TRAINING AND FACILITATION SKILLS PROFILE FOR ADULT EDUCATORS

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TEA 4 SENIORS:

"TEACHING DIGITAL COMPETENCES TO LOW-SKILLED OR LOW-QUALIFIED SENIOR CITIZENS THROUGH ANALOGIES"

IO1_A3 Training and Facilitation Skills through analogies and gamification Profile for Adult Educators

"Learning by Analogies and Gamification Digital Framework for low-skilled Seniors"

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Context and scope of Educators' profile

Making sure that adult educators have the essential competences they require in order to be effective in the classroom is one of the keys to raising levels of low skilled and low qualified seniors' attainment.

The **TEA4SENIORS** project aims to foster digital literacy and understanding of the digital world among low-skilled or low-qualified senior citizens and their educators through an effective and innovative methodology based on gamification and analogies.

This Training and Facilitation Skills Profile for Adult Educators helps recruiting and selecting trainers, setting performance expectations and measure contributions objectively. It will also include the appropriate pedagogical competences, to enable them to deliver high quality digital skills training.

The Training and Facilitation Skills Profile for Adult Educators makes part of the first intellectual output of the Erasmus+ strategic partnership project **TEA4SENIORS** (Teaching Digital Competences to Low-skilled or Low-qualified Senior Citizens through Analogies and Gamification), implemented from 2018-2020.

The Educators' profile is important to develop because it allows educators to have a guideline in their behaviours and attitudes towards their target. In the context of the TEA4SENIORS project, their target group is the elderly with very low or no qualifications and skills. Therefore, they need special attention. It is necessary for educators to have a specific profile in order to apply and make the best use of the analogy method and gamification.
This profile can be transposed and can be reused for other projects for the same target and adapted for projects using the same tools (analogy or gamification method).

This document will give an overview of who is an adult educator and will demonstrate the importance of the cycle process an educator should use in order to train someone. Parallelly, this profile will give an idea of the **prerequisites** that educators must have before proceeding with learning sessions, whether in terms of materials or knowledge.

In addition, this profile should include the **educator's soft skills**, i.e. how he or she should be, how to behave towards the target so that the sessions take place in a good atmosphere.

Finally, this profile highlights the **techniques and practices** considered beneficial for the target's learning process.

All these requirements make it possible to get as close as possible to the target and to apply the different methods used.

1. Who are adult educators?

1.1: Defining adult educators

To start we can give a definition about adult education. According to the ISCED 2011, adult education can be defined as follows: "*Education specifically targeting individuals who are regarded as adults by the society to which they belong to improve their technical or professional qualifications, further develop their abilities, enrich their knowledge with the purpose to complete a level of formal education, or to acquire knowledge, skills and competencies in a new field or to refresh or update their knowledge in a particular field. This also includes what may be referred to as 'continuing education', 'recurrent education' or 'second chance education'.*"[1]. According to this definition, adult education seems to be a learning process, outside formal education, where learners are voluntary and wish to pursue training by their own desire in order to acquire skills and competences.

Knowles' theory of andragogy[2] is an attempt to define adult education. By using this term, is underlined the difference with teacher educator in the sense that adult educator is about educators working with adult learners, and teacher educator are all those who actively facilitate the (formal) learning of students and pupils. Indeed, the practice of adult education is called andragogy, to distinguish it from the traditional pedagogy of children's school education. The word comes from the Greek ἀνδρ- andr-, meaning "man", and ἀγωγός agogos, meaning "leader of"; it literally means "man leader", while "pedagogy" literally means "child leaders".

Adult educators represent a valuable fringe in the teaching sector. Indeed, adult education is highly integrated in all international development projects. A specific UE platform is even officially dedicated to Adult education. This platform is called EPALE: Electronic Platform for Adult Learning in Europe.

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[1] http://uis.unesco.org/en/glossary-term/adult-education
[2] *The Modern Practice of Adult Education*, *From Pedagogy to Andragogy,* revised and updated, Malcolm S. Knowles, Cambridge Adult Education.

1.2: Training process

Adult educators can apply principles coming from the ADDIE Model. This model "*is the generic process traditionally used by instructional designers and training developers. The five phases – Analysis, Design, Development, Implementation and Evaluation – represent a dynamic, flexible guideline for building effective training and performance support tools*"[3].

According to this model, the cycle process is dividing in **five steps**:

1. Analysis Phase:

In this phase, adult educators will respond to the training needs of an individual. This requires the ability to analyse the need, to characterise it, to formalise it and to validate it. Learners' goals and objectives are established in order to fulfil the trainings needs. During this phase, adult educators can address some questions as follows:

Who is the audience and their characteristics? - What are their needs? - What is the behavior for this target? - What types of learning constraints exist? - What is the timeline for project completion?

This is the phase to define requirements for training. It is through a competence framework that the needs have previously been identified for TEA 4 SENIORS' project.

In this document, the profile adult educators is developed in order to analyse even deeper the need of the target – low skilled and low qualified seniors for the project.

The second phase of the cycle process is the design of the training.

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[3] https://www.instructionaldesign.org/models/addie/

2. Design Phase:

Once the need has been studied, understood and validated, the trainer oversees designing the training project. He/she then uses his/her didactic skills to produce the optimal training material, according to the level of the audience, the topics covered, etc. In this phase, adult educators are creating a learning plan, selecting a learning methodology, building out the program and choosing medias for learners.

The TEA4SENIORS project will include both analogy and gamification teaching methods. Educators will build out a program and choose the media for learners – low skilled and low qualified seniors.

The third phase is about developing the training session.

3. Development Phase:

In the development phase, the developers create and assemble the content assets that were created during the design phase. The project is reviewed and revised according to any feedback given. Adult educators are conducting pilot courses using all materials in accordance with objectives.

4. Implementation Phase:

In this phase, adult educators implement the "version 1" of the training, evaluate it and refine it. This is also the phase in which the educator ensures that the books, tools, software are in place, and that the learning application or Website is functional.

5. The evaluation:

At the end, a project must be validated. In other words, the trainer must be able to propose mechanisms to quantify learning in order to evaluate the results of the training.

This assessment can take the form of small games to validate the learning outcomes for TEA4SENIORS project. An overly formal evaluation may surprise and frighten the target. Therefore, gamification and open badges are excellent ways to evaluate their learning without frightening formalism.

After explaining who adult educators are and which training process they should use, we will define the type of profile they should have in order to train low skilled and low qualified seniors for TEA4SENIORS project.

2: Training and Facilitation Skills Profile for Adult Educators

The TEA 4 SENIORS research process has highlighted different requirements adult educators should have in order to teach low skilled and low qualified seniors. This is through field researches from TEA4SENIORS projects' partnership that training and facilitation skills profile for adult educators has been built. These field researches have been implemented by interviewing adult educators of low skilled or low qualified seniors and reported in national reports.

The profile is separated in three different parts:

1. **Teaching environment** adult educators should have as a prerequisite (*2.1*)
2. **Soft skills** they should develop (*2.2*)
3. **Teaching approaches & knowledge** they should have (*2.3*)

These three requirements are essential in order to give the best opportunities to low skilled and low qualified seniors to become autonomous in their use of digital devices by developing digital skills.

2.1: Educators' teaching environment

Adult educators require a specific teaching environment. This specific teaching environment must be identified beforehand, so that educators can provide quality training to low skilled and low qualified seniors. The acquirement of this quality will be made possible by the establishment of the best training conditions. The latter are fundamental both in form and content.

These requirements (specific teaching environment) have been extracted and analysed from the national reports conducted during the TEA4SENIORS' project.

The following table give a non-exhaustive list of adult educators' teaching environment elements to train low skilled and low qualified seniors:

Educators' teaching environment	- Ergonomic and friendly space/ learning environment - Adapted digital devices: big letters on interfaces, simple mechanisms to access menus (simple OS) - Small group where low-skilled and low qualified seniors know each other - Homogenic class group = different classrooms for different levels (basic/intermediate/advanced) - Guidance/ protocol/ instructions/ for analogy and gamification methodology - Guidance on how to implement specific methodology for low-skilled and low-qualified seniors (short training for educators) - Background information about the target (low skilled and low qualified seniors): needs/weakness/fears - Clear content to teach - Individual expertise and mastering of digital topics

In conclusion, adult educators must have suitable training conditions on the ergonomic and logistical wise: appropriate environment, adapted devices, small groups, homogenic class groups etc.; and in terms of content: instructions for teaching (analogy and gamification method for low skilled and low qualified seniors etc.)

2.2: Educators' soft skills

As second requirement, adult educators must develop specific soft skills which will support their teaching to low-skilled or low-qualified seniors. These soft skills are of high importance considering the vulnerability of the target. Indeed, low-skilled and low-qualified seniors have limitations regarding their learning capacity and on the physical level (hearing, vision, motor disabilities). That's why, adult educators need to show a special behaviour.

Based on national reports results, these soft skills are recommendations and are not an exhaustive list.

Educators' Soft skills	- Empathy - Patience - High tolerance and indulgence - Sense of humour - High communication capacity - Understanding behaviour - Encouraging attitude - Friendliness - Motivation for teaching - Love for his/her job

In conclusion, adult educators must have beforehand specific soft skills as their behaviour will play a key role in the learning process of low-skilled and low-qualified senior.

2.3: Educators' teaching approaches & knowledge

Eventually, adult educators who will teach digital skills to low-qualified and low-skilled senior should use special approaches and get special knowledge regarding their teaching.

Using specific way of teaching will lead to a better understanding thanks to a simplification of some complex concepts. Of course, these teaching approaches include the analogy and gamification methods which are at the heart of the Tea4Seniors project.

Also based on the national project reports results, the teaching approaches and methods mentioned below are not an exhaustive list of what trainers can apply.

Educators' Teaching approaches & knowledge	Face-to-face communication/interaction
	Devoting enough time for each person
	Slow teaching/ using different pace for different learners
	"Learning by doing and on spot exploration" approach
	"Showing then doing" approach"
	Slowly progressive teaching approach (Step-by-step process)
	Practical and interactive approach (teach only useful and simple tasks + show combination with practical application in daily life)
	Spiral learning approach (make constant repetition)
	Offering constant support in order to help learners
	Reconsideration of teaching approach and methodology when the target group is different, and the pace is not the same
	Simple words/examples and enough examples for a unanimous understanding
	Involving senior's relatives with digital skills who can support them (at home in particular by assisting them in their use of digital devices).
	Combining the learning process with physical activity or learners point of interest
	Starting with warmup (icebreaker) activities to build up trust inside the class group and a relaxing atmosphere.
	Feedback approach (ask for expression of emotions and thoughts during the learning process)

	Teaching by analogies: use verbal and practical analogies (demonstrations, images, music etc.)
	Teaching by analogies: use metaphors or concrete examples.
	Self-learning encouragement.
	Gamification approach: using games and reward system.
	Knowledge and mastery of digital world.
	Knowledge of elderly taste and habits to create analogies and interesting activities (combination with point of interests: music, news etc.)

Conclusion

This document has brought together available research evidence, knowledge and insights from the field research of **TEA4SENIORS project.**

This profile proposes ways to improve the quality of teaching by listing elements linked to the "teaching environment", the "soft skills" and the "teaching approaches and knowledge" the educators should have in the specific context of digital learning for low-qualified and low-skilled senior people. These educators profile took into consideration the innovative methodology based on gamification and analogies.

All these elements have been divided in three parts which work in synergy to equip educators with all the necessary teaching tools.