNING AND THEORIES OF INTELLIGENCE

The biological basis for learning, as well as the fact that the human brain is divided into two hemispheres, connected by a network of nerves, is often neglected in educational processes. The hemispheres have different tasks in mental functioning that are mutually complementary. The following figure shows the most important domains of both hemispheres:

Our left hemisphere allows us to understand the world in a logical and rational way, and thus analyze our experiences and categorize them in order. The right hemisphere allows us to understand the world through pictures, notions and intuition, so that we recognize the relationships between different parts and the interrelationships between things and events. Our learning potential is fully exploited only when both brain hemispheres are stimulated and used. However, the dominant form of teaching today encourages learning mainly through language, i.e., the left hemisphere of the brain. In doing so, the ability to understand as well as all other abilities of the right hemisphere remain entirely unutilized. The issue here is not only about not working effectively with participants whose right hemisphere is dominant, and who would learn much more efficiently through interactive teaching methods, but also about not working effectively with participants whose left hemisphere is dominant, and who, in areas where they already have poor skills, receive minimal stimulation. *(according to: Paul Roeders, 2003)*

Different theories of intelligence also confirm that there are different types of intelligence and different ways of learning (learning channels). The most important intelligence theories are Vygotsky's theory, which is based on the processes of internalization, Piaget's constructivism theory, Cattell's theory of intelligence (fluid and crystallized), Guilford's model of intellect and Gardner's theory of multiple intelligences. Gardner's typology of intelligences will be explained in more detail here. In his very significant work, Gardner dealt with the issue of the existence of different forms of intelligence. Based on his own research as well as the research of others, he concluded that there are at least six forms of intelligence, and later this list was supplemented with two more forms:

Linguistic intelligence
Sensitivity to the meaning and order of words

Logical-mathematical intelligence
Ability to understand mathematical and complicated logic systems

Music intelligence
Ability to understand and create music

Visual-spatial intelligence
Ability to think in pictures, observe, and remember the visible world and transfer it on paper

Bodily-kinesthetic intelligence
Ability to use the body to express

Interpersonal intelligence
Ability to understand other individuals

Intrapersonal intelligence
Ability to understand one's own feelings

Naturalistic intelligence
Ability to recognize and classify patterns in nature

Depending on education and life experience, different forms of intelligence can be developed in a different manner. From the standpoint of education and teaching, the key question is how to develop different types and forms of intelligence and how different levels intelligence can be reached. How can, for instance, a high level of visual-spatial intelligence be achieved? According to Gardner, this type of intelligence can be attained only through observation and almost no precise instructions. This suggests that in the development of skills, a huge role is played by participants' activities and their interaction with others, while learning materials are incorporated in the center of both. Abstract thinking skills, on the other hand, are developed through the transfer of symbols, i.e. through written or verbal expression.

The ability to develop different types, forms and levels of intelligence indicates the necessity of activating all channels of learning and receiving information, which in didactic and methodological terms implies a differentiated teaching process and the use of various forms, methods, and teaching and learning tools.

3.2   Educational tools for visualization and their importance

Dale's Cone of Experience, as noted above, suggests that teachers need to activate all three channels of learning with the participants, which can be achieved, in addition to the methods and techniques in the framework of the educational process, by using various teaching and supporting visual tools. In order to make a teaching tool effective, first and foremost it needs to be noticeable, simple, accurate, interesting and practical. Visual materials must be easily visible, all printed and written materials must be legible, while the basic terms and concepts must always be highlighted and the content itself understandable or sufficiently precise. This means that all information provided to the participants must be up-to-date, based on facts and properly presented and complete. The design, colors and graphics must be attractive, as proper illustrations and visual examples facilitate memory. Effective teaching tools should:

1. Reinforce perception

If a teaching tool that we use stimulates multiple senses, it is much more likely that the participants will perceive not just what they hear, but also what was presented during class. This increases comprehension, because the greater the perception, the greater the understanding.

2. Facilitate memory

When educational resources are used to supplement what the teacher says, it is more likely that the participants will perceive and remember the material better.

3. Motivate and increase interest

Since participants use multiple senses when observing visual tools in the classroom, it is more likely that they will be more motivated to participate in the teaching process, which increases their interest in the learning process.

4. Enable diversity in learning

The use of teaching tools enables repetition of the material, but by using a different tool than the one used to present the curriculum content the first time. Participants are provided with a larger number of options.

5. Enable effective time management

If participants are more motivated and demonstrate more interest, they will manage the time allocated for learning more efficiently. Teaching resources lead participants where they might not otherwise go.
There are a large number of factors to be taken into account in selecting interactive methods, which will be discussed in more detail in the fourth chapter of this Handbook, but there are also a large number of factors to be taken into account in the selection of teaching tools. It is very important to consider all relevant factors before class, and then select the appropriate teaching tool. The most important preparation activities before using teaching tools are:

»   Practice the use of teaching tools (particularly if the teacher is using the tool for the first time);
»   Check all planned equipment before class;
»   Or provide a backup teaching tool, in case unexpected events prevent the use of prepared teaching tools (power failures, etc.).

There are no limits to your personal creativity in using visualizations, but it is very important to emphasize and always keep in mind that all teaching tools widely used for visualization have their advantages and disadvantages, which also need to be taken into consideration in selecting the teaching tools.

3.2.1   Types of teaching tools for visualization - advantages and disadvantages

Teaching tools widely used today are:

1. board (chalkboard and whiteboard);
2. flip chart;
3. posters and charts;
4. models;
5. TV and DVD;
6. computer and LCD projector;
7. other (supporting) visual tools, including the most commonly used moderation cards.
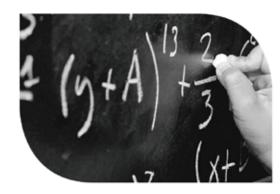
In this section, the above listed teaching tools are presented, together with their advantages and disadvantages, as well as the guidelines for their proper use.

1. Board

Even though there area large number of different teaching tools today, the most common and perhaps the most popular tool is the board. It is quick and easy to use, and is present almost everywhere. However, at the same time, the board is probably the most misused teaching tool, because it should be kept in mind that what you write on the board is remembered by participants exactly in that form. If what is written on the board is not properly written or incomplete, we send a message that the content is irrelevant, so we cannot expect more from the participants themselves. During the use of this tool, it is essential, from time to time, to check whether the letters or drawings are clear and visible to all participants.

Chalkboard

The largest drawback in using chalkboards is that you are covered with dust, even if you are using chalk that does not generate dust. Chalkboards are usually green or black, and probably the most effective color of chalk that can be used

is not white, as you might assume, but yellow. However, the use of different colors for highlighting and marking the difference between different concepts is very useful, if the colors are not overused.

Whiteboard

Whiteboards are becoming increasingly popular and will soon replace the traditional chalkboards. Whiteboards are used for the same purposes and under the same rules as the chalkboards, but they are clean, bright and modern. Content written or drawn on a whiteboard is more noticeable than on a chalkboard, especially when markers of different colors are used when, for instance, we wish to highlight or emphasize certain rules (formulas, grammar rules, exceptions, etc.). In addition, whiteboards create a more pleasant environment in the learning process itself. When writing or drawing, it is important to use only markers intended for whiteboards.

They can also be used as a screen for video projectors, but pay attention to the possible flash caused by the light. Many whiteboards have a steel cover, which means that they can also be used as a magnetic board.

Advantages of this teaching tool are:

- easy to use;
- easily accessible;
- economical;
- easy to maintain;
- markers of different colors can be used;
- both teachers and participants are familiar with the tool;
- reliable;
- multipurpose use (board + magnetic board + screen).

The main *disadvantages* of the whiteboard as a teaching tool are:

- teachers often turn to the whiteboard and talk to the board instead of to the participants;
- much time is spent on just writing or drawing;
- sometimes it is difficult to see what is written, there is limited visibility for individual participants;
- the whiteboard remains dirty when proper markers are not used;
- it has to be wiped often;
- it is reminiscent of traditional teaching and the school environment.

The *guidelines* for proper use of the whiteboard are:

- write clearly and in large letters so that everyone can see and read what is on the board;
- write in a straight line;

- avoid too much information;
- as you write, do not talk with your back to the participants;
- check the glare of light and color that you are using;
- use only proper markers for the whiteboard;
- before wiping, make sure the participants had sufficient time to write down all the information;
- while wiping, use up-and-down and left-to-right movements.

2. Flip chart

Flip charts are very popular because of their characteristics although they can be used for the same purposes as the whiteboard. Flip charts have white paper pads, so the written material can be used as a reminder during the integration of an activity or simply be used for subsequent repetitions. They are very practical for activities such as brainstorming, sketches and diagrams, as well as recording the thoughts and responses of the participants.

The basic *advantages* of this teaching tool are:

- easily transported;
- economical–all you need is paper pads and markers;
- easy to use; when you cover a sheet of paper with writing, you start writing on the next one;
- nothing can go wrong - no parts can break down;
- can be prepared before class - time saving;
- can be used multiple times.

Disadvantages:

- easy to damage;
- letters may fade;
- markers can dry up;
- due to its small size, it is not suitable for large groups of participants;
- a lot of time is spent just on writing.

Guidelines for use:

- if it is possible, prepare the pads before class;
- write clearly and write only the keywords, due to lack of space;
- follow the 6x6 rule - six rows, six words in each row;
- keep it short and simple;
- form categories, subgroups, frame;
- draw attention to the key issues;
- use symbols, characters, figures. Do not overuse text;
- leave space on the pad.

3. Posters and charts

Posters and charts are a very eye-catching classroom decoration. You can place materials that are relevant to the participants or generally informative on the walls. Posters can be changed depending on the curriculum content. The posters in the classroom can be replaced as new lessons are taught.

Posters are a useful and attractive decoration, and it is recommended to change them on a regular basis in order to maximize their impact on learning. This also requires proper storage, so they can be re-used in the classroom. Optimal handling of posters and charts includes not bending them and not exposing them to direct sunlight. They can be used to present teaching material (pictures, charts) and to highlight the key elements of teaching units.

Advantages of these teaching tools are:

- simple and easy to use;
- in color;
- they help clarify complex teaching materials in a visual and actual manner;
- made in advance;
- easy to transport;
- nothing can go wrong, no parts can break down.

Disadvantages:

- after prolonged use in the classroom, they can be seen as a decoration rather than as a teaching tool;
- if not placed carefully, they can be difficult to see, not always visible to all participants.

Guidelines for use:

- must be professionally designed;
- use visually attractive posters and charts;
- change them from time to time.

4. Models

Models are a teaching tool that should be used in the classroom as often as possible. They enable a more pleasant learning experience because of their multi-sensory characteristics. When teachers use a variety of models in addition to explanations, they satisfy all types of learners (auditory, visual and kinesthetic), because they are most commonly used to explain and transfer knowledge from real life.

Advantages of these teaching tools are:

- can be used for effective simulation of real objects;
- can be used to display objects larger than their real size;
- can be used to show invisible parts;
- they encourage multi-sensory learning.

Disadvantages:

- often not readily available;
- can be expensive to produce;
- difficult to transport and set up;
- participants can be too interested in the teaching tool itself instead of what the teacher is presenting;
- security can be an issue (firearms);
- both the model and what it represents should be up-to-date.

Guidelines for use:

- make sure all participants can see the model clearly;
- make sure all parts are properly labeled;
- make sure all mobile parts of the object are functioning properly;
- if safety issues permit, provide participants the opportunity to explore and use the model.

5. TV and DVD

Video material and movies are being increasingly used in interactive teaching. Unfortunately, this very powerful teaching tool is often used only for filling time, to allow participants and teachers to rest in class. Material that is displayed can enable the participants to take notes or supplement their manuals while viewing the material. However, the use of video material in the classroom should be carefully planned. You should watch the video material first, before showing it to the participants.

You can use this teaching tool to demonstrate certain skills, techniques and processes to the participants, especially in special fields (security, communications, etc.). In addition, the tool can be used to enable the participants to distinguish between proper and wrong behaviors and attitudes, or to display complex principles and concepts which are difficult to understand by using other teaching tools.

Advantages of this teaching tool:

- provides an opportunity for multi-sensory learning;
- dynamic and visually highly attractive;
- displays an event that cannot be reproduced in the teaching environment;
- can be fitted to suit your needs;
- provides participants with "standardized" experiences;
- shows real life situations.

Disadvantages:

• requires a source of electricity;
• commercial video materials can be very expensive;
• visibility may be hampered if the classroom is too large;
• limitations due to the size of TV screen;
• incompatibility of DVD formats (DVD, DivX, MP3, MP4, etc.).

Guidelines for proper use:

• view the material before showing it to the participants;
• you do not have to show the whole clip –it is more effective if you show short clips of 30 seconds or several minutes;
• always assign tasks before viewing;
• the best method to use this teaching tool is as follows: prepare the material, assign tasks and provide instructions for participants, start the clip, summarize the main and the most important points, organize a discussion after the clip ends.

6. Computer and LCD projector

Information technology, particularly the use of computers, has significantly enhanced the opportunities and performances of effective teaching. Computers as a powerful multimedia tool can help you in the preparation and development of many things needed in the classroom. In conjunction with the LCD projector, the computer becomes a tool in the multi-sensory teaching process which increases retention and understanding. It is most commonly used for PowerPoint presentations (which will be elaborated in detail in the "Presentation" section of this chapter), display of movies, animations, images and graphs.

Advantages of this teaching tool:

• provides an opportunity for multi-sensory learning;
• dynamic and visually highly attractive;
• displays an event that cannot be reproduced in the teaching environment;
• can be fitted to suit your needs;
• provides participants with "standardized" experiences;
• shows real life situations.

Disadvantages:

• expensive equipment;
• requires a source of electricity;
• technology can "fail" when you need it most;
• participants often lose contact with the teacher.

Guidelines for proper use:

• always check the equipment before class;
• make sure you always have backup teaching tools;
• become familiar with the presentation; rewinding and forwarding can cause confusion;
• check the presentation before class.

(source: Dijanošić, 2012)

Presentation skills and rules for PowerPoint presentations will be further addressed in the "Presentation" section.

7. Other tools - moderation cards

Moderation cards are increasingly becoming an important part of many methods, which will be discussed in the fourth chapter of this Handbook, and one of the most important visualization tools. Therefore, we will briefly summarize some of the basic rules and the possibilities of using moderation cards.
Cards are grouped according to the goal of the teaching / moderation sessions and the phase in which the group process currently is - they can be arranged without any rules at the brainstorming stage, grouped into specific categories, used to emphasize the dynamics, the process, the causal links.

In teaching, but also in managing education groups and in moderation, various matrices and diagrams, cause and effect diagrams, problem analysis charts, planning matrices, networks, barometers, curves, as well as drawings, "clouds", "lightning" signs, stickers, etc., are frequently used. Use of moderation cards is an extremely powerful tool that can facilitate the use of a number of methods for acquiring knowledge, but also provide support in managing group dynamics.
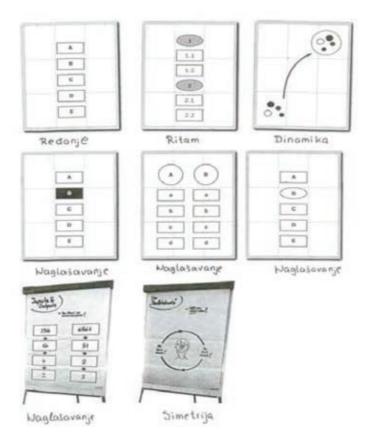
However, there are some rules for using moderation cards:

• **write legibly;**
• **use capital letters;**
• **use thin and thick markers;**
• **do not use pens;**
• **one statement, term or thesis per one card;**
• **if necessary, write short sentences;**
• **a maximum of three lines of text on one card;**
• **a maximum of seven words on one card;**
• **use cards with different shapes;**
• **use a variety of colors (cards, markers ...);**
• **organize cards meaningfully.**

Organizing cards meaningfully helps to build the logical structure of what we wish to portray. The following questions are useful in planning visual solutions for moderation cards:

- a whole and its elements – symmetry;
- different levels – arrangement;
- cause and effect – dynamics;
- equality and inequality – rhythm.
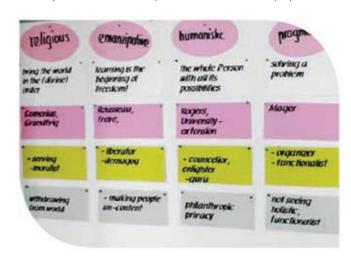
In addition to organizing cards meaningfully, an important role is played by the colors and shapes of the cards themselves, by which we can highlight or emphasize the most important issues. Arrange them so that they are visible and noticeable, with the most important parts being the most eye-catching!

All shapes can be in multiple colors, but use only up to three different colors.

Appropriate use of colors and in particular shapes allows us to point out the most important information, further clarify the context, group terms together, for example:

- cloud (contains the title, written in the largest letters with the thickest marker);
- two connected rectangles (also contains the title);
- rectangle (contains the main ideas);
- ellipse (used to highlight important concepts);
- larger circle (agreeing or disagreeing with specific ideas);
- smaller circle (enumeration).

3.3 What is presentation?

The dictionary defines presentation as "presenting, demonstrating, exposing, surprising. "In addition, the root word is "prezent" (Präsent, German; Present, English = at this time, here, current, ready). A possible meaning is "gift" or "token of appreciation." This term, therefore, has several meanings, which are all connected. During a presentation, at least one person is present and presents to the audience a present – the content! If the subject of a presentation is a program, subject, ideology, way of thinking or attitude, the success of the presentation will largely depend on the presenter him/herself. A good presentation is the optimal compatibility of individual components. This chapter addresses the multiple ways of presenting information, tasks of the presenter, forms of presentation and target orientated content.

REMEMBER: Presentation is best learned through presentation.

Example

The kindergarten invited us parents to a "parents' evening" with two topics: "Which vaccines are necessary for children?" and "Caring for your children's teeth." The scheduled timeframe was 90 minutes. I went to the meeting full of expectations. At the beginning, a doctor talked about vaccines. We sat in a circle and she sat with us. In her hands, she was clutching a medical book, and she was bent over the book, partly reading and partly looking at the floor, only occasionally glancing at us. Obviously she was having a hard time relaxing, and told us that that day she had been reading about this topic in the book she was holding. Her painstaking "lecture" began with vaccines for newborns (which was, for us who had children in kindergarten, no longer an interesting topic). She talked about this topic for half an hour. She grew more and more uncomfortable. I began to feel sorry for her. I hoped she would soon begin talking about vaccines for kindergarten children. But she firmly held her book and continued to stammer. She finished after more than 60 minutes, and ended our suffering with the
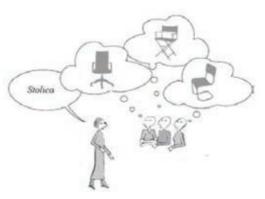
question "would you like to find out more about this topic?" Fortunately, parents didn't have any questions. After that, a dentist was invited to speak. He immediately stood up and introduced himself while looking at the audience. All parents immediately paid attention to him. Since he did not want to exceed the agreed timeframe, he briefly explained the structure of children's teeth. On the wall, he hung a large picture of milk teeth and talked about topics such as: "Are fluoride pills effective? How can parents help their children brushing their teeth? From what age are children capable of brushing their own teeth? Are electric toothbrushes recommended?" The dentist was able to tell us in just 20 minutes all we needed to know in order to properly nurture our children's teeth!

HOW IS INFORMATION TRANSFERRED DURING A PRESENTATION?

During a presentation, you communicate with your participants and it takes place according to a certain format. The communication theory discusses the sender / receiver model. This issue was also mentioned in the second part of this Handbook, when we talked about communication and types of communication. However, it is important to re-iterate the importance of non-verbal communication and paraverbal communication, which play a significant role in presentations.

Your body language (look, self-confident posture, tossing, looking through the window, at the floor, the board...) and the way you speak (fluent, stuttering, fast, slow, loud, quiet...) can entirely change the meaning of the message. Also, the receiver (in this case the participant) may understand some of the terms in a way unique to him/her and his/her surroundings. This can thus result in a "distortion" in communication which is, consciously or unconsciously, caused by the one sending the message (sender). Remember, the message is not sent into empty space. Your presentation is attended by participants who also send certain signals, i.e. respond to your presentation. Talking and listening can be hindered by the fact that the same words can transmit different messages. In the chapter on communication, we mentioned that there are two levels of receiving messages - the content (including facts, expert and information content) and emotional (all that can be attributed to emotions and interpersonal reactions).

How can you know what type of a relationship you have with your participants (receivers)? Based on their responses, you can quickly assess whether the presentation is successful or not. Acceptance is usually manifested through careful listening and nodding, asking sub-questions, sharing one's own experiences, etc. Rejection is accompanied by restlessness, distractions, shaking the head, "killing time" with other activities, etc. Therefore, it is essential and possible to recognize whether the participants are accepting what you are saying or not. In doing so, you have to be able to really observe reactions; otherwise, you cannot determine whether you are able to establish a relationship.

During presentations, paraverbal communication plays an important role as well. Paraverbal communication includes the speaking volume, speaking pace and intonation that accompany speech and provide additional information. A part of these elements is tasked with understanding the basic meaning of verbal expression. They provide us with an exclamation point or a question mark at the end of the sentence, or enable different pronunciations of words spelled the same way.

Paraverbal communication also provides us with information about the speaker's mood. Inappropriately loud speech can seem aggressive, angry and perhaps somewhat primitive.

On the other hand, too quiet speech is linked often with fear or poor character traits. Talking through the nose is most commonly associated with a cold, but if a person usually speaks in such a manner, we unconsciously perceive him/her to be lazy and/or self-conceited. A squeaky voice gives an indication of weakness or hysteria. Intermittent, intense speech in staccato, if we exclude speech impediments, can give the impression of a dynamic, decisive, but insensitive person, while a mild legato gives the impression of gentleness and sensitivity. The rhythm of speech is also important with regards to the attention of the listeners. We should say important information more slowly, so that the participants/listeners can perceive more easily both the importance of information and the information itself, but constantly slow speech will quickly tire the listener, who will unconsciously expect that all the information is very important, and while at first he/she will be very concentrated, soon he/she will be too weary to listen attentively. Rapid speech provides dynamism and determination, but it will reduce the ability to track information. Pauses in speech are another way of highlighting relevant information and demonstrating thinking about what has been said, but as you know, pauses that are too long are not good. It is now worth noting some scientific research in this area.

The results of an experiment conducted in Croatia, England, France and Japan have shown how emotions in speech are transmitted through paraverbal factors, even if the listener does not understand the language of the spoken sentence.

The experiment identified the parameters of paraverbal parts of speech for:

- fear (fast pace, high voice, quiet intensity);
- rage (a hopping pace, lowered voice, loud speech);
- joy / surprise (raised voice, brisk pace);
- contempt / irony (slower pace, strong intensity, lowered vocal register – in the first part);
- sentences (slower pace, low intensity, lowered vocal register– in the mid part); slower pace, high intensity, lowered vocal register – in the final part).

The results showed that 99% of Croats recognized the emotion underlying a sentence spoken in Croatian language, but the same emotion in the same sentence and in the same language was also recognized by 70% of English and French people, and even 80% of Japanese people. Verbal and paraverbal communication clearly show how we are all alike, yet there are many variations and exceptions. However, if we keep in mind some basic facts, our participants will listen to us much more easily and with more interest.somewhat primitive.

3.3.1 Preparing presentations, rules for presentations and presenting

As a rule, presentations are prepared in the following manner:

- **determine the topic of the presentation;**
- **establish a clear objective for your presentation;**
- **consider the target group, i.e. for whom the presentation is intended;**
- **collect and structure the content required for the presentation;**
- **collect additional information;**
- **determine which presentation media you will use;**
- **design the visualization of your presentation properly;**
- **consider the time and space for the presentation and any possible drawbacks.**

In addition, consider the following aspects:

- have you selected the best way to easily and clearly explain what you wish to convey?

- the presentation should not be too long in order to maintain the participants' attention (separate relevant from irrelevant information);

- what we intend to convey through the presentation must be accurate and have a clear message for participants who are listening;

- prepare jokes that are related to the topic at hand;

- it is important to pay attention to the design of the presentation, the background of the slides and the illustrations with thumbnails and charts, but the design should not be too "sparkly".
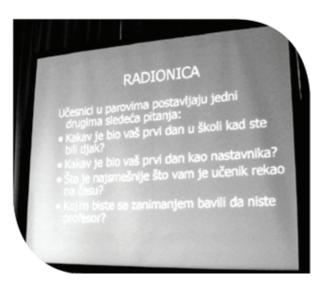
A properly and visually designed PowerPoint presentation is a great supporting tool for presenting. Here are some important rules for the slides:

- **not too brief and simple;**
- **not too many details, do not clutter, it should not be too shiny;**
- **use appropriate font sizes –**
  at least 18 pt. (keep in mind that the text should be visible to adult learners);
- **use only keywords and key concepts, not complete sentences**
  (definitions, questions, etc. are exceptions);

- **use numbers and bullets;**
- **use colors, symbols, images (moderately);**
- **highlight and emphasize (frame, underline, color...);**
- **organize space well - group, separate;**
- **measure properly the proportion of text, symbols and images;**
- **use graphs, tables (but not too complicated ones, especially for numbers, digits);**
- **slides must be clear, readable and aesthetically appealing!**

Here is an example of proper slides which are compliant with the aforementioned rules. The messages are clear, appropriate font sizes have been used, keywords and key concepts have been highlighted, the slides are structured, the most important issues have been pointed out, space is well organized, readable and aesthetically appealing.

In the following two examples it is more than evident that the author is not aware of the rules for preparing presentations. Among other things, the slides are overcrowded, unclear, without keywords or key concepts, aesthetically very poor.

We will now discuss in more detail the presenter him/herself. Even if you carry out all the above mentioned steps in a perfect manner, the presentation will still mostly depend on you as the presenter. Even though proper preparation (especially if we have taken into account all of these steps) greatly facilitates the presentation itself, we must be aware of the fact that we as presenters have many tasks that we must perform during the presentation.

An overview of the most important tasks is as follows:

- attractive concept of the presentation;
- articulate speech and the right choice of words;
- gaining the interest of the participants;
- selecting and focusing on the subject;
- meaning and logic of the presentation;
- specifying examples;
- credibility of the presentation;
- skill of using a variety of media;
- time management.

In order to carry out the above mentioned tasks as well as possible we must take into consideration some of the very important rules of presentation:

- **use a certain number of slides;**
- **check the order and readability;**
- **check the technical tools before the start of the presentation;**
- **choose the best position (do not stand in front of the canvas, do not block);**
- **do not turn your back on the group;**
- **move occasionally, especially when changing topics or items;**
- **maintain eye contact with the participants;**
- **speak steadily, but not monotonously; make short pauses;**
- **control your voice, the emotional tone must be guarded;**
- **do not emphasize yourself, try not to stand out;**
- **use your hand to point to the poster, your pen to point to the sheet, the laser to point to the slide;**
- **keep your hand steady when pointing;**
- **do not read from the poster / sheet / slide;**
- **do not skip information;**
- **do not just read what is written but also give a comment;**
- **keep the slides on long enough (make a short pause in your speech), but turn them off when no longer needed (possibly turn off the video projector);**
- **"reveal" information gradually to achieve an effect;**
- **do not let the visual (supporting)tool control you: You are the one in control.**

If we neglect all the above mentioned, it is easy to imagine what might happen in the course of our presentation:

4.
INTERACTIVE
METHODS OF
ADULT EDUCATION

Introduction
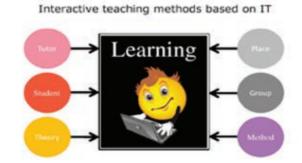
It is a widely accepted view that adult education today requires the application of different methods compared to the methods for education of children. Some theories even state that this is the key difference between pedagogy and andragogy. Albeit exaggerated, it is certain that the use of appropriate methods enables achieving all key adult education principles. However, the fact is that current methods that make up the core of interactive training are still not sufficiently represented in the education and training of teachers, practitioners in adult education.

Relying on the experiences related to such programs throughout the world, interactive teaching models, popularly called workshop activities or drama, psychological and educational workshops, are being increasingly used and independently developed. They indirectly contribute to the popularization of the ideas of interactive, dynamic adult education but also help create a broad base of professional staff trained for the creative and flexible application of various methods.

Interactive training is defined as training based on a particular topic, with defined goals, which is based on the idea of learning as an active construction of knowledge, a multiple, integrated and contextual process, as well as based on the diversity of learning styles. It is implemented by applying different types of activities and interactive teaching methods, and consists of the following essential components: preparation, implementation and support. An example of a template for planning teaching activities and methodological preparation is provided in the annex to this chapter. Characteristics of interactive training include:

»   exchange (of experience, knowledge, beliefs and needs between the facilitators and the participants and among the participants);

»   connecting with one's own experience and practice (experience as a starting point, analyzing experience and practice, application and modifications to practice);

»   cooperation and partnership (cooperative learning and relationship based on equality, complementarity, competence, respect and democratic procedure).

(Popovic, D. et al, 2009; Popovic. D., 2010)

In the framework of interactive training, certain interactive methods based on the elements of drama or psychological workshops are used (for e.g., nonverbal emotional expression exercises, guided imagery, etc.), however, the methods are not applied for the sake of the methods themselves, but as a means to achieve educational goals.

4.1   Assumptions of interactive teaching

Interactive teaching is based on certain basic principles of andragogy and adult learning, which have been explained in more detail in Module 1.The most significant principles of interactive teaching are:

Learning is an active construction of knowledge through one's own activities, experience and interaction.
▪   using various methods to facilitate and encourage the participants' activities;
▪   connecting with the participants' experiences (experience as a starting point and a practical application);
▪   interaction among the participants (group discussions, problem solving in groups, projects);
▪   different group dynamics (individual work, working in pairs, working in small groups).

Approach to learning and learning methods are individual.
Individual differences in abilities and capacities for learning are numerous. There are different definitions and categories that determine the differences in the learning process (learning styles, approaches to learning, types of intelligence) - but diversity is the starting point !

▪   Using different training methods that are suited to individual learning styles;
▪   Elaborating the same topic (content) through different methods;
▪   Individualizing the learning process with regards to differences in learning capacities.

Learning is a multiple activity, a phased, integrated and contextual process
▪   Multiplicity: learning is a process that encompasses emotional, social, cognitive and volitional dimensions;
▪   Multi-phased process: learning is based on a process and goes through certain phases: motivating, acquiring information and knowledge, recognizing their importance, training and practice, planning and applying what has been learnt;
▪   Integrity: Learning builds on and develops through past, current and future experiences;
▪   Contextuality: learning takes place through interaction in a certain physical and social context and through exchange and cooperation;
▪   Using different types of activities according to their function;
▪   Systematicness in developing sub-topics, content and methods to facilitate multiple phases in forming and applying knowledge;
▪   Technical and organizational support to the training process;
▪   Enabling and encouraging various forms of group work, exchanges between participants and cooperative activities;
▪   Developing a strategy for follow-up and support.

The psychology of learning, group dynamics and psychology of small groups, as well as a number of insights into adult education, provide a sound justification for insisting on interactive teaching and training and its usefulness, particularly in adult education. Even though "pure" types of both traditional and interactive teaching are becoming increasingly rare, their comparison can still provide a clear overview of the characteristics of both, as well as the comparative advantages of interactive teaching.

Traditional teaching	Interactive teaching
Learning as the transfer of knowledge	Learning as an active construction of knowledge
Learning as a uniform process (same for all)	Different learning styles and individual differences in the ability to learn
Learning as an isolated cognitive process	Learning as an integral and contextual process
Learning as an individual activity	Cooperative learning

Focused on the teacher / lecturer	Focused on the participants / students, context, procedure and teacher
Objectives in relation to teachers and issues	Objectives in relation to the participants / students, the process and issues
Main objective: to acquire knowledge (adopt the program)	Main objective: to encourage the development of personality; enriching experiences
Plans and programs defined in advance	Programs are flexible and build on existing experiences and interests of participants / students
Uniform type of activities according to their function	Various types of activities according to their function
A limited number of methods (usually verbal transfer of knowledge)	A large number of different methods (active learning methods)
Motivation is extrinsic (grades, awards / punishments)	Motivation is intrinsic (interests, participation in activities)
Lack of follow-up or verification of what has been learned /adopted	Developed follow-up strategies as support during the process
Evaluation of training is not planned, or involves only the verification of what has been learned (determining the learning level)	Evaluation of training is carried out during the process and it is final (determining the individual development of each student)
Focused on results	Focused on the process, relationships and results
The teacher as the instructor (lecturing role, performance evaluator)	The teacher is the organizer, partner, motivator in the teaching process
Participant / student listens and tries to understand, retain the material	Participant / student –a complete personality
Ignoring the context	Organizational and technical support

(Pavlović-Breneselović, D., Pavlovski, T., 2000; Roeders, P.2003)

REASONS FOR INTERACTIVE TEACHING

PEOPLE LEARN THROUGH THEIR OWN ACTIVITIES

- active participation;
- self-direction.

PEOPLE LEARN IN DIFFERENT WAYS

- access to learning;
- learning styles.

LEARNING PRINCIPLES THAT NEED TO BE CONSIDERED

- Learning depends on motivation;
- Learning depends on the capacity / ability to learn;
- Learning depends on past and present experiences;
- Learning depends on active participation;
- Learning depends on an environment of respect;
- Learning is successful when it is self-directed;
- Learning depends on critical, reflective thinking.

Interactive teaching, therefore, represents a didactic model in which interaction takes place as the dominant relationship between the participants of educational work and in the process of acquiring interactive content defined by the teaching curriculum, which allows learning to be an active construction of knowledge by adults. Teaching thus meets a series of functions and allows the realization of the main principles of educational work with adults, but also sets exceptional demands on the organizers and teachers, in particular strong methodological competences and skills in managing group dynamics.

Communication in
interactive education

4.2   Components of interactive training

Interactive training is educational training based on a specific topic with defined objectives, which is based on the characteristics of learning, different learning styles and understanding of learning as an active construction of knowledge. Its objective is generally defined as applying, training and building onwhat has been learned. It is carried out through the application of various types of activities and interactive teaching methods, and consists of the following essential components:

- preparation;
- application;
- support.

Components of training preparation:

- introduction of the group;
- definition of the objective;
- elaboration of the procedure;
- logistics.

Information about the participants:

- number;
- level of acquaintance among participants;
- occupation;
- work experience (years of service);
- experiences of participants in relation to the topic;
- difficulties with the given issue;
- opinions or views of the participants on the given issue;
- experiences of participants in interactive training;
- expectations of participants from the training.

Training objective: The objective of the training is applying and building on what has been learned.

Tasks related to the participants:

- motivating
- self-insight;
- informing
- practicing;
- planning;
- applying.

Tasks related to the training process:

- dynamics;
- balance;
- systematicness;
- diversity;
- self-activity;
- exchange.

Elaboration of the procedure:
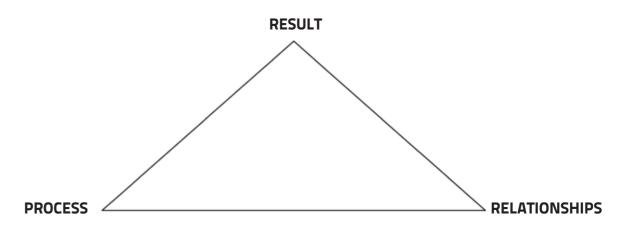
- connecting the defined task groups and their concretization through content and methods;
- developing a training synopsis that includes a detailed description of activities, schedule of activities and materials necessary for the facilitator, participants and activities.

Logistics:

- space;
- time,
- equipment,
- materials;
- costs.
- honors and certificates;
- information;
- accommodation, transport;
- meals, refreshments;

A detailed elaboration of the scenario that can be applied to most organizational forms of educational work with adults is provided in the Annex.

Dimensions of the training process

Follow-up and support activities are carried out through:

Activities during the training:
- action plan;
- ' a letter to myself;'
- diary notes;
- support partner.

Activities after the training:
- support groups;
- supporting material;
- a communication network;
- project tasks.

4.3 Interactive teaching methods

The methodology of teaching is a large, complex area, which requires interdisciplinary approaches and includes a series of different aspects. In this section, some of the most frequently used methods will be presented as an illustration of the approach which will answer the questions - what methods do we use? Why, how, what are their strengths and weaknesses?
There are different ways of grouping methods, and their number is growing steadily, thus it is almost impossible to provide a detailed overview of all the methods and techniques. However, being familiar with the following areas and possessing competences in these areas will enable not only the successful implementation of almost any method mentioned by scientific literature but also an innovative combination of old and new methods:

- Basics of adult learning (see Module I);
- Psychology of educational groups and managing group dynamics (see Module II);
- Communication skills (see Module II);
- Visualization in teaching (see Module III);
- Non-verbal communication and presentation (see Module III).

4.3.1 Criteria for method selection

In determining the method to be used, we should take into account a number of factors - the equitable representation of different types, their relationship with learning styles, group characteristics, etc. In addition, selecting methods is not simply a matter of finding activities to fill the time available. Instead, we should consider a number of questions before deciding to include a specific method in our training program.
The method needs to be in accordance with the curriculum content, as well as the values promoted by the training program through its content. On a basic level, therefore, the method has to be aligned with the vision and purpose of the training, and the values that underlie the vision and the purpose, as well as the general and specific goals (T-Kit Training Essentials, 2002).

Questions to be considered when selecting teaching methods

1. Is the method appropriate for the assigned tasks?
2. Does the method lead to acquiring knowledge, skills and attitudes?
3. Does the method allow for more than one type of learning?
4. Does it require a lower / higher level of previous knowledge, skills and certain attitudes?
5. How much time does it require?
6. How much space does it require?
7. What materials are required?
8. What specific skills or abilities are required?
9. Do I, as a teacher, feel at ease with the implementation of the method; does the method suit my style?
10. Is it comfortable for the participants, is it in line with their expectations?
11. Does the method require action or inaction by the participants?
12. Does the method require too much control by the teacher?
13. Is it the simplest way to achieve the goal?
14. What other questions could be asked?

(Walsh, K. from Breneselović, D., Pavlovsky, T, 2000)

In addition to the above listed questions, a series of more detailed questions concerning, for e.g., the group and group dynamics in relation with the applied methods, could be prepared as well *(T-Kit Training Essentials, 2002).*

- In what way does the methodology reflect the reality of the group or, in other words, are different methods that suit the characteristics of individual learning styles, needs and speed used in the program?

- What type of communication within the group does the method encourage?

- Does the method contribute to the process of group building, and is it even an issue we are working on at the given moment?

- What level of trust and intimacy within the group is required to make the specific method possible to apply?

- How does the method correspond to the needs and responsibilities of the group?

These group-related questions can be further be broken down into a series of questions pertaining to the individual – training participant *(T-Kit Training Essentials, 2002):*

- Does the method take into account any of the personal biographical information that might be relevant(age, education, language, socio-cultural background, previous experiences)?

- Does the method enable each participant to actively participate?

- Does the method engage any other capacity other than verbal and intellectual?

- Does it allow for the opportunity and sufficient time for the participant to get in touch with his/her feelings, interests and thoughts?

- Will the participant realize that he/she him/herself is responsible for his/her own learning and personal development?

- Does the method promote any of the other issues that are drivers of further research, training, exchange or learning?

- Does the method provoke only those reactions and feelings which can be handled in the given context?

- Does the method require certain physical qualities from the participants?

The method must be evidently related to the topic; it is selected precisely to encourage dealing with the topic at hand at a given moment and understanding it successfully. The method must be consistent with the educational goals concerning the topic, as well as the relationship of the trainer and the group with this content at any given moment *(T-Kit Training Essentials, 2002):*

- What prior knowledge (intellectual, emotional, etc.) does the method require?
- In what way does the method evaluate and utilize the contributions of the group?
- What information is provided by the trainer, and what is left to the participants to discover on their own?
- What aspects of the topic are priorities at this moment and why?

Finally, the environment in which the training takes place also includes a number of factors that should be taken into account *(T-Kit Training Essentials, 2002):*

- Is the method realistically feasible?
- Is the method safe, secure - both in a physical and in a psychological sense?
- Is the necessary material provided for in the budget and purchased?
- How does the physical environment affect method selection?
- Will there be sufficient time, including shorter unplanned pauses, to complete the activity and meet the set objectives?

When selecting a method, the trainer should:

- be convinced that he/she has selected the right method and have self-confidence in applying the method;

- whenever possible, experience the method first as a participant him/herself;

- be able to predict outcomes, but also to cope with those he/she did not anticipate;

- be aware of the role that his/her own opinions and interpretations should have, and be able to utilize the interpretations and associations coming from the group;

- clearly set the objectives for each program unit, but also avoid 'forcing" participants to adopt the pre-defined conclusions of the session (so-called dogmatic facilitation);

- try not to use those methods that can cause individuals or the group to work on feelings they are not willing to work on or that cannot be adequately dealt with during the training (old training rule: "do not you open what you cannot close");

- accept that some of the participants may not wish to participate in certain activities;

- be aware that learning involves change and that it sometimes can be an unpleasant experience.

(Adapted from Rothemund; T-Kit Training Essentials, 2002)

4.3.2   Types of activities in interactive teaching

Interactive teaching methods can be grouped by various criteria, for e.g., according to their basic goal and the type of activities:

INTRODUCTORY ACTIVITIES (ICEBREAKERS)

- introducing participants;
- motivating and relaxing;
- recreating the teaching environment and style;
- demonstrating the trainer's teaching style;
- introducing specific issues in an illustrative and relaxed manner.

WARMING-UP ACTIVITIES

- relaxing the participants;
- creating a good mood;
- raising energy;
- establishing a sense of belonging and trust.

LEARNING ACTIVITIES

- Self-awareness activities;
- nforming activities;
- Application activities;
- Planning activities;
- Recapitulating / summarizing activities.

Criteria for selecting warming-up activities - how to choose the right activity

Is the activity consistent with:

- the expected outcomes;
- your style of work;
- the participants;
- the content;
- the context;
- your "comfort zone".

Keep in mind that successful warming-up activities are:

- in good taste;
- understandable to participants;
- not stressful;
- a combination of entertaining and serious.

Think about:

- the size of the group;
- how well the participants know each other;
- how well you know the participants;
- the duration of the activities;
- the general atmosphere in the group;
- the necessary materials;
- the needs of the group;
- the skills required.

4.3.3   An overview of the main interactive teaching methods

There are numerous lists of methods with a brief description that may be applied by those who are familiar with the above-mentioned areas and possess some teaching experience. An example of such a list is provided below: (Breneselović Pavlovic, D., Pavlovsky, T., 2000; Roeders, P.2003; Dijanošić, B. (ed.), 2012)

METHOD/TECHNIQUE	DESCRIPTION
BRAINSTORMING	The individual or the group is given the opportunity to suggest ideas, to offer responses to a given topic, question or problem. Depending on the issues and the goal of the activity, the following principles are applied: non-deliberation, "quantity generates quality", all that comes to mind is useful, "the crazier the idea crazy the better", idea combinations and development.

METHOD/TECHNIQUE	DESCRIPTION
ROUNDTABLE	Within a smaller or larger group, each participant presents, orally or in writing (on the same paper), his/her ideas, suggestions, answers, solutions.
LECTURE (mini-lecture)	A formal presentation by which the teacher or participant presents certain information and knowledge to the participants by linking ideas, themes and facts.
WORKING IN PAIRS	Participants in pairs exchange facts, opinions, ideas, solutions. A participant presents to the group the ideas, suggestions, etc., of the pair.
CASE STUDY	Based on real-life situations, the group performs analyses, makes decisions, solves problems.
DEBATE	Individuals or groups are assigned different positions in relation to a controversial topic. Following the time period required to prepare, opposing sides present their arguments. Possible variation: after a certain time, participants are asked to change positions.
DEMONSTRATION	Participants are shown (demonstrated) a certain technique, process or method, or given instructions on how to perform a task in practice. The method usually includes an opportunity for participants to try or do the task.
'TRAVELLING'	Participants leave the classroom and "travel" with a certain task: to observe or find something, to collect information.
INDIVIDUAL EXERCISES	Participants carry out the task individually, read the materials, take notes, give answers.
PANEL DISCUSSIONS	Several persons familiar with the subject and associated with the topic (for e.g., experts in the subject matter, users, experts of various profiles) present their views, discuss issues and answer the participants' questions.
DISCUSSION GROUPS	Participants within small groups discuss individual issues and try to reach mutual responses and solutions. Groups can have the same or different tasks. Following the discussion, groups report to the entiregroup about their work, in order to compare and discuss.
DIALOGUE GROUPS	Participants discuss a certain topic, issue, idea, task, during which they exchange ideas, perspectives, attitudes. The goal of the activity is not to persuade others but to use the exchange to reach a solution with which everyone agrees and in which they believe.

METHOD/TECHNIQUE	DESCRIPTION
PROBLEM SOLVING	The identified real problem is solved by applying new knowledge, strategies, procedures, methods or skills. The task can be solved individually or in groups.
DEVELOPING MAPS / GRAPHS / MATRICES	Key ideas, decisions, specific procedures or operations are identified, analyzed and linked.
TABULATION	Content is classified or synthesized according to a certain table.
PROJECT	Participants prepare and implement a project on the basis of which certain procedures, research techniques, principles, skills, knowledge or attitudes are applied. Projects may be assigned as "homework". Participants present the project results to the whole group.
QUIZZES/TESTS	May be used in different ways: before or after a specific teaching unit, thematic unit, etc., as a means of evaluation, as a method of reviewing what has been learned (summarizing and recapitulation), as a means of becoming familiar with the group (prior knowledge).
ROLE PLAYING	Participants play improvised or assigned roles according to their own "scenarios", applying realistic behavior in imaginary situations. Variations: asking the participants to exchange roles; assuming the role of another participant; enabling multiple participants to play the same character according to their own scenarios.
DRAMATIZATION	Individuals or small groups act out a role in front of everyone based on different or the same assigned scenario. After that, the whole group discusses, analyzes or resolves the situation at hand.
STORY	Participants discuss concrete experiences that are associated with the topic. Variations: reading stories (from literature or real life) that are associated with the topic.
DIARY	Participants keep a diary – they record their own thoughts related to a particular topic, problem or task, followed by a discussion. This technique helps participants to gain insight into their own thought processes so they can participate in the discussion or other form of learning with more self-confidence and more freely.
ANALYSIS	Individually or in a group, participants analyze certain material (video footage, text, story, scientific literature) by applying specific or new strategies, techniques or methods.

METHOD/TECHNIQUE	DESCRIPTION
SPARRING PARTNER	Within a smaller or larger group, each participant presents, orally or in writing (on the same paper), his/her ideas, suggestions, answers, solutions.
PYRAMID	Participants are assigned individual tasks, after which they discuss in pairs what they did, followed by drawing conclusions in a group of four participants, and finally the entire group compares and discusses the results.
REPORTING	Two participants meet regularly during the training in order to present their problems and questions, and offer each other suggestions, tasks and guidelines.
PRESENTATION	Individually or in groups, participants prepare in advance and present their work (analysis of literature, research, project, practical work, action plan, etc.), using a variety of methods, techniques and equipment.
QUESTIONNAIRE	Participants fill out questionnaires, assessment scales or tests which help them to gain insight into their own knowledge, attitudes, opinions, potentials... in connection with the subject /issues.
REVIEW OF MATERIALS	Individually or in groups, participants read certain materials obtained during, before or after class, along with a specific task, for e.g., to become familiar with the content, to identify two key ideas or new concepts, to design questions based on the material....
ACTION PLAN	Individually or in groups, participants develop an action plan for applying what has been learned by identifying goals, activities, resources, timeframe, assignment of tasks and roles.
GUIDED IMAGERY	In a relaxed atmosphere, participants are guided to imagine themselves in a situation described by the trainer. Afterwards, participants present what they saw, experienced, thought or felt.
ASSOCIATIONS	Participants express their associations to a given topic, statement or concept through words, pictures, motion or some other manner.
MENTORING	Pairing participants with other participants who possess more experience, knowledge and skills related to the given issue.
E-LEARNING	Participants use some of the e-learning programs, the Internet as a resource or on-line communication / blogs, forums, e-conferences /.

METHOD/TECHNIQUE	DESCRIPTION
GAME	Participants take part in a game with certain material or a game with rules, for e.g., solving puzzles with various content, "monopoly", etc., with the content and rules based on the subject at hand.
"DOUBLE GROUPING"	Participants are divided into small groups. Each group member receives certain material that he/she needs to learn and then teach the other group members. Participants from each group who have the same task are grouped into expert groups, and study the given material together. After that, they join their respective groups to teach the other members.

4.4   A selection of the most commonly used methods

(According to Pavlovic Breneselović, D., Pavlovsky, T., 2000; Roeders, P.2003; Dijanošić, B. (ed.), 2012; Ivic, I. et al, 2001; Markovic, J. and Axmann, M, 2006, T-KIT Training Essentials, 2002)
It is difficult to select methods that are assumed to be the most frequently used methods in primary education of adults; therefore, this selection is not intended to be representative, but rather presents, on the basis of several commonly used methods, in what manner they should be approached and analyzed, as well as the conditions and elements of significance in their application.

4.4.1   Lecture

As one of the traditionally most used methods, lectures are often criticized and taken as an example of the least interactive approach. We shall, therefore, discuss this method in more detail, due to the fact that it is often the foundation of all other methods. Lectures do not necessarily have to be the least interactive method and it is certainly difficult, if not impossible, to eliminate lectures in educational work. Furthermore, they may possess elements of interactivity and represent an excellent introduction to other methods. The key questions are, naturally, whether lectures are used at appropriate times and how they are presented.

Usefulness of lectures:

Lectures are useful when we wish to:	Lecture not useful when:
quickly convey information to a large group of listeners	we present complex, detailed or abstract information
present new information before using other tools or activities (e.g.,a brief lecture before viewing video material)	we deal with information relating to feelings and attitudes
provide a brief overview of issues	we are conducting training in psychomotor skills
increase interest in the topic	we are conducting training in cognitive skills (e.g. synthesis and evaluation)

Lectures are an effective way to:

- provide information;
- present key assumptions and ideas;
- provide a framework, clarification, recapitulation;
- connect and synthesize knowledge from a variety of activities.

Rules for a proper lecture

- Capture the attention of the participants - take into account the participants' needs, experiences and knowledge. Begin with something that will attract their attention and stimulate their interest;
- Highlight the key ideas –at the very beginning, specify the topics and the key ideas which will be presented. Divide the lecture into sub-units and after each sub-unit summarize the previously said. Give the participants the opportunity to mark the key ideas and concepts and summarize (in groups or individually) or to ask or write down questions;
- Develop an effective beginning and conclusion of the lecture!
- Always provide a type of visual support to the lecture (notes on the board, a board with keywords and diagrams, posters, a PowerPoint presentation).You may distribute the supporting material with the basic bullet points or topics, and a blank space for notes;
- Rely on the participants' experiences, what the topic means for them and what is relevant to them. Specify examples of personal experiences from real life and practice, and ask the participants to share their personal experiences and prior knowledge or provide them with the opportunity to remind themselves of their experiences/knowledge. Specify examples, use stories and metaphors and ask the participants to give examples;
- Activate multiple senses and abilities of the participants. Use various forms of presentation, ask questions that encourage thinking or ask the participants to ask questions. Encourage the participants to reflect on the problem situations related to the lecture or to decide on the advantages and disadvantages of particular options. Organize activities such as concept maps and self-analysis;
- Insert a series of questions for the participants, tell an anecdote, joke or an event from personal experience, give examples;
- Pay attention to verbal and non-verbal signals: voice volume, pauses in speech, intonation, emphasis; eye contact, posture;
- Pay attention to the length of the lecture - no more than 20 minutes, unless you include exchange sequences with the participants and get them involved.

The scientific literature often provides concise explanations that present basic information about a method, the conditions for applying the method and the advantages and disadvantages of the method. Lectures may be described as follows:

Lecture (source: Dijanošić, B. (ur.), 2012)

Definition	Teaching method in which the teacher orally presents the content to the participants. By applying this method, the teacher presents the content, provides detailed explanations and summarizes in the end. This is a very efficient way for one person to transmit a large amount of information to a large group of participants in a short time. It is used only to transfer knowledge; in case you wish to evaluate the level of understanding, you will opt for another method.
What?	The theoretical aspect of the curriculum content
How?	Verbal transfer of curriculum content
To whom?	Participants who are inclined to abstract learning (thinkers)
Advantag-es	- Quick; - Easy to plan and prepare; - A large amount of information is presented in a short time; - Successful with large groups of students; - Requires very few resources; - Economical.
Disadvan-tages	- Can be tedious or monotonous; - It is difficult to maintain the attention of the participants; - The teacher should be skilled in communication; - Poor retention of the presented content; - No room for asking questions to the teacher; - Poor or no feedback on the effectiveness of teaching; - It cannot be used for teaching skills.

Such concise, very informative descriptions may also be found for other commonly used methods *(e.g. Dijanošić, B. (ed.), 2012).*

We will now briefly describe several more methods and techniques that are often used in interactive teaching in adult education.

4.4.2   Brainstorming

Brainstorming is often used as an introduction to many of the other methods. It is used for collecting ideas, views, opinions and suggestions, it can provide us with information about the group's prior knowledge, the mood and group dynamics - it can be used in all situations where the group's potential needs to be maximized, in a creative, open manner and a relaxed atmosphere.

Rules for brainstorming:

- Collect as many ideas as possible without criticism and evaluation;
- All ideas are welcome - no matter how unintelligent or irrelevant they may seem - the more ideas the better. You need to be creative! You never know what results will be obtained;
- There is no discussion during brainstorming - only after the process is complete!
- Do not criticize, do not judge, do not ridicule - at this point, all ideas are equally valuable;
- Try to not build on others' ideas, but to give your own ideas;
- Write all ideas on a board or flip chart, so everyone can see them;
- Establish a time frame for brainstorming (e.g. 30 minutes).
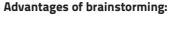
Brainstorming sequences:

- Clarify the topic, i.e. the goal of brainstorming (asking questions such as: "Why, how, what ...")
- Everyone should reflect on the topic in silence for a while. Some may wish to write down what comes to mind;
- Everyone participates by giving and telling their ideas. Another way is to take turns where everyone can read one idea from their list, the second idea in the second round etc, until all ideas are written down on the board or flip chart. During this process, keep in mind the rules!
- Write down all the ideas during the session!

Making the final choice (if that is the goal of the activity):

- When all the ideas have been collected, combine them (eliminate, group ...) as much as possible, but only if the owners of the ideas agree;
- Number all the ideas. Everyone votes for the ideas they deem relevant or think they need to be discussed – the best way is to make a numbered list of ideas, preferably no more than one third of the total number of ideas;
- Finally, eliminate ideas that received only one or two votes, then vote again until no more than a few ideas remain.

Advantages of brainstorming:

- Ease and efficiency;
- Free and unhindered flow of ideas;
- Everyone can participate and express him/herself;
- Inclusion of all participants –full use of capacities;
- Helps participants feel free and relaxed;
- A variety and diversity of ideas, creative potential;
- A good basis for continuing working with other techniques;
- Participants encourage each other;
- May be used in different conditions, even on the move...

Can be used for:

- collecting ideas about something new;
- new aspects to old and familiar ideas;
- new use of something, changes to old ideas;
- utilizing encouragement from other areas.

4.4.3   Mind maps
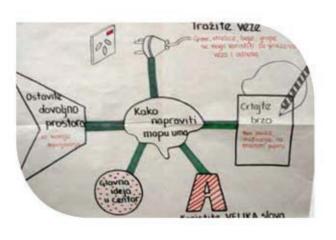
Mind-mapping or creating mind maps can be used following the brainstorming method, as an addition to it or as an independent method of both teaching and learning. In addition, it offers many opportunities within team work methods, encourages creativity, group dynamics and team work, and structured and systematic learning.

Mapping techniques:

The basic approach consists of identifying the central concept, issue, topic or something similar, which then branches into systematic concepts, issues or topics on a lower level, which can be further branched, etc. Some rules for this approach are as follows:

1.   Use highlighting

- Always use a central concept;
- Use pictures throughout the map;
- Use three or more colors per the central concept;
- Use three-dimensional illusions for images and words;
- Use variations of font sizes and images;
- Use uniform spacing.
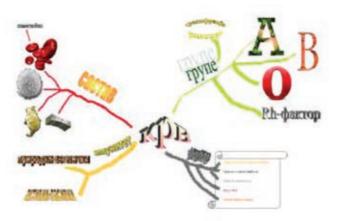
2.   Use associations

- Connect the terms on the map with arrows;
- Use codes or abbreviations;
- Use colors.

3.   Be clear

- Use only one keyword on each line;
- Write all words in capital letters;
- Write keywords in capital letters on the lines;
- Drag lines of the same length as the length of words on the lines;
- Connect the lines with each other;
- Make the central line bold;
- Frame concepts that branch out from the same concept.

4.   Develop your personal style

- Use hierarchy;
- Use numerical order.

4.4.4   Discussion, debate

Discussions can be part of many other methods, but can also function as a separate methodical unit for presenting different opinions on a particular topic. In order to avoid unconstructive debates, this method requires proper preparation, studying in advance and collecting materials (by the teacher / trainer or the participants) and adjusting the work mode to the topic and group.

Debates have elements of role-play, so this aspect may be emphasized as deemed necessary.

Introduction

Debates of this kind are a well prepared and formulated argumentation exercise. Debates involve two teams - for example – a "pro" and a 'con" team. Each team member has the right but also the obligation to speak. Time is limited (maximum 2 minutes for each member).

The goals of the exercise are:

- to teach participants to search for sound arguments for and against a particular issue;

- to teach participants to think critically and examine the facts and their relationships, and to see the consequences of different solutions;
- to teach participants to approach controversial issues from different perspectives;
- strengthen the participants' self-confidence in the art of discourse

Preparing the debate and the debate procedure - an example

1. Participants are divided into two groups, with preferably no more than six participants in each. The groups are given a specific issue (problem) that will be discussed. Each group of six members is divided into two debate teams - each with three members. One of the teams is in charge of the "pro" arguments and the other for the 'con" arguments.

2. The issue to be discussed should be formulated so that there are arguments for and against it, and that there is no black-and-white approach.

3. Each team should prepare independently, without contacting the other team. The team should prepare arguments in such a way as to convince the listeners (audience) based on sound and well-formulated arguments, presented in accordance with the rules of rhetoric. The "pro" team is responsible for proving the "pro" arguments and the "con" team for the "con" arguments. This is achieved by presenting arguments and "attacking" the opposing team.

4. Each team appoints the first, second and third speaker. Each speaker has his/her own duties. Each member speaks once, and the speakers rotate in a specific order (Pro-1, Con-1, Pro-2, Con-2, Pro-3, Con-3). If you wish, you can allow for additional time for cross-examination after the debate. This should be agreed upon before the start of the debate.

5. Members of the two teams sit opposite each other. The moderator sits between the two teams, and his/her task is to ensure that the team members discuss only the defined topic in order to keep track of the time.

6. Team members have specific duties:

Pro - 1:   The tasks of the first speaker on the 'Pro" team are:

- to introduce the topic (or issue) which will be discussed to the listeners;
- to introduce the team members to the listeners and provide basic information concerning the given issue;
- to briefly present the case of the "Pro" team;
- to develop a clear case, including sound 'for" arguments;
- to end the speech with a brief summary.

Con - 1:   The tasks of the first speaker on the "Con" team are:

- introduction;
- to introduce the team members to the listeners;
- to "attack" everything argued by the first speaker from the "Pro" team;
- to briefly present the case of the "Con" team;
- to develop a clear case, including sound "against" arguments;
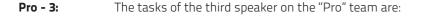- to end the speech with a brief summary.

Pro - 2: The tasks of the second speaker on the "Pro" team are:

- to attempt to consolidate the case and confirm the points discussed by the first speaker;
- to "attack" the main points discussed by the speaker from the "Con" team;
- to develop the second "for" argument;
- to end the speech with a brief summary.

Con - 2: The tasks of the second speaker on the "Con" team are:

- to attempt to consolidate the case and confirm the points discussed by the first speaker;
- to "attack" the main points discussed by the speaker from the "Pro" team;
- to develop the second "against" argument;
- to end the speech with a brief summary.

Pro - 3: The tasks of the third speaker on the "Pro" team are:

- to "attack" the opposing side, with or without addressing a particular speaker;
- make an introduction to new issues;
- to develop the third "for" argument;
- to summarize the "for" and 'against" arguments, comparing and contrasting them in a way that shows that the "for" arguments are stronger.

Con - 3: The tasks of the third speaker on the "Con" team are:

- to "attack" the opposing side, with or without addressing a particular speaker;
- to develop the third "against" argument;
- to summarize the "for" and 'against" arguments, comparing and contrasting them in a way that shows that the "against" arguments are stronger.

Evaluation of debates

The debate can be recorded with a video camera in order to enable the team members to review and evaluate their contributions after the debate. The debate can be followed by an evaluative discussion by the listeners. The moderator is responsible for facilitating the discussion. Teams can be present during the evaluation, but their presence may affect the discussion. If team members are not present after the completion of evaluation, the moderator should briefly presents the results of the discussion including the assessment of the quality of the contribution of each team member.

Role playing

(Dijanošić, B. (ed.), 2012)

Definition	Teaching method that allows participants to act out "real life" situations and thus practice and explore new forms of behavior that they can use in their career or which they might encounter in the future.
What?	Affective aspect of the curriculum content

How?	Providing appropriate scenarios to participants and encouraging them to behave as if they were in such a situation.
To whom?	Participants who learn best from experience (activists and pragmatists).
Advantages	- Simulates the "real world"; - Participants are active; - Participants feel emotions; - A good way to "process" attitudes; - Participants can see things from a different angle.
Disadvantages	- Difficult to control (participants are too involved in teaching and teacher loses control); - Difficult to "standardize"; - The teacher may lose sight of those participants who are not participating in role-playing; - It is necessary to allow for sufficient time for analysis after the end of the exercise.

4.5   Group work in adult education

The group as an educational medium is of particular significance in adult education and can be both a mitigating and an aggravating factor for trainers / teachers. Heterogeneity, which is typically a characteristic of adult educational groups, requires working in small groups in order to enable the participants to be more relaxed, to communicate more freely and to integrate, which is often the only way to provide a mutual learning process among participants. In addition, this stimulates those who have much less knowledge or abilities to reach the same level as others. The teacher may be able to achieve a certain degree of individualization and facilitate the progress of all participants despite the differences in learning pace.

4.5.1   Techniques for constituting groups

Group dynamics and group cohesion are an important prerequisite for creating a pleasant work atmosphere and the first step to subsequent work in small groups. Without a sense of trust and belonging within the group, the participants will not be able to relax and feel personally safe, which is highly important for the learning process to be effective, especially in adults. Even though ways to constitute groups and establish cohesion can vary greatly depending on the composition of the group and the topics addressed, several methods can be recommended:

(Djordjevic, V, 2007)

Personal card - connects the "me" and "we" identity. Participants decide together about the name of the group. By writing his / her own characteristics on the "personal card" and showing the card to the group, the participant experiences the promotion of his / her self-identity in the group.

Soulmates – a diagnostic, but also a corrective technique. After the participants express their views, a discussion on all issues is initiated, and the teacher then draws conclusions, proposals and suggestions for further action. The participants report about their attitudes and emotions on the "thermometer of attitudes." This technique ensures extraordinarily efficient diagnostics on an individual and group level.

Feelings and material - directly connects the participant's emotions, i.e. the affective side, with the cognitive side. The technique encourages group support which the participant can rely on and strong motivation based on membership in a group.

Differences in similarities – the differences among the participants are noted and similarities among the participants, their attitudes or goals etc. emphasized.

We respect the differences among people - the participants express themselves through games. Each game in this technique assumes that the dignity of one's own identity can only be achieved through a sense of tolerance for others. All games are used to constitute the group, to strengthen the intergroup relations and trust.

Letter – letters are written by groups, not individuals. Each group chooses the problem and subject of the letter or a similar form of written expression, and then the letter is read out to the group. After that, a discussion is organized with the purpose of finding a solution to the problem presented in the letter.

Harmonization of goals - the goal is to align the participants' individual goals with the goals of the group. Harmonization of goals is discussed in pairs, at group level or by all participants. During the discussion, harmonized goals may be connected to activities regarding the curriculum content.

Common goals - building trust – writing down the links between the goals of the group and the given topics. It is important for this link to be identified by the participants. The way in which the teacher identifies the most important goal is particularly significant, because it introduces the participants to the cognitive and graphical technique of goal harmonization. Group presentations are of particular significance because the groups express not only what has been agreed upon by the members but also how the harmonization took place.

Think, pair, share - the teacher asks a question, the participants think about the answer individually, and then discuss the possible answer (opinion) on the issue with another participant, their partner. Participants are thus able to modify their answers through a discussion in pairs.

4.5.2   Basics of applying group work methods

Group work has an important place in the teaching process. However, it can represent a waste of time if what can – or cannot - be achieved through these methods is not carefully considered. In other words, the initial planning stage of group work in the teaching process involves careful deliberation on what we wish to achieve. Group work is appropriate if the goals of teaching are in accordance with the following:

Intellectual goals:

-        Engage participants in exploring different perspectives;
-        Assist the participants in discovering new perspectives;
-        Emphasize the complexity of the topics and issues discussed;
-        Encourage active listening.

Emotional goals:

-        Strengthen the emotional connection between the topic and the participants;
-        Show the participants that their experiences, ideas and thoughts are valued.

Social goals:

-        Assist the participants in developing group identity;
-        Encourage democratic behavior.

(Ledić, J., 2005)

It is important to keep in mind that it is always useful to inform the participants about the objectives and expected results of group work, so they can focus their contribution to the discussion more easily. Additionally, announcing the objectives and expected results will enable the teacher to establish a balance between his/her own authority and the need for equal participation of participants in group work on one hand and to achieve the defined goals on the other hand.

Why teachers prefer teaching in small groups:

▪ informal environment - an opportunity for the participants and the teacher to become familiar;
▪ an opportunity for gaining insight into the situation in which participants acquire new knowledge and understand the ideas;
▪ encouragement received from the participants;
▪ greater possibilities for praising the participants.

Difficulties faced by teachers when teaching in small groups:

▪ 'moving away" from the center;
▪ leading the discussion successfully;
▪ enabling the participants to view the teacher as a colleague, encouraging them not to be inhibited by their lack of knowledge;
▪ initiating the discussion - participants often fear that they will not say the right thing at the right time;
▪ dealing with responses that indicate poor knowledge or knowledge not relevant to the topic.

(Ledić, J., 2005)

The experience of working in groups can be very helpful in preparing the participants for their careers if they acquire a variety of skills related to group work (for example, the responsibility for work results). In this complex process, it is expected that participants understand themselves and their limitations better, become aware of their inhibitions and the principles guiding their behavior; become sensitive to dissimilar points of view and ways of thinking, can successfully work using different skills of different group members, develop a sense of identity, belonging and commitment. All this can not only strengthen the motivation for learning specific subjects, but also enable the teacher to discover some of participants' latent but significant skills.

> *Why participants prefer working in small groups:*
>
> ▪ they may have a greater impact on the subject: can retain and understand what is said more successfully;
> ▪ they can participate and discover the ideas of others;
> ▪ work is more flexible, the plan does not have to be strictly implemented;
> ▪ helps to develop the ability to analyze and solve problems;
> ▪ in small groups, participants feel a sense of belonging.
>
> *Difficulties faced by participants when working in small groups:*
>
> ▪ one person can easily become dominant;
> ▪ sometimes it is difficult to develop a discussion;
> ▪ long moments of silence;
> ▪ participants may be asked to contribute to a discussion when they do not have the knowledge (or are unwilling) to contribute;
> ▪ the teacher may directly ask (difficult) issues;
> ▪ the teacher may be unapproachable   *(Ledić, J., 2005)*

During the preparation of group work, the teacher should bear in mind the size of the group, the criteria on the basis of which he/she will form the group and (planned) work conditions. The number of group members has a very important influence on interaction. The smaller the group, it is more likely that mutual trust, close relationships and harmony among group members will be established. On the other hand, there are disadvantages to small groups - for instance, lack of diversity or scarcity of knowledge, skills and abilities within small groups. Certainly, the style, frequency and length of the contribution varies significantly in a group of six or 15 participants.

If the teacher has the opportunity to plan the size of the group, the
following questions may be useful in determining the number of group members:

- What is the optimal size of the group
  with respect to the defined goals and tasks?
- Will certain social achievements be expected
  of the group - and which?
- Are gender, age, etc. relevant categories?
- Do the planned activities require the presence
  of the teacher the entire time, or will the
  groups work independently as well?
- Are there any restrictions with regards to space
  that will determine the size and activities of the group?

However, it is particularly important to keep in mind that regardless of the size of the group with which the teacher works continuously, he/she may - and should - use group work by creating groups of different sizes and compositions for various purposes at different times.

For efficient integration, it is essential to:

- constitute small groups properly;
- encourage positive interdependence among members;
- support individual involvement;
- develop interpersonal and cognitive skills;
- create a supportive emotional climate;
- analyze and evaluate the work and effects of group work;
- choose appropriate methods of interactive learning.

(Djordjevic, V, 2007)

Grouping is a very sensitive activity in adult education. The different characteristics of participants must be taken into account and placed in the context of the defined objectives. Subgroups may be constituted on the basis of similar or very different characteristics, selection may be random or deliberate, directly related to the subject that is being taught or serve only the purpose of forming a group in a relaxed, entertaining way, which aims to promote group dynamics and create a pleasant work environment. As a general rule, it should be kept in mind that a heterogeneous group of participants provides the best opportunity for interaction. However, it should be noted that in some cases, intellectual differences need to be taken into account. Sometimes it may be useful to form groups in such a way that those that are more efficient and those with poorer results are in the same group. This can be a great opportunity for both: more advanced participants will learn more successfully by helping their peers. Naturally, the intellectual qualities are not the only factor to be taken into account: sociometric and emotional characteristics of individuals should be considered as well. In every group, there is attraction and conflict among people to some extent - it is possible for these characteristics of group members to significantly influence group work. Research has shown that it is more likely that people will get along better with those they like, and disagree with those they do not like. Cliques may represent an additional challenge. They can easily block the entire activity. Teachers need to be skilled and sensitive to the problems in the group, and willing to take adequate measures if the work of the entire group is threatened by a clique. In cases when it is possible for participants to choose their peers to work with (which is often the case in working on projects, group term papers, etc.), and if the group will work for a longer period of time, it is useful to form the group in such a way that participants work with those they wish to and with whom they feel comfortable. Although this aspect is often neglected, it has been shown that seating arrangements is one of the main reasons problems in group work occur. The position and the distance between group members will have an impact on their relationships.
If we wish to achieve equal participation of all group members and equality in the relationships, the following questions should be considered:

- » does each group member have enough space?
- » do some group members have a 'special' position (at the head position, close to the teacher's desk…)
- » is eye contact among all group members possible?
- » is it possible to move the chairs and tables?

(Ledić, J., 2005)

It is not uncommon for teachers not to be aware that they retain their dominant position during group activities (behind their desk, at the head position, etc.), and that the participants are not arranged in a way that ensures successful group work. Sometimes, it is not possible for the teacher to achieve the proper conditions necessary for group work (e.g., chairs and desks cannot be moved). Nevertheless, the teacher should be sensitive to the working conditions and make it clear that there are limitations.

4.5.3   Applying group work methods

(Marković, J. and Axmann, M, 2006)

Use	Working in groups can be very effective if guidelines related to the structure and function of each group member are provided. Group moderators should be aware of their role during group work. It might be useful to watch over those groups that might need assistance in the beginning because of the structure of the group, and it is very useful to all groups to know where the moderator will be during certain stages in case the groups have questions. In any case, the teacher / moderator / trainer retreats and contributes to the learning cycle without giving too much information and data, and his/her role in this method is rather the role of facilitator.
Observations	Observations are useful for identifying specific situations in the group. They are an important part of group work, but they need to be very well prepared and the moderator may structure them in a way that is helpful for the activities.
Materials	Any materials required for group work.
Examples	Topics may be divided into, for instance: ▪ Activities, problems, perspectives and conditions; or ▪ Goals, resistance and new ideas; or ▪ Arguments for and against, or ▪ Problems and solutions. The roles and functions within the group can be assigned to: ▪ The chairman / moderator; ▪ The time manager; ▪ The minute-taker; ▪ The observers of the process; ▪ The rapporteur.
Application during training	This method can be used during the stage of providing information and in stages when the participants need to structure their learning.

A large number of methods are based on group work –it is almost impossible to count them. At present, workshops are one of the most common forms – which some simply define as a unit or session in the framework of interactive teaching, while others define workshops as smaller training units. Workshop sessions usually last one to two time units and are focused on the development of specific skills and competences. Workshops are characterized by a high level of participant involvement and interactivity, and can be flexible and deal with specific topics and interests. For trainers, workshops can be relatively demanding to prepare, while, on the other hand, workshops allow for ample opportunities for in-depth learning in small groups. Workshop sessions must be well coordinated to allow participants to take part in several workshops that suit their interests. *(T-Kit Training Essentials, 2002)*

Workshops often include replacement or role-playing as one of the approaches, or even as the central approach - (role-play), simulation, mini-drama. This method can be used during structuring information and motivating participants for certain topics, and in particular in situations when we wish to gain a deep, personal insight into a given problem. It is also used in practicing interpersonal skills.

It is characterized by a high level of motivation and involvement of the participants, and efficiency and long-term retention of what has been learned / experienced. However, the teacher / trainer must be well prepared to lead this type of workshop and apply the role playing method, since such workshops can take an unexpected turn and sometimes even lead to the emergence of strong emotional content. The protagonists are essential, but the perception of the simulated situation by the observers is important as well. Shorter segments of role-play, various drama techniques and simulations of simple situations can be applied relatively easily and with high efficacy.

The efficacy of the described methods, as well as other methods, depends on the goal, and is evaluated according to the level of achievement of the intended outcome:
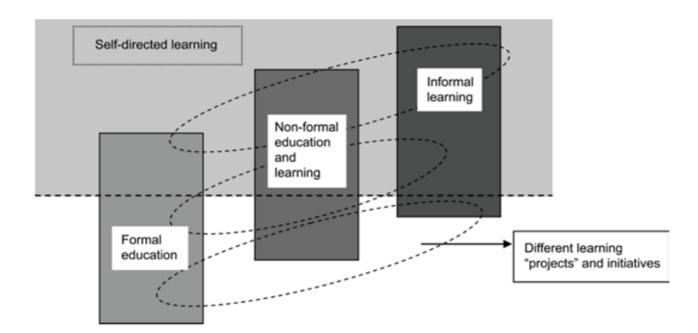
Goal of education / method	Acquiring knowledge	Change of attitude	Problem-solving skills	Media relations	Respect for the partici-pants	Retaining knowledge
Working on a specific example	4	5	1	5	1	4
Workshop	1	3	4	4	5	2
Lecture	4	7	7	8	7	7
Game	5	4	2	3	2	7
Movies	6	6	8	6	4	5
Instructions	3	8	6	7	8	1
Role playing	2	2	3	1	3	1

Ranking of methods depending on the goal of education (1 – high, 8 – low)

4.6   Independent and self-organized learning methods

> *Formal education will make you a living;*
> *self-education will make you a fortune. – Jim Rohn*
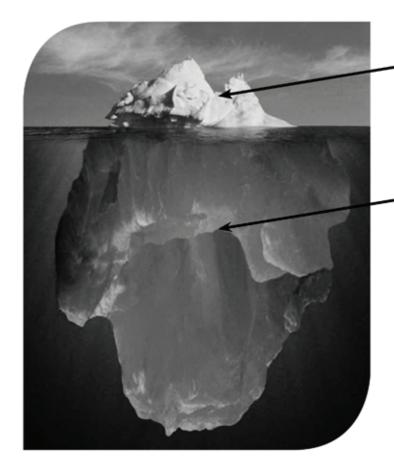
The process of formal education and training in a modern environment aims to offer motivation for continuous education and training for independent learning. It enables an individual to become the subject of his/her own process of education and to define a series of its aspects individually - from the goal to the content to the dynamics and the evaluation. As research shows that every individual today is to some extent an independent learner - since it is essential for survival in a time of intense development, it is important to gain competencies that will enable this process to be as efficient as possible. Independent learning is an indispensable part of not only non-formal and informal education, but formal education as well.

(Popovic, K., 2012.)

Two forms of self-education are discussed in andragogy: 1. Fully independent self-education, a spontaneous educational activity during which the individual, according to his/her own interests, selects the educational tasks and content, chooses the learning methods or techniques, performs self-assessment and self-control; 2.Directed self-education - adults are encouraged and directed by a teacher or mentor, and may be incentivized by educational and cultural institutions. It is often part of or an addition to distance learning.

Independent learning is not a process that can be clearly distinguished from other forms of work, because it is always an element in the process of learning in a group, and thus is part of a continuum rather than a separate phenomenon. It could even be stated that some form of independent learning is an indispensable part of life. The iceberg metaphor, which clearly illustrates the complexity of the learning process, may be applied appropriately:


The visible part above the water constitutes 20% - learning that takes place in institutionally organized forms

The remaining part under the water constitutes 80% - self-directed or self-planned learning, i.e. self-education

Why do adults prefer self-education as a strategy for lifelong education?

In essence, they seek to:
- determine their own **pace of learning**
- use their own **learning style;**
- use a flexible **learning strategy;**
- form their own **learning structure;**
- achieve an adequate level of **self-educational competence;**
- avoid unpleasant **social situations;**
- connect life **situations and learning** situations in a more **effective manner.**

TOUGH'S ICEBERG METAPHOR

(Source: Alibabić, W, 2004)
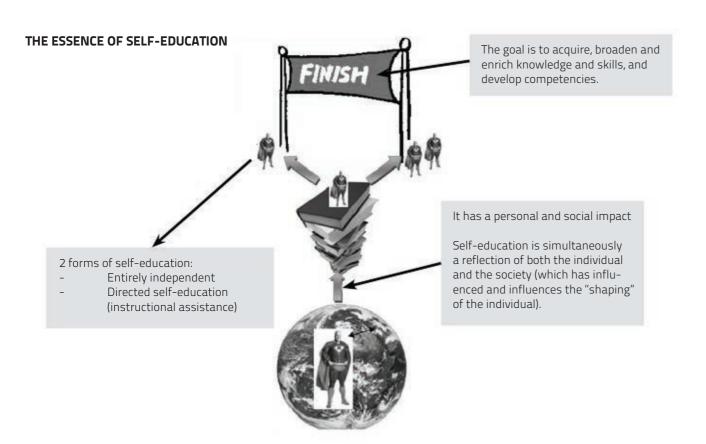
The advantages of self-education are:

- the individual becomes the subject of learning and takes responsibility for the process;
- flexibility - the individual does not depend on institutions and the teaching schedules, he/she can adjust the learning mode and pace to his/her own needs and learning style;
- cost-effectiveness;
- greater motivation due to independent decision making and voluntary participation in the process.

Disadvantages:

- lack of standardization;
- self-education conditions are not firmly determined, they are shaped by the situation;
- it is more difficult to follow and evaluate, to eliminate errors;
- a lower level of social visibility and recognition.

It is clear that methods focused on the individual are suitable for independent learning and education, but the selection of methods depends mostly on individual learning styles, the preferred channels of learning and the current situation. Depending on the content, one particular method or a suitable combination of methods may dominate.

THE ESSENCE OF SELF-EDUCATION

The goal is to acquire, broaden and enrich knowledge and skills, and develop competencies.

It has a personal and social impact

Self-education is simultaneously a reflection of both the individual and the society (which has influenced and influences the "shaping" of the individual).

2 forms of self-education:
- Entirely independent
- Directed self-education (instructional assistance)

Independent learning is most commonly associated with speed reading techniques, together with various forms of repetition, etc.

Speed reading technique

- Above all, your physical and psychological condition is of great importance. You will not achieve much if you are tired, ill or nervous, because you will either be unable to concentrate or you will be distracted. Therefore, if you are not able to concentrate on the text, do not read at that moment, as you will read slower than usual;
- The place you are reading, the way you are sitting, the height of the table and chair, the lighting, etc, are all important factors. In general, all external factors that can affect your concentration are significant. Find an adequate place to read;
- View the text as an image. Before you begin to read, skim over the text with your eyes in order to allow yourself to note the key moments (key words) in the text. When you form a general idea of what you will be reading, you will save time during the reading itself;
- Before reading, read the table of contents, which helps you to become familiar with the text, to create a "reading plan" in order to know what to expect and have at least some idea of what you will be reading. Once that happens, your brain will follow in the direction of the contents;
- Create a "reading outline." Use this technique if the text/book does not have a table of contents, or the existing table is not sufficiently detailed or comprehensive for you. A "reading outline" is basically a short conception of the text. It also serves to help you become familiar with the text before reading;

- It has been scientifically proven that your brain is capable of recognizing a written word based on the first and last letters of the word. Instead of reading each letter of each word, try to save time by recognizing words. Once you master this approach, your eyes will simply scan the text, and the brain will still receive full information about what you are reading;
- Once you have mastered the previous step, you can try to "catch" multiple words at once with your eyes. Do not overdo this, because you might realize in one moment that you are not processing what you are reading at all. The point is not only to read, but also to understand what is read;
- Visual guiding of the eyes using a finger or pointer in the text may sometimes be less helpful. Depending on what tool you use, its size can block some of the text and thus prevent you from skimming over the text while reading. If you believe that reading is faster with a supporting tool, choose one that will not block much of the text.

Advice

- Before reading, do not think about failure, but be positive. If you convince yourself that you cannot speed up your reading, then you will really not be able to do it. Therefore, convince yourself that you can do it;
- Speed reading will not happen by itself, you actually have to exercise regularly. Once you learn some of the basic techniques of "scanning the text", identifying keywords and saving time, your brain will permanently get used to speed reading.

Writing is also an exceptionally effective way of increasing the level of memorized content. It can be in the simple form of taking notes, but also making mind maps and similar tools that can facilitate individual systematization of knowledge. Today, modern technology has an increasingly important, even dominant role in the process of independent learning – there are various forms of electronic learning (e-learning), distance learning, blended earning and other forms that include the use of modern electronic equipment (computers, mobile phones, electronic platforms …), mass-media, social networks, etc.

Participants can be encouraged to consider the possibility of using most methods and techniques in independent learning and self-organized learning. It is also important to consider the possibility of applying some methods of teaching individualization and differentiation, with a wide range of options. An example may be any form of group work, in which the group is assigned a task and must carry it out as a group, but certain segments within that task are assigned to individuals, according to the type of activity and the learning style that suits the individuals (for e.g., some may draw or create diagrams / series of steps, others may read and analyze the text / texts relating to the task, while the rest may brainstorm with group members, etc.). Individualized and differentiated teaching is becoming more developed even in traditional schools, due to the fact that this approach has a range of benefits and provides an opportunity for full inclusion, but also differentiation, which is of invaluable significance in adult education.

Individualization: a didactic principle according to which the goals, tasks, contents, methods, forms and tools are aligned with the capabilities of each student.
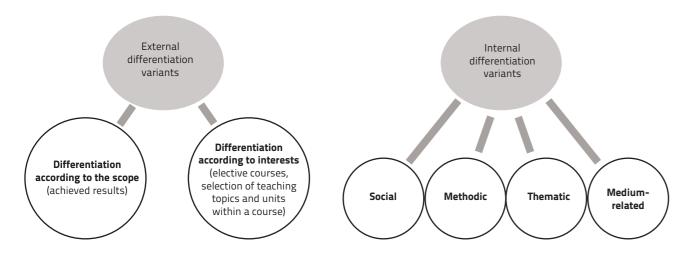
Differentiation: An organized measure by which the students, according to their specific differences, are guided into temporary or permanent, homogeneous or heterogeneous learning groups.

It is even more important to allow for an individual approach in adult education where participants often represent a very heterogeneous group.

Application of differentiated teaching

- Group work in the classroom;
- Programmed teaching;
- Teaching through computers (educational computer software);
- Teaching leaflets;
- Teaching at three or more levels of difficulty;
- Remedial classes, additional classes, free and optional activities, etc.

External or internal differentiation may be applied –there are vast methodological possibilities but usually no "ready solutions" that can be applied, it is rather about the flexibility and openness of teachers / trainers in applying all the methods and techniques.

4.7 ANNEX: An example of a template for planning the teaching process and methodological preparation

COURSE/SEMINAR

Trainer

Venue, time

Work plan

Preparation		
Day 1	**Day 2**	**Day 3**
9.30 Introduction Thematic session	9.30 Thematic session	9.30 Thematic session
11.00 Coffee break	11.00 Coffee break	11.00 Coffee break
11.30 Thematic session	11.30 Thematic session	11.30 Thematic session
13.00 Lunch	13.00 Lunch	13.00 Lunch
14.30 Thematic session	14.30 Thematic session	14.30 Thematic session
16.00 Coffee break	16.00 Coffee break	16.00 Coffee break
16.30 Thematic session	16.30 Thematic session	16.30 Thematic session Evaluation
Report and post-seminar activities		

SCENARIO

Course / seminar objective: ...
Outcomes for each day individually:

Work plan:

Day 1	Day 2	Day 3
Introductions	Review of the previous day	Review of the previous day
Setting the rules for work and relations	Introduction to the topic of the day	Introduction to the topic of the day
Presentation of the topics and program		
Introduction to the topic of the day		

▪ Thematic sessions per the schedule. Prepare and write for each session (print out):

» The duration (and plan the time);
» The method and concrete steps / sequences of application;
» Technical means and spatial distribution;
» Materials (for distribution, for showing...) - some should be prepared in advance and some developed together with the participants.

▪ Plan both longer methodical sessions / sequences (e.g., plenary discussions, work in small groups, simulations, role playing, presentations) and shorter sessions / sequences (dividing participants into smaller groups, opinion polls, division of tasks in group work ...);

▪ Plan icebreakers and warming up games;

▪ For each thematic session, plan: a) what could be cut out if the group is slower, b) what could be additionally assigned, if the group is very quick?

▪ Plan alternative methods and techniques (if the group does not accept the method, the power goes out, etc. ...), plan activities for individual and differentiated teaching.

Recapitulation Evaluation of the day	Recapitulation Evaluation of the day	Recapitulation Evaluation of the day

Important notes: ....   Notes: Do not forget to ... / ... for...

(CHECK-LIST (INFORMATION AND COORDINATION WITH THE ORGANIZER)

» Discussion about the outcomes, timing, methods;
» Participants (number, structure, profiles);
» Space (size, structure, furniture);
» Technical and didactic equipment;
» Working conditions at the location where the seminar will take place.

CHECK-LIST (DIDACTIC RESOURCES AND MATERIALS)

» Technical equipment

- Computer;
- Video projector;
- Graphoscope;
- Flip chart;
- Moderation board;
- Moderation suitcase;
- Television;
- Video;
- Tape recorder;
- Camera;
- Other ...

» Didactic tools

- Materials, copies, notes for trainers;
- Folders for participants (paper, pencils);
- Demonstration materials (photographs, models, different objects);
- Copies to distribute, presentation hand-outs;
- Different pens;
- Different papers, scissors, tape;
- Writing materials.

» Other

- List of participants;
- Evaluation sheets;
- A copy of the program;
- ID cards;
- CDs, videos, cassettes;
- Refreshments (drinks and snacks ...).

» Before you start:

- Arrive early and check the space and furniture;
- Check whether the technical equipment is in function and whether you have all the didactic material;
- Check whether all the materials are ready.

AN EXAMPLE OF THE PLANNING STRUCTURE FOR A SEQUENCE / ONE WORK UNIT:

Topic: Lecturing as a method –pros and cons

Outcomes:
- The participants recognize and understand the advantages of lecturing as a teaching method in adult education;
- The participants recognize the disadvantages and limitations of lecturing as a method;
- Participants are familiar with the criteria for determining whether lectures should be used in an educational situation or not; they are able to apply this method and make reasonable decisions.
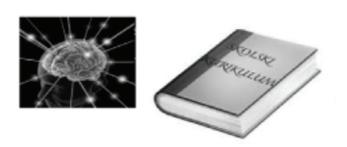
Duration: 1.5 hours

Steps	Methods	Technique	Duration	Materials	Important
Introduction – the importance of lectures, the possibilities and limitations, application	Brief lecture; writing down the most important points	Flip chart - whiteboard	10 minutes	Pens; participants' own notes	Maintain a neutral attitude towards lectures!
Division into 2 smaller groups (characteristics – formulate both the advantages and disadvantages, discuss and write down). Place the chairs to form 2 groups	Colored cards		5 minutes	Cards in 2 colors (prepare!)	Formulate the assignment clearly; do not forget the time schedule! Note: the spokesperson/rapporteur is appointed by the group. If the group is not able to appoint someone, use colored cards for random selection.
2 groups discuss and take notes on the flip chart pads	Work in small groups		25 minutes	Flip chart pads and markers in various colors for the groups	Allow for sufficient space and distance between the groups, so it does not become too loud. You may distribute the snacks and drinks.
Both groups present their results, followed by a discussion	Presentation + discussion	Flip chart - whiteboard	30 minutes (10 min. of presentation + 5 min. of discussion for each group)	Participants' own notes	The second group comments and gives additional information first. Any overlooked advantages and disadvantages should be added and written down!
Joint formulation of criteria to determine when lecturing should be applied	Dialogue/ discussion; taking notes	Flip chart - whiteboard	15 minutes	Participants' own notes; distribute copies (prepare in advance!)	Review the formulated advantages and disadvantages; encourage the participants to find examples of concrete criteria; specify examples from your own practice.
End of session	Summarization by the trainer, brief comments by the participants		5 minutes		In the end, take photographs of the work results and later distribute/send them to the participants
If a group finishes ahead of time:	Use the additional time at the end to discuss some issues from the literature, notes, criteria for applying lectures or different examples (distribute copies first!). Another option: leave five minutes for the task (individually or in pairs - depending on the number of participants) - imagine a situation where lecturing is not needed and a situation in which lecturing as a method is recommended. Comment and discuss.				
If a group is very slow:	Combine two parts of the discussion - the discussion on the pros and cons and the formulation of criteria, in such a way that the participants, under the guidance of the trainer, discuss and directly formulate the advantages and disadvantages which are then written down.				

5. ADAPTING PRIMARY
EDUCATION CURRICULA
TO WORKING WITH
ADULTS

5.1   Introduction - What to adapt and why?

In Bosnia and Herzegovina, in schools for primary education of adults (and for subsequent acquisition of primary education), teachers implement programs intended for children of primary school age, reduced by 50%, with no clear criteria for reduction. Such a curriculum is unfounded in andragogical sense, because it is not well-adjusted with respect to the target group and the real needs of the society. This means the curriculum is not competence-oriented, as would be appropriate for adult participants, for whom competence is a "tool" they need for everyday life. Such a curriculum does not enable acquiring competencies that will serve for the fulfillment of the participant's basic life roles – role in the family, in the community, at work, as well as the role of being a life-long student, and it does not provide facilities aimed at acquiring knowledge and developing skills applicable to real life situations of adults. All segments of the curriculum that are not andragogical should be adjusted to adults. In addition to the outcome and contents, another important segment that needs adjusting is the teaching and learning material, since there are no relevant textbooks for functional adult literacy. Besides teaching approaches, methods and forms of work (which we have discussed in the previous chapters of this Handbook), the monitoring and evaluation of participants also represent an important segment of the curriculum that should be adapted to adults, because it is a particularly significant motivational factor in adult education and learning.

Why adapt?
In order to take into account the participants' life experiences during the process of teaching and learning, and enable them to learn the useful – applicable – functional aspects of everyday life.

What to adapt?
The outcomes and contents, the methods and forms of work, types of activities, materials for teaching and learning, monitoring and evaluation of participants - the entire curriculum.

5.2   Criteria for curriculum adaptation
What is curriculum? What is adaptation?

Curriculum is often associated with lesson plans and the teaching program, because the traditional concept of curriculum is related to educational contents. The contemporary understanding of curriculum is much broader and, in addition to the contents, i.e. the lesson plans and the teaching program, it covers the whole context of or conditions for carrying out teaching and learning.

The curriculum is a systematic and structural framework that defines the educational program (purpose, objectives, outcomes, facilities) and the context of its implementation (the organization, activities and learning tools, as well as the criteria and methods).

The curriculum answers the questions:

Why learn? – objectives and tasks;

What to learn? – contents / program;

What / which results to expect? – outcomes of learning;

When to learn? – class plan and schedule;

Who learns? - age and level of education;

How to learn? - methods and approaches;

From what to learn? - teaching aids / learning materials;

Where to learn? – the physical environment for learning;

What are the effects of teaching and learning? - assessment of progress and achievement.

Curriculum

origin: currere (lat.) – to run, race, racecourse (an oval-shaped racing track for chariots)
curriculum - time, path, rules, standards and criteria (for running)
in the field of education - the flow and sequence of learning, a series of obstacles and hurdles (objects) in learning that must be overcome in a specified time.

While adapting the primary education curriculum to adult learners, it is necessary to adjust each segment, i.e. answer every question that has been asked. For many adults, the adjustment reflects the quality of education and the basis for the decision to join or remain in the educational process. What exactly do we mean by adjusting the curriculum? Adjusting the curriculum indicates changing, balancing, reducing or expanding, simplifying or elaborating... – all for the purpose of functionalizing the curriculum. Therefore, the aim of adapting educational programs, i.e. goals, outcomes, contents, teaching and learning materials, monitoring and evaluation of participants (the curricular segments with which we are dealing in this chapter of the Handbook) is functionalization.

Adapting the primary education curriculum to adult learners should result in a functional primary education curriculum for adults. In other words, all the changes made to the current curriculum serve for facilitating the realization of life roles of adults. The point of functionalization is not only the particular applicability, usability of what has been learned in a practical way, but also the recognition that the acquired knowledge and skills can help in everyday life.

The main goal, as well as the principle of adapting the curriculum, is its functionalization, and the fundamental criteria for adult education, as the key factors or basis of the concept of curriculum, is actually the essence of functionalization – the participant's life context and the structure of competency (which will be elaborated later on in the text) are the key competences for lifelong learning.
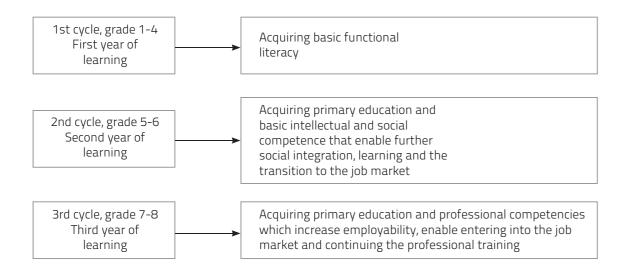
The andragogical foundation of the concept of curriculum

» It acknowledges the characteristics of those for whom it is intended, the characteristics of adult learners, especially their experience and their life roles;

» It acknowledges the essence and structure of competence, particularly the literary competence (linguistic and mathematical), which is defined by the European Framework as one of the key competences for lifelong learning.

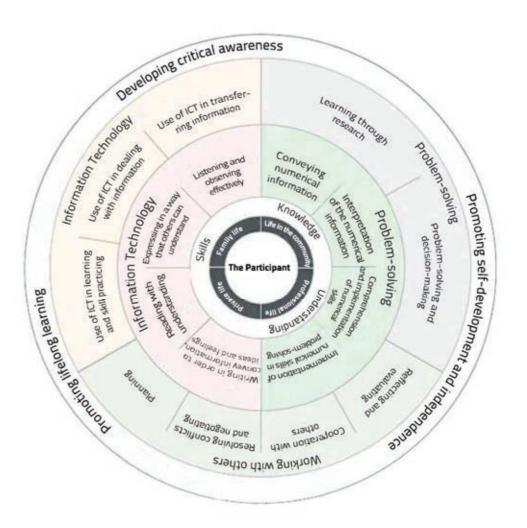**AN EXAMPLE OF THE CONCEPT OF FUNCTIONAL PRIMARY EDUCATION OF ADULTS**

In order to illustrate the concept of functional primary education of adults (FPEA), we will briefly present the concept that is being implemented in Serbia, as part of the "Second Chance" Project. With respect to the goal of FPEA, the curriculum is apparently based largely on andragogical principles of functionalization and outcome-oriented curriculum, and partly on competences.'The overall objective of FPEA is acquisition and improvement of knowledge, skills, values and attitudes, necessary for proactive and constructive problem-solving and coping with the challenges of everyday life, improving the family and personal life conditions, the performance of simple tasks and promoting an appropriate conduct in work situations and an active participation in the community" *(Rulebook of the FPEA Pilot Project Program, 2011, p.6)*. Based the above mentioned goal, it can be concluded that the concept integrates basic literacy, functional primary education and training for a simple occupation, which determines the final structure of FPEA, the individual curriculum subjects and modules, the organization and conditions of realization *(see: Rulebook of the FPEA Pilot Project Program, 2011).*

THE CONCEPT – STRUCTURE OF FPEA IN SERBIA

1st cycle, grade 1-4 First year of learning	→	Acquiring basic functional literacy
2nd cycle, grade 5-6 Second year of learning	→	Acquiring primary education and basic intellectual and social competence that enable further social integration, learning and the transition to the job market
3rd cycle, grade 7-8 Third year of learning	→	Acquiring primary education and professional competencies which increase employability, enable entering into the job market and continuing the professional training

An example of a functional curriculum

A good example that illustrates the functional curriculum focusing on students and their life roles, as well as the key competences – is the so-called curriculum "wheel".

The curriculum "wheel" (by Alibabić, 2011)

In the "curriculum wheel", the participant is in the center – the "axis" point, surrounded by his/her learning context (the first circle) related to his/her personal life, family, social life or work. These contexts are the basis for creating the curriculum, for actualizing teaching and learning, and building a training ground for the practice and application of the developed competencies which will stimulate better activities in all life contexts. The second circle consists of knowledge, skills and understanding, all of which can be viewed from two perspectives: as the results of prior learning and experience in the context of everyday life (and represents the basis for enhancement – the third circle - "the competence"), but also as the result of the third circle (competence development). The third circle contains programs for acquiring and developing linguistic (literacy - communication) and mathematical (numeracy) competences, the structure of which consists of knowledge, skills and understanding. Without the third circle, there can be no fourth circle (problem-solving, working with others (teamwork), information and communications technology), nor the fifth circle (promoting self-development and independence, the development of critical thinking, lifelong learning).

FACTORS WHICH CAN CONTRIBUTE TO SUCCESSFUL ADAPTATION OF THE CURRICULUM

In the field of acquiring adult literacy and primary education, the professional and scientific research findings can be useful for adequately guiding the process of primary education of adults and the subsequent acquisition of functional literacy. Based on numerous observations and several studies, it is possible to come up with the profile of an adult learner undertaking primary education, a profile that may have implications for, among other things, adjusting the curriculum.

PARTICIPANT PROFILE

- 15 or more years old;
- Illiterate, semiliterate or dysfunctional literate;
- Burdened withexistential problems;
- Feeling inferior to others (not accepted by others);
- Has a limited vocabulary;
- Poor verbal expression and conceptual understanding (has no opinion about many aspects of life and therefore no corresponding vocabulary);
- Has very little theoretical knowledge;
- Possesses somewhat more practical knowledge, skills and experience;
- Feels insecure while communicating;
- Instability (among younger ones) and rigidity (among older ones) of the value system;
- Poor cultural orientation;
- Narrowly focused interests (regarding the environment and existence);
- Has low motivation for learning (gives up very easily);
- Utilitarian view on education ("I do not need education if I cannot benefit from it directly", wants to see progress as quickly as possible);
- Lack of support from family and the environment.

Examples of good practices in acquiring adult literacy and primary education, as well as the scientific research findings, signify the importance of some characteristics of the curriculum for adults and certain conditions for its realization. Participants who are involved in the primary education of adults or subsequent acquisition of primary education should be fully aware of why and what they are learning, and that what they learn will be useful in life and help them in their daily activities - private, family-related, social, educational and work-related. Considering that the participants in the process of subsequent acquisition of primary education are poorly-motivated students with no precisely formulated educational needs, it is exceptionally important to encourage them to become aware of their progress and the benefits of learning, which will satisfy them and boost their motivation for learning.

Recommendations for successful adaptation of the primary education curriculum to adults

» the participants must clearly understand what they are learning and which activities they are performing - **clarity and distinctness of the curriculum;**
» the participants must be provided with the context in which they will "try out" the acquired skills - **application of what has been learned;**
» the participants must be perfectly aware of the fact that the attained knowledge and skills are really helpful to them – **functionality;**
» the participants must become aware of their progress, which will inspire them to continue learning – **feeling contentment because of what has been learned.**

Teachers must be trained in adult education ! ! !

5.3　　Adapting the objectives, outcomes and contents
How to functionalize objectives, outcomes and contents?

The first steps in planning and programming education and teaching, i.e. in the conceptualization of developing and designing each curriculum, are setting the objectives, formulating outcomes and determining the contents through which the objectives (tasks) and outcomes will be achieved. This means that the initial steps in curriculum adaptation are adjusting / functionalizing the objectives, outcomes and contents.

Objectives and outcomes should never be considered as synonyms. Objectives of education are commitments, intentions and aspirations that should be achieved during the process of education, teaching and learning, and outcomes are the results of these processes. Outcomes are explicit statements of results of learning; description of the learners after a defined period of learning in terms of: what they know (understand), what they are able to do under certain circumstances and how they behave in relation to what they do (attitudes, values, orientations). The relationship between objectives and outcomes is shown in the table below.

The relationship between objectives and outcomes

Objectives	Outcomes
- emphasis on what the teacher will be doing; - description of the purpose of learning; - emphasis on the learning opportunities; - includes the estimated amount of what can be learned at a given time; - formulated in the form of verbal nouns (development, training, acquisition).	- emphasis on what the participant will be doing; - description of the result of learning; - emphasis on the usability of what has been learned; - requires flexible determination of time according to a defined quantity; - formulated in the form of active nouns (knows, develops, analyzes).

In order to demonstrate these concepts, we will now give, as an example, two objectives of the History Course in primary education of adults, and you may analyze the formulation and their adaptability and functionality yourselves. The formulation of each curricular objective indicates the curricular orientation to the subjects / contents, to the knowledge, skills, or to the competencies. This is evident in the demonstrated objectives of the history courses:

» The goal of History Courses is to inform students about the development of human society from the earliest times to the modern era, so as to contribute to the development of their personalities in conformity with other subjects.

» The goal of History Courses is introducing the students to important events, personalities, facts and processes in the history of human society and the environment in which they live, and developing the basic skills required for forming a responsible attitude towards the society.
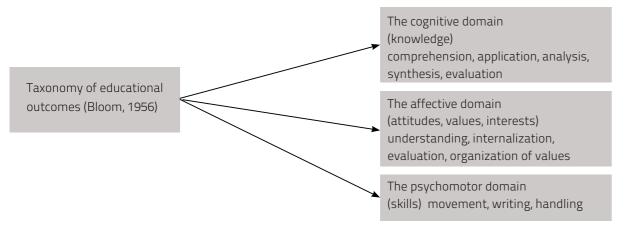
Examples of functional objectives:

- The goal of Literacy Courses is acquiring basic language literacy as a condition for active participation of adults in their daily private, work and social life;
- The goal of Digital Literacy Courses is acquiring the ability to use computers independently, on the level of performing basic searches and electronic communication, applicable in everyday life;
- The goal of Entrepreneurship Courses is to train students toimplement activities in the context of family, macro and micro social environment and to developcompetencies necessary for successful integration into the labor market and gaining economic literacy.

The objectives of education are the main value orientations – aspirations which should be achieved during the process of education and learning. They have an operative function and form the basis for planning and programming, the conception, organization and implementation of the educational process.

The outcomes of education are the explicit statements of the program / curriculum results; they determine what is to be learned; which skills, attitudes and values each participant needs to develop; they describe the learner after completing the educational process:

- what he/she knows and can do under certain circumstances:
- how he/she behaves in particular situations:
- which opinions does he/she express?

Educational outcomes have the following characteristics: they are compliant with the age and developmental characteristics of the students / participants; they enable verifiability (not necessarily full measurability) of the realization of the defined acquirements; they are specific and concrete and help the teacher to create and organize the educational process; they are precisely and clearly formulated and therefore prevent different interpretations; they do not describe the execution nor the activities in the process of their realization; they do not contain explanations as to why it is necessary to work on their achievement.

Taxonomy of educational outcomes (Bloom, 1956)

The cognitive domain (knowledge) comprehension, application, analysis, synthesis, evaluation

The affective domain (attitudes, values, interests) understanding, internalization, evaluation, organization of values

The psychomotor domain (skills) movement, writing, handling

The didactic literature provides different approaches to education programming. There are two approaches in the programming of primary education of adults: focusing on the program or the traditional approach which assumes that teachers and experts in certain fields define the program in terms of what is being learned, and the program is reduced to a list of topics that will be taught (pedagogical reductionism); and focusing on outcomes by which the program is defined as what the student / participant will know or can do at the end of the educational and learning process.

An outcome-based education is the philosophy of education, organized around a few basic beliefs and principles *(Spady, according to Kulić, Despotović, 2004, p.226):*

- all students / participants can learn and achieve success in learning;
- institutions control the conditions of learning and success, and therefore the success of the students / participants is the institution's responsibility and above all the teachers' responsibility;
- all the elements and factors of education are focused on achieving the predefined outcomes, in other words - expected results.

Relationship between objectives and outcomes in the example module "Basic Life Skills" (see Rulebook, 2011)

Objective	Outcomes
The objective of the 'Basic Life Skills" module is acquiring elementary knowledge, skills and attitudes necessary to improve the quality of life in areas of **health, family functioning, life situations, civic participation and managing.**	The participants will be able to recognize and apply the basic principles of a healthy lifestyle and health protection (preventions, check-ups, vaccination) to recognize and identify the characteristics of a healthy family; to read the city map; to use a variety of modern technology services (ATMs, vending machines, appliances …) to recognize the importance of having the necessary personal documents to be familiar with all types of personal documents and the procedures one goes through in order to obtain them; to improve their capacity to achieve life roles; to identify their options, preferences and interests to engage in certain activities.

In the above example, we can see that each area is covered by the objective, i.e. the educational purposes, and covered by the outcomes as well. Specific results, in every domain of the participant's life, are expected to be attained by the completion of the educational process. Results i.e. outcomes are formulated at the level of knowledge, skills and attitudes (in terms of Bloom's Taxonomy).
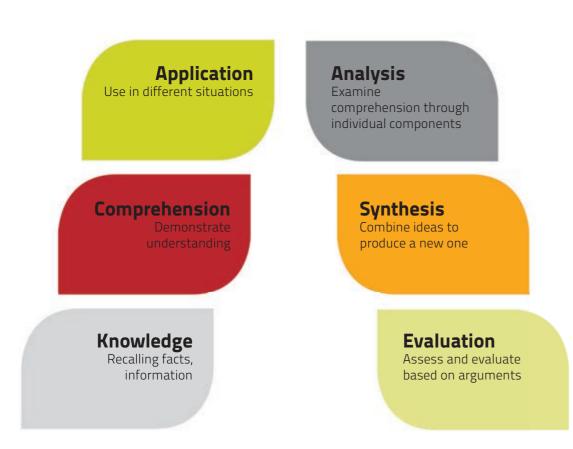
The formulation of outcomes

Upon completion of education / training or programs, the participant will:

- know that...
- be able to explain...
- be capable of...
- be able to carry out...
- show willingness to...

During the formulation of outcomes, Bloom's Taxonomy may be of some help.

BLOOM'S TAXONOMY

Knowledge Memory	Describe, specify, signify, define, list
Comprehension Connecting	Explain, give an example, summarize
Application Implementation in practice	Predict, connect, show, solve
Analysis Solving problems, individually	Differentiate, classify, identify the causes, ask questions
Synthesis Solving problems, expanding	Solve in a new situation, plan, connect, expand
Evaluation Critical examination	Compare, draw conclusions, recommend, defend, assess

During the adaptation / functionalization of the outcomes and contents of primary education of adults, it is necessary to bear in mind the origin of the outcome.

» outcomes are derived from roles and responsibilities, i.e. the description of activities or tasks in specific areas of life and work.

If, in this context, we were to briefly go back to the "curriculum wheel", we would naturally be looking for the origin of the outcome in the center of the wheel, in the basic roles of the participants – **we "measure" outcomes in relation to roles, and in relation to outcomes we "measure" contents.**

*An example (shown in the following table) of outcomes, which are the results of teaching and learning numeracy (part of mathematical competences) and are derived from the basic roles of the participants in the dominant areas of their lives – **demonstrates the functionality,** not only of the outcomes, but also indirectly of other segments of the curriculum – contents, methods and conditions of realization, producing didactical materials, monitoring and evaluation methods. In the demonstrated curriculum (VOX, 2007), mathematical literacy competences are developed on three levels, described with three groups of outcomes. The table presents only the first level – a simple, not too demanding level, and may pave the way for the right outcome functionalization of any subject.*

Calculation skills (VOX, 2007)

Level 1. Examples

Private and social life	Work-life	Education and training
Numbers Can interpret and control accounts. Can understand the prices of the already prepared goods. Can estimate the cost of visits to museums, amusement parks and the like.	**Numbers** Can understand a simple job description. Can read his/her own pay slip (wages or taxes). Can fill out a form with working hours.	**Numbers** Can use a calculator to perform simple calculations. Can comply with the schedule and timing for classes and breaks. Can execute simple instructions.
Measures Can read temperature and weight-measuring instruments. Can use the instructions. Can use the petrol pump.	**Measures** Can read gauges, for example for tire pressure. Can decide whether something is too much or too little. Can understand the amounts shown in the product description.	**Measures** Can use measuring instruments such as scales, measuring cups. Can use instructions. Can determine the right angles in building and construction works.
Statistics Can perform calculations such as summing money, people or objects in an efficient manner. Can use the rules and strategies for simple games. Can understand the information on a pie diagram or chart, contents of media or newspapers.	**Statistics** Can read survey on incoming and outgoing goods from a formulated chart. Can make a list of goods in stock. Can count and categorize various objects.	**Statistics** Can interpret simple numeric information that is essential for training. Can understand information presented on simple diagrams, charts and textbooks. Can illustrate simple numerical information with the help of a bar graph.

OUTCOMES AS COMPETENCIES

Outcomes of teaching and learning can be at different levels. Outcomes of acquiring literacy and primary education of adults (outcomes of subsequent acquisition of primary education) may be at the following levels:

- » Training
  - To get to know;
  - To reproduce.
- » Qualification
  - To understand;
  - To know how.
- » Competence
  - To apply / plan / develop on similar or other topics, situations and problems;
  - To have an attitude, to believe, assume responsibility.

Competence and competencies have long been taught in the spheres of education and labor. At first glance it seems unrealistic and even impossible to be talking about competence and competencies as the outcomes of acquiring literacy and primary education of adults. However, competence and competencies do not mean "excellence", because competence itself has its own levels, so even the participant whose profile is presented in this text can have a certain level of a specific competency - mathematical, linguistic, information technology competencies, etc.

> *Competency is a combination of specific knowledge, skills and attitudes that ensures success in certain activities.*

Today, competence-based curriculum is becoming more and more prominent in the planning and programming of education at all levels, including the level of primary education of adults, and thereby contributing to the full functionality of primary education, because competencies are essential and are applied in the context of real life.

> **Example of competency as the outcome in Civic Education:**
> recognizes the importance and understands the role of civic initiatives and activism in improving the lives of local communities and plans local action.

In the above example, competency refers to a complex combination of knowledge, skills, understanding, attitudes and desires that lead to an effective, integrated human action in a specific domain.

At the end of 2006, the European Council and the European Parliament adopted a recommendation to introduce the European Framework of key competences for lifelong learning. For the first time on the European level, the Framework determines and defines the key competences that citizens need for their personal achievement, social inclusion, active citizenship and job qualifications for employment in a knowledge-based society. The educational systems of Member States should ensure the development of key competences of adults as well as of younger generations. This means that it is necessary to create conditions for their development at all educational levels, including the level of primary education of adults (or the subsequent acquisition of primary education); such curricula focused on key competences become truly functional.

The eight key competences of the European Framework refer to:

- communication in the mother tongue (language literacy competence);
- communication in foreign languages;
- mathematical competence;
- competences in IT, science and technology;
- learning to learn (competence in managing self-learning);
- social and civic competence;
- sense of initiative and entrepreneurship;
- cultural awareness and expression.

Many of the key competences are interdependent, overlap and support each other. These competences are constantly evolving through curricula of all subjects and are therefore referred to as the general outcomes or cross-curricular competences. Some of them are dominant in a particular subject and in that case cannot be considered general, but are called subject outcomes as they are essential for that subject. These are mathematical, IT, linguistic competence and communication in foreign languages. They are subject competencies essential in subjects such as mathematics, IT, first language and foreign languages, but are also regarded as general competencies in all other subjects. For example, mathematical competence is developed by biology and physics and history and all other courses, while, language literacy competence is developed by all subjects, including even mathematics.

A COLLECTION OF EXAMPLES OF CROSS-CURRICULAR COMPETENCES
(We provide examples of the possible acquisition of each cross-curricular competency in a particular subject; the examples are inspired by the "Second Chance" Project material)

Learning to learn or the competence in managing self-learning (in physics courses)
Physics courses allow participants to see, observe, describe a phenomenon, verify their knowledge through application, and seek data and information. Such activities lead to a logical structure that allows the participants to learn the way of obtaining information, the ways of using the information in the process of problem-solving; in other words, through such activities participants learn how to learn.

Cultural awareness and expression (in first language lessons)
With the help of the implementation of **first language** programs and especially the appropriate literary texts, participants are acquainted with their own culture and other cultures, with their own and other customs and traditions, aimed at developing respect for other cultures and traditions, and for developing tolerance towards others and true understanding of one's culture and awareness of expression. This course allows participants to cultivate their aesthetic capacity through creative self-expression and participation in the cultural life.

Social and civic competence (in geography courses)
Social and civic responsibility is developed through **geography** courses, by means of analyzing and interpreting social concepts and structures (civil rights, equality, democracy...). By using various sources for acquiring information for the purpose of becoming informed about the socio-political events in their environment and all around the world, participants are able to properly discuss various issues that are of interest to them and to the democratic society as a whole.

Linguistic literacy competence (in mathematics courses)
Linguistic literacy in **mathematics** is developed through oral and written communication, i.e. by learning the mathematical terminology, symbols and signs, by asking questions and giving answers, by reading and interpreting mathematical problems. By acquiring mathematical knowledge, the participants are able to clearly and precisely convey facts, formulate their answers and express their opinions with accuracy.

Science and technology competence (in chemistry courses)
Gaining basic knowledge in **chemistry** courses contributes to the development of systems thinking and observing causal connections and relationships. Facts, concepts, principles, theories and laws in the field of chemistry and methods of forming knowledge about them, depict the nature of science, but also the basis for understanding the environment and acknowledging the benefits, limitations and risks of scientific theories and the application of technological breakthroughs. This leads to understanding the changes occurring as a result of human activity, but also as a result of human responsibility.

Mathematical literacy (in biology courses)
Biology courses help in developing mathematical literacy by solving mathematical tasks and problems, for example, calculating the surface area and the density of lettuce that the participant intends to plant in the garden, making a solution of a liquid man-made fertilizer, using tabular and graphic expressions to represent relations in "biological systems", etc.

Competence to communicate in foreign languages (in information technology courses)
During **information technology** courses, participants learn many concepts and their names / terminology in a foreign language (mainly English), which enriches their vocabulary. Curiosity for information technology encourages the students to use the internet and search databases that are usually in English, which provides them with the opportunity to develop communication skills with written text in a foreign language.

Information technology competence (in history courses)
History courses provide an opportunity to develop information technology competences by using computers and the Internet for finding relevant historical information, data and written material as well as interesting historical facts, which increases the participants' motivation for studying history, as well as for mastering computer skills.

Sense of initiative and entrepreneurship (in foreign language courses)
During **foreign language** courses, the competence of taking the initiative and entrepreneurship is developed mainly through methodical processes. The emphasis is put on communication methods, working in pairs and within a group, since they are suitable for achieving cooperation and building team spirit. While communicating about different topics, participants have the opportunity to take the initiative, to become aware of some aspects of their personalities that were not known to them until then. By being part of team work or working in pairs, they take on various roles which require taking corresponding actions.

RECOMMENDATIONS for adapting step by step

While adjusting primary education to adults, bear in mind the basic roles of the participants in the context of their lives and subsequently, their educational needs in accordance with the affirmed roles and experience. Based on affirmed roles and needs, reformulate the assigned outcomes so they ensure the actualization of the basic roles. In accordance with the reformulated outcomes, adjust the contents – by reducing and functionalizing. Achieve outcomes and realize contents by applying methodical approaches, methods, forms and means appropriate to adult learners.

5.4   Adapting the teaching and learning materials
Why develop materials for teaching and learning?

> *Giving adult learners textbooks for children is an indication of disregard for them as adults and for their life context; it causes frustration and demotivation in the process of adult education.*

For whom is the teaching and learning material intended?

Considering the fact that there are no special textbooks for courses in adult primary education, it is necessary to develop / create functional teaching and learning materials intended for collaboration between teachers and participants, but above all for participants to use them as a basic educational tool in mutual and independent learning, practicing and self-evaluation.

Who develops the material?

The teacher of each subject should create the necessary material, keeping in mind the goals and assigned outcomes. The teacher may engage the participants in this process and by doing so he/she will be showing them that he/she acknowledges them and counts on their creativity. Such a gesture can be a good motivational tool in the learning process.

What does the material contain?

It is recommended that the teaching and learning material contains a wide range of well-adjusted, i.e. functionalized resources such as various texts, issues, tasks, maps, charts, pictures, achievement tests, a glossary, questionnaires and the like, all in compliance with the nature and characteristics of the particular subject.

What is it used for?

The material helps in gaining knowledge, acquiring and developing skills, and self-assessment of achievements. The material motivates and encourages the participants' activities, but it enables them to become aware of their progress in learning, which is particularly important and motivating in the process of learning and adult education.

When is it used?

As a teaching / educational tool, it can be used at all stages of the class - the stage of processing new contents and attaining knowledge, the stage of repetition and practice, in the process of monitoring, self-evaluation and assessment. The participants can use the material at home, especially as a means of self-evaluation, as long as they receive timely instructions from the teacher.

How is it used?

It is essential that the teacher gives timely and proper instructions for the use of the material during class, but also instructions for its use outside of the classroom - at home.

How is the material developed?

The teacher must be aware of the fact that the teaching and learning material is not permanent, "eternal", it has to constantly change, expand - develop. Therefore, it is necessary to take into account its andragogical and didactic functionalization. This means that the selection, the form and the contents of the material must be determined by the characteristics of the participants and their life context, on the one hand, and the objectives and outcomes, on the other hand.

EXAMPLES OF FUNCTIONAL MATERIAL (some examples are taken from the "Second Chance" material)

Mathematical problems - an example of material that has a foothold in the life context of participants and subject outcomes:

1.   An average family spends one fifth of its income to pay bills. If the total income of the family amounts to 800 KM, how much money should be set aside to pay the bills?
2.   How much man-made fertilizer is needed for a rectangular 20mx7m garden, if 1kg fertilizer is to be applied to every 2m²?
3.   How much paint is needed for painting the ceiling of an 8mx15m room, if half a kg of paint is to be applied on 10m²?

Commentary on the given examples:
Students may find themselves in situations that require answers to the above mentioned or similar questions. Precisely this kind of situation or context is a valid and important guideline in adjusting the objectives and subject outcomes of mathematics courses for adult learners. Hence, the only functional objective may be "acquiring basic numeracy, usable in everyday life situations", and outcomes that are verified by above problems are, "the student is able to read and formally write a fraction, to calculate sections of a whole unit - half, quarter, fifth, tenth", "the student is able to calculate the area of a rectangle".

Material for the first language lessons–school subject: An example of a functional text / content for reading and comprehension

Medicinal herbs - KLAMATH WEED
Heals the inside and the outside
In folk medicine, the Klamath weed or St. John's wort has been used for centuries to treat many diseases. The much valued herb, also the herbalists' favorite, grows on pastures, meadows and rocky cliffs. It blooms from May to August, apart from the bright yellow flowers, it is recognized by its bitter taste and specific smell.
The Klamath weed contains iron, essential oils, resins, carotene and vitamin C. However, the most important ingredient is hypericin, which relieves inflammation because it prevents the growth of bacteria and viruses. It is useful for the prevention and treatment of gastritis, ulcers and duodenum, as well as kidney, urinary tract, liver diseases, high blood pressure and heart disease. In addition, it is used externally to treat burns, hemorrhoids and wounds. In recent years, scientific studies have confirmed that it is also a good remedy for relieving and curing depression because it contains hyperforin. This compound prevents the breakdown of serotonin (the happiness hormone) and mitigates symptoms of depression. Compared to antidepressants, it is equally effective and has fewer side effects. The Klamath weed also contains melatonin, a hormone secreted by the brain during sleep, and therefore the plant is used as an excellent remedy for insomnia.
But due to the fact that the Klamath weed stimulates liver enzymes to rapidly metabolize drugs and thus reduce their concentration in the blood, it has been proven that it can significantly reduce or completely "undo" the effects of other medications. Therefore, it should not be consumed with birth control pills, antidepressants, medications for high

cholesterol, or medicine taken before a transplant. Also, the Klamath weed oil should not be applied on the skin during sunbathing because it is photosensitive and may cause changes on the skin, usually dark stains. St. John's wort should not be added to lotions for daily face care, especially during the summer, because it does not contain sun protection factor. But if used properly, the Klamath weed oil is a real blessing for the skin, especially after sunbathing because it nurtures the skin, prevents premature aging and drying and is especially beneficial for treating sunburned skin.

Text taken from the "Herbs and Health" Magazine.

Commentary:
The above example shows that when selecting a text, we must make sure that the reading material is adequately long (but not too long), interesting, inspiring and stimulating for seeking other functional texts. In the aforementioned article, the following may be exercised: detecting the functionality of the style with which it was written; interpreting and identifying the benefits of the contents for the participants, by changing their attitude and conduct; extracting the essential and unessential from the text for use in everyday life; connecting the text contents with material from other subjects; detecting some linguistic phenomena and spelling rules; acquiring new vocabulary and adopting new concepts.

Material for teaching and learning physics - an example of functional illustrations (example taken from the "Second Chance" material)

Would the match stick catch fire if the surface were smooth?

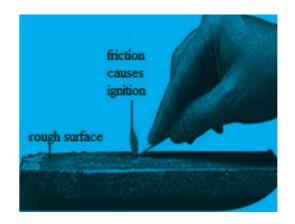What type of energy does the drawn back bow have?

What is unusual in this picture? Which force is not active?

Why are most of the iron shavings at the end of the magnet? Does a comb always attract pieces of paper?

5.5   Adapting the monitoring and evaluation of participants
Why, when and how to evaluate participants?

CHARACTERISTICS OF FUNCTIONAL EVALUATION

In monitoring the participants' progress and in evaluating them, teachers rely primarily on the defined outcomes for each course. Functional monitoring and evaluation contributes to the improvement of learning methods and the participants' progress. Functional monitoring and evaluation is:

» individualized (the teacher should bear in mind the participants' needs, knowledge, experiences, ambitions, level of motivation);

» permanent and continuous (feedback should be given immediately after each activity and in continuity);

» stimulating (highlight any progress however minimal because it "gives the participant wings" in the process of learning; the task of the teacher is NOT to give instructions on WHAT the participants need to learn and to evaluate what has NOT been learned instead of what HAS BEEN LEARNED).

The general rules of proper evaluation of adults in the process of acquiring primary education are as follows:

» evaluation must be timely, specific and related to precisely defined criteria;

» evaluation must reflect every aspect of the participants' progress and support further progress;

» evaluation must be clear to the participants at any time in terms of what the teacher is doing and why, what the consequences for them are and what they may expect.

In the process of monitoring and evaluating participants in primary education of adults, the teacher:

» monitors and supports the participants;

» supports learning rather than only checking what and how much the participants have learned;

» notices and corrects errors (including his/her own), and does not reprimand because of them;

» individualizes evaluation - creates an opportunity for participants to respond in a variety of ways, assessing the type and time of evaluation that is most suitable to each participant individually;

» evaluates achievements bearing in mind not only the quantity and quality of knowledge but why something needs to be learned(evaluation always involves the objective of learning, why the participants need the knowledge, skills and competencies that are developed, monitored, reviewed and evaluated).

In addition to teachers, monitoring and evaluating progress can be performed by the participants as well, either to evaluate the achievements of others or their own achievements (self-evaluation). Evaluation can be realized in different stages of learning and education. It is recommended to use the following evaluation dynamics: initial evaluation – determining prior knowledge at the beginning of the learning process; formative evaluation - monitoring the progress of participants and determining the difficulties faced during the learning process; summative evaluation - evaluation of achievements at the end of one educational cycle(quarter, semester or at the end of the year).

MORE ON THE TYPES OF ASSESSMENT / EVALUATION

The assessment carried out at the very beginning of the teaching / learning process is crucial for specifying the relevant learning goals for each participant and the group as a whole. If there is not sufficient time available and if the group of participants is predefined, then the initial assessment can be carried out during the process itself (as an integrative part of formative assessment).

The assessment carried out during the process of acquiring literacy and primary education is helpful in providing feedback to participants on their progress and in adjusting to individual goals. Such an assessment can be conducted in different ways, and the participants can be actively involved in this process. Certain tests and assessment instruments have been proven to be effective for this purpose, even though they are more appropriate for the initial and summative (final) assessment. Standardization of tests which can encompass all the learning outcomes from the start to the end is a complicated process. Therefore, it is more appropriate to use other forms of assessment and evaluation as supplements, such as portfolios, assessments and discussions.

Summative evaluation used to be the traditionally dominant form in acquiring literacy and primary education of adults(in our region). Summative assessment includes evaluation in relation to the objectives, which are mainly defined by the curriculum. This assessment is performed at the end of the teaching and learning process, usually in the form of an average grade or exam results, and rarely includes any comments or indications for further development.

Formative evaluation can also be goal-oriented, but in most cases it is process-oriented. Evaluation is carried out in parallel with the implementation of the educational process in order to support the learning process, and invariably involves written or oral comments to enable the participants to identify their potential for development. Formative assessment reflects a learning perspective that emphasizes the role of participants as the responsible partners in the learning process. This assessment takes the form of an interactive process involving the teacher and the participants, who work together to identify achievements in learning as well as learning difficulties and problems.

Formative assessment can be carried out using different methods, such as, for example, the "do it yourself" method which is based on the "European Language Portfolio" and the "Common European Framework of Reference for Languages." This methodology emphasizes self-evaluation and seeks to provide the adult learners with an insight into their own learning processes and helps them to actively participate in defining learning goals. Learning goals should not be too comprehensive and must be based on the participants' experiences. The aim is to provide concrete knowledge to participants and to clarify the next step towards the goals at a higher level.

Portfolio methodology is also characterized by a process-oriented approach, and can be used for formative assessment during the learning process, as well as summative assessment, which is performed after the completion of the process. The participants collect all of their exercises in the portfolio and thus can document their own progress in the process of learning and education. The portfolio can be in paper and digital form. Discussions between the teacher and the participant on issues that can promote further learning are of crucial importance. Feedback should aim to encourage reflection in the learning process. Feedback should be specified and adapted to the level of each participant. In this way, participants receive feedback through the entire learning process, which allows them to become active partners in the process itself. The portfolio as a whole needs to document all the competencies acquired by the participant during the learning process, and therefore it can serve as documentation of learning outcomes and may be useful for the final evaluation.

A reminder of the types of evaluation

Formative evaluation	Summative evaluation
Carried out during the learning process, in all stages of the teaching process.	Carried out at the end of a teaching unit specified by the program.
Carried out continuously throughout the academic year.	Takes place at the end of a quarter, semester, school year or education cycle.
Used for designing, directing and guiding the learning process and deciding what and how the participant should further continue to learn.	Shows how much the participant has learned, i.e. what he/she knows, understands and is able to do.
Used for planning the subsequent teaching activities and decisions about what and how to plan for the following classes.	Shows to what extent the teaching activities have succeeded in achieving the goals and outcomes specified and planned by the program.
Consists of monitoring, data collection, analysis and communication of information.	May represent evidence of acquired knowledge and level of education.

KEY CHARACTERISTICS OF FORMATIVE EVALUATION

» Formative evaluation is learning and evaluating at the same time;
» Formative evaluation is used to determine what the participant needs in order to be more successful in learning;
» This includes frequent and interactive assessments of what, how and how much the participant has learned;
» Classes are planned with regard to these needs, thereby providing support and assistance to the participant;
» The participant is an active partner in all phases of this process, and their combined result is progress in quality and the effects of learning.

What is important and what is less important?

Important: What does the participant really need?
Less important:
　　　　　- What can the participant reproduce?
　　　　　- In what areas is he/she better or worse than others?
　　　　　- How much better or worse is he/she than others?

Important: How much has the participant progressed?

Less important: What grade did he/she get?

In the primary education of adults, it is recommended to focus on formative evaluation because it contributes to:

» improving the skills of learning and self-assessment (a realistic insight into the results), and the development of a number of effective learning strategies;
» learning as understanding of phenomena (rather than the mere adoption of information);
» respect for the work and achievements of others;
» defining the success criteria in a better manner;
» the joint work of the teacher and participants;
» the experience of accountability and responsibility for one's own learning;
» improving the atmosphere in the classroom;
» encouraging participants to feel confident;
» contributes to the culture of articulating learning objectives and the communication about these objectives between the teacher and the participants, as well as among the participants;
» naturally encourages the teacher to use different approaches and methodological procedures and techniques in the classroom in response to the identified needs of the participants, which enriches and complements the teaching process, making it more lively, active, relevant and interesting;
» overall, encourages and enhances the skills necessary for lifelong learning;
» in some countries, formative evaluation is the main form of intervention aimed at improving the quality and effects of education in general.

What is important and what is less important?

» ASSIGNS DIFFERENT TYPES OF TASKS and requires a variety of responses (true/false, fill in the blanks, circle the correct answer, open-ended questions, sort by accuracy, significance, etc…);
» conducts EVALUATION GRADUALLY from easier to more difficult;
» UTILIZES AN INDIVIDUALISTIC APPROACH in every respect;
» OFFERS POSSIBILITIES FOR VARIOUS EXERCISES AND EVALUATES PROGRESS CONSTANTLY (test checks, examples of previous tests, examples of correct answers, what is really important and why it is important);
» IS FAIR IN EVERY RESPECT;
» VIEWS KNOWLEDGE AS A WHOLE IN WHICH THE ART OF REPRODUCING CONTENT IS LESS IMPORTANT THAN BASIC UNDERSTANDING, IDENTIFYING POSSIBLE APPLICATIONS OF LEARNING, AND APPLYING LEARNING.

Criteria for assessing behavior in the learning and teaching process

(See: Training of Teachers in Basic Andragogical Skills, 2011)

Dimension of behavior	Outstanding students	Average students
Attendance	Nearly perfect attendance; rare excused absences except for other scheduled conflicts; makes prior arrangements for missed content	Sometimes late for class; occasional absences from class are rarely excused; frequently puts other priorities ahead of course
Preparation	Well-prepared; readings and assignments completed with great attention to detail; makes connections with past learning	Readings and assignments completed in a timely, but perfunctory manner with little attention to detail or further contemplation
Curiosity	Motivated, inquisitive and ready to research, asks thoughtful questions in the discussions; makes the extra effort to learn more and connect with other knowledge and experiences	Uninterested in subject material and class; participates in class and projects without enthusiasm; exhibits only modest interest in subject matter
Dedication	Has a winning attitude and shows responsibility, motivation and determination to succeed; enjoy and values learning; listens to feedback and acts on it	Rarely does more than required; seldom shows initiative; defensive about feedback; perceives him/herself as the victim
Talent / ability	Highly intelligent, unusually creative	Can have greatly varying natural talent; some are quite talented but lack organization and motivation; others are motivated but lack special aptitude
Type of knowledge	Learns concepts rather than memorizing details; able to connect past learning with present material	Tries to memorize facts at the last minute rather than learn concepts; makes few conscious efforts to connect new learning with past knowledge
Type of knowledge	Reads, studies and thinks about course subject on a regular basis; begins assignments and projects well before deadlines; devotes extra time and effort when needed	Does not develop a regular system for studying and doing assignments; frequently begins readings and assignments at the last minute; rarely willing to devote time necessary to develop deeper understanding
Communication skills	Speaks confidently and writes well; presentations and papers are well-conceived, well-prepared and informative	Presentations and written papers lack organization and quality, papers require extensive re-writing, quality of content limited by poor communication skills
Performance	Exams and papers are always of the highest quality, contributions in the classroom are significant, work demonstrates critical thinking	Results are not standardized by their quality, written papers and oral presentations indicate only a cursory understanding

Some behavioral aspects of assessment - possible criteria
Williams, 1993, translation from English and adaptation L.Radulović

ABOUT PORTFOLIOS

(source: Training of Teachers in Basic Andragogical Skills, 2011)
Portfolios of participants are a systematically and carefully created collection of participants' work which can be useful to the participants as well as the teacher, peers and others in monitoring the participants' work and progress (what was the participant involved in, what did he/she learn, what is his/her relation to the subject matter, learning difficulties...). It is a collection of materials, created during the educational process, which represents an illustration of the process itself and its results. It is, in principle, collected by the owner of the portfolio and shows the efforts, progress and achievements during a given period. As a record of the activities during the learning process, the portfolio links the learning / teaching process and evaluation (sets evaluation as part of the learning process) and allows for evaluation and self-evaluation in the function of managing learning itself.

Functions of the portfolio:

- Helps participants and teachers to set individual goals and individualize teaching, learning and evaluation;
- Helps participants to take an active and responsible role in the learning process (including monitoring and evaluation);
- Enables participants to manage their own learning and understand their ability to do so;
- Enables the development of self-image and self-esteem;
- Represents a means of self-evaluation and monitoring;
- Allows learning through non-formal education, work-related and authentic life situations;
- Allows monitoring - testing progress in terms of specific targets during a certain period;
- Depicts the process;
- Enables the development of the curriculum.

Different types of portfolios

Types of portfolios	Portfolio in formative assessment	Portfolio in summative assessment
Key concepts:	development of the individual	responsibility
Assumption:	assessment as a means of support to the individual's learning process	assessment as a means of comparison with the norms
Purpose:	support to the individual's learning process	control of results
Characteristics:	partnership between the participant and the teacher	classifying / ranking participants
	the purpose of the portfolio considered and agreed upon with the participant	the purpose of the portfolio decided on an institutional level or by the teacher
	the contents / elements of the portfolio selected by the participant, follow and depict the story of the participant's personal and professional development	the contents / elements of the portfolio determined by the institution, in accordance with the program and planned outcomes

Characteristics:	is developed in continuity during the teaching process, time-flexible	may be developed at the end of a period for a particular period (program, class)
	is assessed by the participant or used for obtaining feedback for the purpose of improving learning	subject to external assessment–assessed based on defined elements, through columns and quantification
	portfolio organization is decided upon by the participant independently or in agreement with the teacher	Usually structured in advance, based on the goals of education, outcomes or standards
	Formative role: to assess the need for further learning (from present to future)	Summative role: to assess what has been learned (from past to present)
	encourages the participant's intrinsic motivation and involvement	requires extrinsic motivation
	accessible by the participant, his/her family or friends - of the participant's choice	accessible by an external audience (often the representatives of governmental institutions or the teacher) - the participant has little say in it

Finally, some interesting facts from the "world of assessment"

Achievement factors	Excellent	Very good	Good	Satisfactory	Unsatisfactory
Quality	Jumps over tall buildings in a single bound	Must run before jumping over tall buildings	Jumps only over low buildings	Bumps into buildings in try-ing to jump over them	Wouldn't recognize a building
Initiative	Stronger than a locomotive	Stronger than an elephant	Stronger than a bull	Shoots at a bull	Smells like a bull
Speed	Faster than a bullet	Fast as a bullet	Slower than a bullet	A very slow bullet	Hurts himself trying to shoot
Adaptability	Walks on water	Walks on water under extraordinary circumstances	Washes with water	Drinks water	Passes water to others under extraordinary circumstances
Communication	Talks to God	Talks to angels	Talks to himself	Argues with himself	Loses arguments with himself

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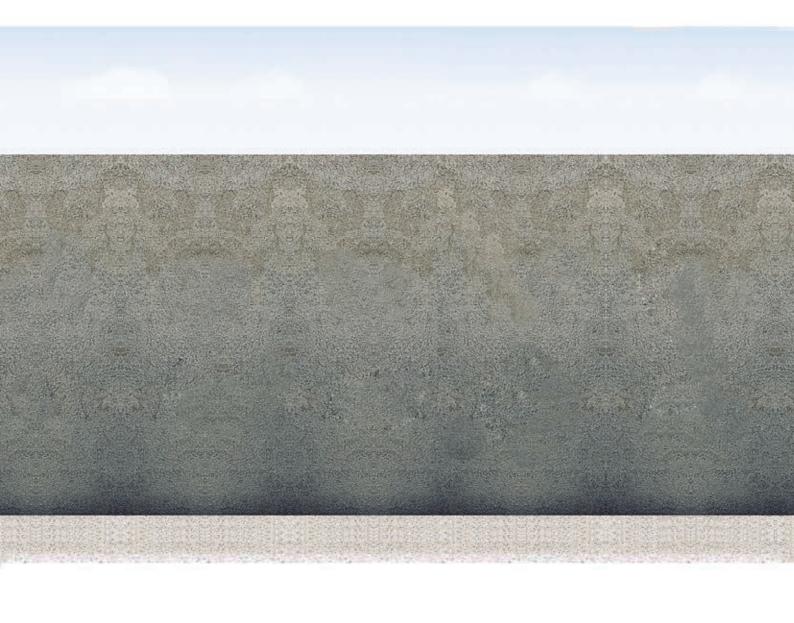
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