ENHANCEMENT OF THE PEDAGOGICAL AND METHODOLOGICAL COMPETENCIES

TRAINING PACKAGE AND MATERIALS

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Katılan ve Katkı Veren		
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MODULE I

BASIC PRINCIPLES OF ADULT EDUCATION

This is a first module of this handbook, where we take a look into the basic principles of adult education. In addition to theory there are suggestions for realf life training agenda, exercises and other useful tips that adult educator might need to be a professional trainer.

In this module we will learn
- what are the basic ideas in andragogy
- who is the adult learner
- what are the ways of learning
- what are the basics of modern learning
- what are the roles and competences of adult trainer
- how does trainers personality influence teaching outcomes
- what are the main ethical principles in adult education

Day 1
Module I – Basic principles of adult education
9.00-9.45 – Introduction (getting to know the group, setting learning goals)
Break
10.00-11.30 – Nature of Andragogy, Adult Learner
Lunch
12.30-14.00 – Ways of Learning
Break
14.15-15.00 – Modern Approach
Break
15.15-16.00 – Conclusion and feedback

Introduction

No training starts with a content training or learning process. The first stage is **getting to know each other, make the group rules and identify the learning needs** of the target group.

Getting to know each other

Taking some time for introduction is very important for breaking the ice and creating a good learning environment (see more in Learning environment pg XX) and that should not be underestimated or overlooked.

Introduce yourself shortly. Usually learners want to know why you are the right person to teach them.

Icebreaking exercise (see more in section Teaching methods pg XX)
Ask participants to turn to their neighbor and introduce themselves by telling their name and tell the story how did they get their name (if they don't know, then maybe some other story related to their name). The other person`s task is to listen carefully and be ready to share it with the group. Give some minutes to for the task and then ask them to switch. After both have told their story please ask to share it shortly with the group.
Estimated time: Approx. 30 minutes in case of group 20 people

Usually name is very important for the person and it is good way to get them open up and bond with each other.

Introducing the style of the training and the agenda

It would be useful for the learners to know what is going to happen during the upcoming training. This is also part of a creating a good learning environment (see more in Learning environment pg XX). You can introduce this trainer training in a following way.

In this training course it will not be just listening and remembering the info. Here we will be:

Learning by thinking. The group and its members are taken as a resource: you are an adult learner and you have your own skills and experience, some of the fellow students already have a long prison experience and you can learn from each other and give feedback.

Learning through participation. Upcoming training days also include experiential exercises, presentations to others, ie tasks where you do something in addition to talking. Some exercises can be fun, while others are designed specifically to practice the skills you are learning. For example, we do various worksheets and conversations. Here is a safe place and exactly the time allotted for it.

Learning through emotion. This approach also includes emotional cognition, the experience of which helps to put the approach into practice. It is an emotional perception of what it is like to be a subject of teaching or to participate in a group process or experience an exercise etc. By analyzing your emotional reactions to exercises, you will gain valuable insights that will help you understand how students experience this approach.

In addition, self-analysis certainly has a place in this study. As we work with people, we first need to understand our style, strengths and weaknesses.

It is also accepted in this approach that group members may or may not be interested in some topic, may be very eager or not so eager to learn. We understand and accept that you make your own decisions. We treat everyone with universal respect, without labeling anyone or putting them at a disadvantage.

Please don't forget to introduce the agenda for upcoming day. It would be useful to have it written down beforehand.

Group rules

One of the most important processes in a group is the creation of rules (see more about Group processes pg xx). A group rule is defined as a consensus in group that is binding. Usually, group rules are created at the stage when the group is still being formed. Some agreements also arise in the course of work.

Rules must be amended:

1. The composition of the group shall change.

2. Agreements are found useless by group.

Introduce shortly why rules are important and let the group members have their say about the rules. It is better if group says the rules out, because in this case it will be their rules. You can also come up with your own examples, but group has to agree.

For example:
We sit in U-shape
The group discussion is active. Listen carefully to each speaker and do not interfere.
The time is respected.
All opinions and ideas are welcome. Group members do not force their opinions on others.
Views are judged, not people etc.

Tips! – using whiteboard write the rules down for everybody to see

Estimated time: 10-15 minutes

Estonian experience:
In Estonian Academy of Security Sciences there is rule that all the students have to stand up in the beginning of each class and greet the teacher. The teacher of correctional social work found this approach to military and formal and with the group they decided that in the beginning of this lesson they smile to each other. This created very good atmosphere and students were ready to switch to "social work mode" even after coming from self-defense classes.

Mapping the learners expectations and goals

For adult learner is important to have a control over what is happening and therefore they want to participate and have their say in teaching process. This is part of the learner centered approach (see page XX) and trainer should dedicate some time to map the expectations of the students and let to set their own learning goals.

Exercise

Please ask the expectations and also possible difficulties related to the training and ask to set their learning goal. Give all the participants couple minutes to think about it and write it down. Share in the circle and let everybody speak.

Estimated time: Approx. 25 minutes in case of group 20 people

Tips: It is useful to hand out post-its for writing down their learning goal. This should be kept and reviewed in the end of the course.

The Nature of Andragogy

Handout

Andragogy (often called adult education or adult learning) has two meanings - "broader" and "narrower". Taken more narrowly, andragogy is the science of researching and creating theories of adult education and learning. There are many factors to consider when teaching adults. For example, adults differ in terms of age, experience, previous education and also social status. They are personalities with their own established knowledge system, thinking habits, prejudices, stereotypes, attitudes and values.

In a broader sense, andragogy is associated with lifelong learning. In order to be able to work, adults also need to constantly improve and develop themselves. In addition to professional knowledge, knowledge that favors coping and success is also very important.

Andragogy – The Art and Science of Helping Adults to Learn. *M.S.Knowles*

One of the best-known adult education theorists, and practitioner Malcolm S. Knowles says that andragogy is the art and science of helping adults to learn.

Art, because it is a set of skills that can be developed through practice, and the teacher and the learner have the freedom to choose both the content of the teaching and the choice of form and methods. Science because it involves the collection, analysis, and interpretation of data and is related to cognitive behavior.

Adult educators, are people who mediate knowledge and skills to adults and guide the development of their perceptions and attitudes. They play an important role in supporting self-development in higher education, vocational training, in-service training, non-formal education courses, study circles and other situations where there is a purposeful learning situation.

In addition to teaching other people, andragogues need to constantly improve themselves. They are highly educated people with a general knowledge of educational philosophy, legislation, employment policy, occupational health, organizational management and psychology. Working with adults requires knowledge of the specifics of learning principles, mastery of the corresponding teaching methods and an understanding of the theoretical foundations of adult education. It is important that the adult educator knows how to use the previous experience of the learners in the learning process.

Introduction to theme, engaging participants
Exercise
Using a whiteboard, let every trainer think of one word to write on the board regarding andragogy. After everyone has given one word, let the group combine similar words or factors and categorize them by, for example, common identifier or output.
After discussing the next chapter (principles of andragogy) come back to what the trainers said and draw out similarities/overlaps.

The Basic Principles of Andragogy

In the next section we will take a closer look at the basic principles of Andragogy. You can prepare a handout with all five principles including examples of Estonian experience or simply write headings on a whiteboard and explain the meaning.

1. Independence and autonomy

Adult learners have more self awareness and in growing up process human beings move from being dependent like children to more and more autonomy. Therefore in training settings, it is important for the adult to perceive this independence, being able to make choices in relation to the learning process. Adult learners acquire new information and connect with previous knowledge if they are encouraged to independently try new things.

Delivering theory by engaging participants
Exercise
Explain the first principle of andragogy.
 To put this piece of information to practice and use a learner centered approach start a group discussion. First divide participants into 3 groups and ask them to discuss and come up with answers for following question:
How to widen the possibilities to make choices in learning process for your students? If you do not have a teaching experience yet, think of a situation where you were learning.
  1.planning the teaching
  2.conducting teaching
  3. assessing learning
Give 10 minutes. Share by groups.
Estimated time: 25 minutes in case of 3 groups.

Estonian experience:
In Estonian Academy of Security Sciences criminology teacher decided to discuss the assessment methods with learners. Curriculum says it had to be the exam, but it did not specify how the

exam should be carried out. Students were asked if they prefer Moodle online exam or sit in the classroom, about working under time pressure, about using the materials etc. In the end teacher combined the exam taking into account students most important concerns. After the exam some students even wrote to teacher and expressed their gratitude for interesting exam.

2. Experience

Compared to younger learners, adults have more experience and they are more mature. This implies, on one side that adults training can reach better results if its built on previous knowledge and competences. On the other hand, experience can be learning obstacle, because there is nothing new or learner thinks that they already know it. Therefore, adapting programs to real needs of learners becomes even more important.

Estonian experience:

Mary is experiences prison officer, who were just moved to drug rehabilitation unit and has to participate a special training to work with these prisoners.
She is used to communicate with prisoners only by giving commands. She avoids another type of conversation with them. This usually works, but when prisoner is upset already, Mary notices that giving commands just upsets the prisoner more. Mary doesn't know how to handle the situation and just keep repeating commands and stressing the importance of obeying orders because of her position as a prison officer.
Trainer explores the needs of the students by letting them describe challenging situations with prisoners. It turns out that Mary really needs to learn some skills how to listen emphatically and deal with reactance. Trainer had initially thought that so experienced officers have these skills, but now it turned out they have to adjust the training programme a bit.

If you have in group experienced trainers, you can ask them to share their own experiences.

3. Readiness to learn

Adult learning need to be related to daily life needs: motivation thrives from being aware that acquired information are useful to solve daily problems, both in the personal and work life. Therefore, stressing the benefits how to use new skills in private life can be important.

Estonian experience:

In Estonian Academy of Security Sciences students were much eager to learn effective communication skills, namely motivational interviewing, after teacher explained them that is widely used tool also in human resource management and can be effectively used also to motivate your partners to bring out behavioral change.

If you have in group experienced trainers, you can ask them to share their own experiences.

4. Problem solving orientation

Adults training should not be focused on content itself, but rather on its practical uses. Adult learners want to know if they can use the knowledge right away. Usually younger learners don't think that it is so important, but adult learners do, because their problems are here and now and they want to know how to solve them. That is why real life examples are crucial.

> *Estonian experience:*
>
> *In Estonian prisons there are 60% of Russian speaking prisoners, so in addition to all relevant topics connected to prison work, we must teach Russian language. The focus is not so much on the language, but rather on its practical uses in real life. So as most of the security activities so is the Russian language skills taught through realistic simulations in prison cell environment. Both language and security teacher is in the cell together and the learners can really combine the skills and try to solve real life situations.*

If you have in group experienced trainers, you can ask them to share their own experiences.

5. Intrinsic motivation

The very important principle is about motivation to learn. Specifically talking about adults, in fact, it is proved that inner motivators (the feeling of usefulness, the wish to self-develop, the feeling of being able to change/decide)are in any case stronger than external one (salary, bonuses, prizes, , car compensation etc) The external motivators can be there as well, but usually people learn better when it is meaningful for them and they can associate learnt material to practical needs. It is motivation if they know why it is necessary for him to learn something. It seems to be a highly motivating factor, when reasons to learn are related to an improvement in the quality of life and when they lead to better work performances.

> *Estonian experience:*
>
> *In security lessons students learn a certain procedure how the guards have to distribute medical pills prescribed by the doctor. It includes many steps like checking if they take pill with water, if they swallow it by asking to open their mouth etc. This is usually perceived as uncomfortable procedure by students. They would like to skip it if possible. Trainer always explains that pills could be collected by prisoners for suicide purposes and this procedure is possibly a life saving procedure. This way it shows the bigger meaning behind it and is not just another procedure that unit manager demands to be done correctly.*

Delivering theory by engaging participants
Exercise
Explain the the last principle and ask the participants 5 minutes to think individually about what possible inner motivators could be used in their area of teaching and write down.   Ask some participants to share their thoughts in group.**Estimated time: 15 minutes**

Used literature:

Andragoogi taskuteatmik. https://andragoogika.weebly.com/

Märja, T., Jõgi, L., Lõhmus, M., 2021. *Andragoogika.* Tartu: Atlex OÜ

Adult learner

It is not easy to define who is adult learner, because adults differ in terms of age, experience, previous education, social status, thinking habits, prejudices, stereotypes, attitudes and values etc. In different countries adulthood starts in different age, in several European countries it is 18 years old. However, in adult education the age is not so important, but it is more about being an adult – taking responsibility and acting in adult social roles (teacher, scientist, prison officer, policeman, volunteer in community, parent etc).

There are lot of reasons why adult learn, but these can be divided into 2 categories – personal or social reasons. And usually there is some real need behind it – better job at labour market, self-actualization, sense of belonging etc.

However, it is said that adult learner is a person who has received certain level of education and returned to learning, and in most cases learning is not his or her main activity. Adult learner learns alongside other responsibilities, such as work and family life, and therefore needs more flexible learning arrangements.

Estonian experience:
After graduating high school lot of people decide to enter the work world to start to earn money. One option where to work is to apply to become a quard in prison. After starting the work and working for some months, the newcomer has to become a student again and go to Academy to learn the prison officer profession. Although their salary remains during studies, they often continue doing shifts in prison, taking care of their family, being voluntary police help, doing professional sports etc.

Who is adult learner?

Personality - an adult learner is an established personality with strong attitudes and values

Experiences - learners previous experience is taken into the learning process, which is used to relate and acquire new information

Pragmatism - it is important for an adult learner to find a connection with their life and to understand the necessity of the topic. It is important to find applicability to the topic

Independence, subjectivity - it is important for an adult learner to participate in setting their learning goals. It is important for him to have control over what is happening. Subjectivity is connected to "self" – how learner sees him/herself, how learner communicates, learner´s attitudes toward learning etc. The learner as a subject is able to orientate, decide, do what he intends to do, and, if necessary, correct his actions. Thus, being a subject is primarily manifested in meaningful active action.

Sociality - group learning plays an important role, learning from others as well as from the trainer.

Volunteer - The adult learner want learn from their own will, as a self-directed person

Holistic approach- learning both at the level of the mind and emotions - mind, feelings, movement, (spirituality). It means that learning it is never just an intellectual activity, but that

emotions are involved and that physical well-being and spatiality affect learning. It is also good to start learning about the emotional and secure connection between learners. This is facilitated by a demonstration and various warm-up exercises, for which you will also find ideas in method section (page XX).

The self-esteem, self-confidence, set goals and psychological factors of both the learner and the learning environment contribute to the development of an adult learner. Motivation to learn, willingness to learn, personal learning ability and individual differences also play an important role.

Learning barriers

Knud Illeris brings out the main learning barriers that might occur:

1. **Mislearning** - there is misunderstanding about the content of the material. The knowledge is incorrect or it is not the one that learner expected. Problem could be also that previous knowledge is missing and learner is unable to understand the content. Mislearning can also happen when there is no engagement or attention.
2. **Defense against learning –** in modern society there is too much everything, also information and knowledge and person cannot just take it in. So it is mental protection to say what is important and what is not important. This could be also connected with professional identity, because person cannot acquire new identity and therefore cannot see why the information is important.
3. **Confrontation** – this is a situation where learner does not agree with the trainer and might express the disagreement passively (swing in the chair, whispering with fellow students etc) or actively (starts to argue with trainer).
4. **Resistance** – here learner thinks the situation is unacceptable. It can happen when learners have no control over the learning situation or there is mismatch with the teachers personality.

How to overcome barriers and increase the motivation?

In addition to the existence of personality traits (see in section XXX) and strategies necessary for overcoming obstacles (see dealing with difficult situations page XX), the motivation of the learner also affects the effectiveness of learning. The learning motivation of an adult learner is strongly related to the social environment and the resulting roles. Often an adult learner is driven by several motives at once. Motivation is related to the learner's goal orientation, values, beliefs and expectations.

In order to maintain motivation and willingness to learn, an adult learning situation should meet the following conditions:

1. **The learning environment is safe and supportive.** Respect for each learner, an atmosphere of togetherness and cooperation, good organization, a pleasant physical environment and mentoring between students and teachers contribute to this.
2. **Learner self-management is supported.** This means that learners are encouraged to start learning, they have the opportunity to control their own learning process and to make choices within set limits.

Increasing learners confidence, that is built on several successful learning experience

3. **Learners' interest and attention** is optimally captured through complex and relevant topics and tasks. The premise is that the topic is approached on the basis of a problem or question, the material is presented logically, critical reflection is encouraged and one is open to unexpected reasoning.

Attention - Getting and holding it.

4. **Learning is based on learners' experiences.** To do this, learners need to be treated as scientists, take their experiences seriously and integrate them with theory, work together to find answers to the current issues in their lives and try to respond to their needs.

To stress the relevance of knowledge, connecting the needs and motives, creating personal meaning and value

5. **Learning affects both the mind and the heart.** It is not enough to convey factual information and theoretical analysis, but they must be supported by narratives, symbols, questions that require imagination and imagination, and certain schemes of action.

Creating satisfaction in learner, achieving satisfactory result.

According to Rita and Kenneth Dunn, **78% of learning ability depends** on the following factors:
- **interest in the substance,**

- **attitude towards the teacher,**
- **relevance of the material submitted.**

The remaining 22% are related to individual differences, the main ones being:
- environmental factors (sounds, lighting, temperature, room design);
- emotional factors (motivation, persistence, sense of responsibility, leadership);
- physical factors (perception, time, lack of eating, exercise);
- psychological factors, ie different learning styles.

See more about creating learning environment on page XXX.**Exercise**
Take 10 minutes to try to fix or improve the classroom factors – maybe the group wants to sit in a circle? Maybe they need to take more breaks? Maybe some sounds are disturbing the trainers?

Used literature:

Andragoogi taskuteatmik. https://andragoogika.weebly.com/taumliskasvanud-otildeppija.html

Illeris, K., 2003. Towards a contemporary and comprehensive theory of learning. International journal of lifelong education.
https://memberfiles.freewebs.com/06/52/62035206/documents/Illeris(03)Towards%20a%20contemporary%20and%20comprehensive%20theory%20of%20learning.pdf

Ways of learning

What is learning at all? Where and how are you studying today? What are the similarities and differences between different learning styles?

Learning is the process that results in relatively permanent changes in knowledge, skills and / or attitudes.

Exercise
Let the trainers think back to a situation where they have learned something or when they were students. Let them highlight the best practices and learning stories they experienced.
Was it lectures? Was it discussions? Was it reading materials? Was it role-plays?
Have the group highlight the strengths and weaknesses of different methods for themselves.
Estimated time: 25 minutes
Tip: you can use this feedback when going further with this group!

In the next modules there will be more detailed information about teaching methods, but now we focus on learning from students point of view and lookat the different approaches to learning. At the same time, they are all applicable regardless of the age of the learner, and knowing the specific learning situation, you can choose the most appropriate way to study for yourself or to support the learning of fellow learners and colleagues.
In their article "Varieties of work related learning" Robert-Jan Simons and Manon Ruijter bring out 5 different ways of learning:

1. acquisition
2. participation
3. discovery
4. apperception
5. exercising

Acquisition - the transfer of knowledge from an expert to a beginner

According to this, there is objective knowledge, which is carried by experts. Learning is the acquisition of this knowledge from a experienced teacher or textbook. Learning is the transfer of

knowledge from an expert to a beginner. Learning outcomes are easily assessed through testing. Clear learning goals are set and it is easy to plan a safe environment and learning pathways to achieve the desired results. In the case of acquisition, making mistakes is condemned and the large number of mistakes made by learners shows shortcomings in the planning of the learning process. Acquisition is one of the most classic ways of learning, which, despite its widespread use, is not considered to be very modern.

Estonian experience:
"I don't like to sit and listen for hours only lectures. However, I find it useful that in the beginning of new subject there is a short theoretical part, where teacher is the expert, who passes me the necessary information. And short I mean maximum 10 minutes. After that I cannot take in more information and I loose the attention" says one the students in their feedback to the trainer.

Participation - a common understanding emerges from the discussions.

According to this view, there is no objective knowledge, but a common understanding, and active dialogue between people is needed to achieve this. The discussion will highlight the most important issues and will create needs and opportunities to clarify various details. When learning alone, they can easily go unnoticed, and so you may rather have the illusion that things have been understood or a skill has been learned. Participation describes learners who prefer to study together. In participatory learning, mutual trust, an open attitude and active input in thinking and discussing the topic are very important. Learning in this way is more effective when someone has the role of group leader when learning in a group, but it can also be beneficial to switch between different roles.

Estonian experience:
"I like the discussions in our ethic classes. Teacher brings out the ethical dilemmas and asks the group opinion what would have been the right thing to do. My favorite was, when we discussed, how we would act in case of random act of violence in street. Before coming to study here, I would have probably walked by, but now I think that prison officer should have courage to interfere, because we should be prepared to deal with dangerous situations in prisons. It was very useful to hear all the pro/con arguments from fellow students, which I have never thought of before myself."

Discovery - learning through research, experimentation and error

Learning as discovery refers to the notion that we learn all the time, in very different everyday situations, not just in classroom. Such learning requires a great deal of freedom, because learners must be able to follow their own path. The path chosen may not be the most effective, but it is important that it is of interest to the learner. Interest is found in exploring one's surroundings and being inspired by everyday phenomena and the people around us. Knowledge is created for yourself and by yourself, but an inspiring teacher or tutor can help. Assistance can focus on guiding the discovery process. Making mistakes is perfectly acceptable, but it can be helpful to direct the learner to look for alternatives instead of working for one solution or solution for a long time.

Estonian experience:
"In organizational management class we had a simulation of director general meeting with prisons to discuss the new educational requirement for prison officers. Everybody were given roles (DG, adviser, head of finances, prison governor, unit manager, prison committee representative etcs) and short description of their situation and what they want to achieve from this meeting. We knew it was just a game, so we could experiment and learn the organizational roles this way."

Apperception - learning from practical challenges

Not all learners learn effectively in a peaceful harmonious environment. The metaphor of perception describes learners who learn well under certain pressures, such as in an unpredictable and ever-changing environment. They look at different situations and learn from them through observation and analysis of experienced examples, in which they often ask experts for clarification. In this way, learners love stories and examples of best practice. However, they do not like role-plays and exercises that they consider childish. It is important for them to be realistic in learning situations and to solve challenging tasks in them, where it is important to avoid mistakes and turn weaknesses into strengths.

Estonian experience:
During prison surveillance lessons the students have to participate in role-plays. It is important to have a two-sided experience – one from a perspective of an inmate and the other as a prison guard. Role-plays in Estonian Academy of Security Sciences are played out in prison cell learning environment. Through the role-plays the students get to experience real job situations and have practical skills. *Students have given feedback that these role-plays are the best way to put theorical knowledge to practice.*

Exercise- learning through repetition

Practicing is another relatively classic way of learning besides acquisition. It repeats the same operation over and over again, for example through simulations. In order for the lessons learned to be applicable in real-life situations, the exercises are tried to be carried out in conditions as close as possible to reality, while at the same time providing sufficient safety to make mistakes. In addition, the situation is simplified so that the learner can focus calmly on the main goal being learned - the situation must not be too complicated, it must give them freedom to experiment, ask questions and reflect (learn from experience). To support learning in this way, it is important for a tutor to be able to simplify situations and to draw attention to things that help learners move closer to their goal step by step.

Estonian experience:

"We had to practice searching the prisoners over and over again. At first I thought it is stupid, but teacher explained it so well. If we want to be quick and self confident, do it safe and not to miss a spot same time respecting the prisoner´s rights, we have to practice it until it is our muscle memory. He was right and repetition in this case really helped".

Used literature

Simons, P. R. J., & Ruijters, M. C. (2008). Varieties of work related learning. International Journal of Educational Research, 47(4), 241-251.

Äli Leijen ja Margus Pedaste, Tartu University e-course "Ways of learning". https://sisu.ut.ee/opikasitus/erinevad-%C3%B5ppimisviisid

Basic principles of modern learning

Learners' understanding of learning and teaching influences how they learn and what results they achieve. If learning is understood as merely paying attention, following instructions and remembering, the learner is passive and may not process what he or she has learned at a deeper level.

1. Constructing the knowledge

The modern approach to learning is based on a constructivist approach, according to which learning means the learner's cognitive activity - the learner is *actively engaged* in the construction of knowledge. When learning, it is important to activate previous knowledge and connect it with new ones. Otherwise, what is learned remains inert - the learner cannot apply the new skill or knowledge in different contexts.

The learner actively constructs knowledge by linking the existing to the new.

Estonian experience:
"It was very useful that in correctional social work we learned about the prisoners with cognitive deficiencies – what they can understand, how they think etc. This was followed by communication course, where we usually conducted role-plays. Our teacher played inmate and we had to solve the given situation. Once she played a prisoner with a mental state of a 12-year old. We were very successful with dealing the situation, because we could practice new skills building it on previous knowledge"

2. Learner centered approach

The traditional approach to learning is teacher-centered rather than learner-centered: the teacher gives learners specific goals, tasks, solutions and then assesses students' performance. The task of the learners is to follow the given instructions. In this situation, the problem is the lack of motivation of learners due to the fact that they are not sufficiently involved in their learning planning, learning activities and assessment process.

Teacher-centered learning does not motivate the learner.

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Learning and teaching must be learner-centered - this means, among other things, that the responsibility for learning lies with the learner. From the point of view of learning, what is *most important is what the learner does* and less important is what the teacher does. The task of the teacher is to organize the learning environment in a way that would enable the learners to set goals and find solutions themselves. It increases learners' commitment to learning and offers them more experiences of success than they perceive to achieve their own goals. You will find more information about student-centered teaching methods on page XX.

The learner is responsible for learning, setting goals and looking for solutions.

Setting the goals for learning

According to the traditional approach to learning, learners have little say in setting learning goals. At school, learning goals are often unclear to learners and are not understood as their own personal goals - they are the goals of teachers, the school or society. It promotes external motivation and dependence on external evaluation of one's activities.

According to the modern approach to learning, **each learner should encourage himself / herself to set his / her own goals**. Involving learners in goal setting is a prerequisite for motivated and self-directed learning. In addition, preparation for learning involves activating and critically assessing prior knowledge, exploring possible pathways, searching for information, and so on. Learners should also be involved in these processes.
In the introduction part (page XX) was proposed one method how to set goals.

However, managing one's own activities does not refer to any activities on the part of the learner. It is important here that learners are goal-oriented and act systematically to achieve them. For example, learning requires activating and critically evaluating one's previous knowledge, seeking information and resources, discussing with others, asking questions and evaluating one's own learning process.

3. Collaborative learning – group can make more than the individual alone

Self-directed learning does not mean learning alone. *Collaborative learning* is more effective than individual or competitive learning. However, just as any learner activity is not self-directed, not all learning together is collaborative.

Collaborative learning means:

- positive interdependence: learners perceive their connection and understand the importance of working together to achieve goals. One learner cannot achieve their goals without the other learners achieving their goals.

Estonian experience:
"I noticed that in case of group work students often divide their parts and start working independently. I do not consider it as a group work. Teacher encouraged us to discuss on the way and review the work together."

- individual responsibility: cooperation requires the contribution of each group member. Each learner's performance is also assessed individually, but the aim is to find out who needs more support and encouragement in their learning. It is important for all learners to progress.

Estonian experience:
" I hate group works, because there is always somebody, who is not willing to work as much as others. Usually I am the one, who has to to do the others work. I am so happy when the teacher takes into account the individual performance."

- reflection on cooperation: the group must analyze how effective they were in their activities and in achieving their goals. Reflection encourages further collaboration in learning.

Estonian experience:
" Our group work in social work consisted of two parts. We had to analyse a case study and also analyse how our group work went and what was the individual commitment of all the group members"

However, collaboration skills are not something that develops in learners on their own. Learners need to develop social skills and support the development of positive relationships in the group.

Conclusion and feedback

As the training process starts with introduction part it is finished with conclusion and feedback.

Making conclusion

The first day of the first module was dedicated to get to know each other, start to work as a group and peak into the interesting world of adult education. We learned today what are the basic ideas in andragogy and got to know who is the adult learner.. Enabling education in all ages is important. We also looked what are the different ways to learn and analyzed what kind of learners are we. Finally we looked at the concept on modern learning and spent some time analyzing learner centered approach.

Key learning points:

- Adult learner is the main influencer of one's learning and active causing learning results
- Adults are selective learners, they make choices and they have selfawareness

- Learning starts where there is conflict between our personal experience and reality. Learning is a process, where experience becomes knowledge, skills, attitudes, values

Asking feedback

For quick check how is the feeling, please ask the group to rate their feeling in the scale from 1-10, where the 1 is minimum and 10 maximum.

In addition please ask each participant to bring out one thing that they learned from this day and will do differently in their future work. Ask them to write this promise down and keep it. Share in circle.

Used literature:

Anni Tamm, Tartu University e-course "Modern approach to learning".
https://sisu.ut.ee/opikasitus/n%C3%BC%C3%BCdisaegse-%C3%B5pik%C3%A4situse-p%C3%B5hiprintsiibid

Roles and competences of an adult trainer

Day 2
Module I – Basic principles of adult education
9.00-9.45 – Introduction. Roles of an adult trainer
Break
10.00-11.30 – Roles and Competencies of an adult trainer
Lunch
12.30-14.00 – Personality of the trainer
Break
14.15-15.00 – Ethics and teaching
Break
15.15-16.00 – Conclusion and feedback

Introduction

New training day should start with a small warm up exercise. It can be just quick check in how the participants are feeling. You can use again 1-10 scale rating or ask everybody to say 1 word about their morning.

It is also recommended to introduce the agenda of the upcoming day or give information about the important organizational matters if there are any. **For example:** *if the students have some recommendations about the schedule it should be addressed.*

Estimated time: 10 minutes

Estonian experience:

In Estonian Academy of Security Sciences one teacher asks every morning from their students to rate their feeling from 1-10 scale. This takes just a little time, but is effective way to bring students attention to the classroom and leave morning rush behind. The usual rating is 7,8. If somebody feels 4 this morning, this could indicate that something has happened and teacher asks if person wants to share it with group. It is important to address these urgent matters, because these might interfere with the learning process.

Roles of an adult trainer

Theoretical background to deliver to the trainers:

Being a student is an adult voluntary act, the adoption of a temporary identity with a view to further learning or retraining or supplementing its potential. Taking on the role of learner determines how adults view education. Adult teaching differs in that personality will be affected from a certain (relative) level of completion and needs more autonomy and equality. Psychological influencing of an adult requires his or her active awareness and participation in the process of influencing. On the other hand, it is developing educational relationship between equivalent subjects (the educational environment is important creation).

Adults are very different as students, it can happen that new training situation, training group, learning process or feelings may cause mistrust, tension, anxiety, resistance or adaptation problems, it may also be the case that guilt is experienced because they are studying at work or at the expense of being with their family. Resistance to learning is a natural part of the learning process part. It is important to understand the reasons for opposition and to understand especially as a learning opportunity. Adult education have different expectations, attitudes and orientations that affect readiness to learn and self-adjustment training situation. For that reason it is important for the trainer to take into account the previous experience of an adult learner, choose their training role suitable for the learning outcomes and respect adult learners input to the learning process.

Each trainer has a unique and individual style that characterizes his or her activities and role choices.

Some trainers prefer to be mediators by sharing knowledge systematically; some are like satia of a symphony orchestra; some are as guides, giving learners a map and compass to make it easy to find their way and the knowledge they need. It is important to keep in mind that different subjects could need different style so it is crucial to be flexible and open to switching role styles.

Example 1: *During ethics class it is important to give the students a map and a compass to discuss their feelings and understandings about moral dilemmas. The teacher should be supporting and giving just the right details about ethics for the students to reach their own understanding.*

Example 2: *During prison surveillance class it is more important to be a mediator by sharing knowledge systematically and be more exact and less debating because the outcome should be concrete skills.*

Exercise

At one point the trainer is struck by the recognition that training has become a significant part of everyday work.

The aim of this exercise: To get to know who is in your group and how the trainers see themselves.

Let the trainers answer:

- Am I a good trainer?
- How good am I?
- Is there any way to measure or compare goodness with other trainers?

- What path have I already taken and where can I go?
- What has gone well and where do I still need to improve?

For these questions give approximately 5-10 minutes to think and then analyze together

Estimated time: 20 minutes

This is a good way to get to know your trainers: how do they feel themselves as a trainer and where do they need to improve.

Tip: in case you have people in your group who have never given a class you can let them imagine a situation where they have taught their own children or leaded a group in a studying process.

Theoretical background to continue the exercise:

Role perception is related to the role actor's perception of his or her possible roles. Role expectation presupposes the specific content of the behavior and activities that are presented to the role performer. This can be the expectations of students, colleagues or the institution, classroom rules, professional standards, standards of conduct or norms formulated by someone.

Share the following story about expectations of the institution and students:

> ***Expectations of the institution:*** *The expectations for a teacher in Estonian Academy of Security Sciences is related to the values of the academy: honesty, respect, openness, expertise, development. This means that the teacher should keep those values in mind and act accordingly.*
>
> ***Expectations of the students:*** *The expectations of students are that the teacher is the expert of their field and knows how to share knowledge and provide feedback that helps the student develop.*

Social change and transformative learning is to work towards achieving positive change by coordinating the learning procedure. The goal of the educator is not only to transfer knowledge but also to urge the learner to search for knowledge themself. A further goal of the educator is to encourage the learner and facilitate the learning procedure. The educator's role is to guide, to encourage, to coordinate, to help in approaching the matters they suggest, they encourage the heuristic course to knowledge, are constantly interacting with the trainees, offer learners stimulus and creatively cooperates with them. Also, trainer gives the ability of free participation in solving matters by giving time, sometimes limited, for discussion, questions and doubting a response.

Read the following story to the trainers to combine it with previously done exercise:

> Piret, an experienced trainer, write in her story the courage to give up roles and learn to be with the learners in the moment, without making judgments, free from prejudice and roles:
>
> "*We sat in the training room together. Everyone started talking about what they noticed, experienced, surprised them, disturbed what else they needed. This circle was a sincere, honest, straightforward, bold reflection on the training day. I remember writing the word "mighty" on the paper in front of me. When the storytelling turn reached me, I shared how much I learn when we dare to look at things as they really are. Without embellishment, just as it is. It takes a lot of courage for me as an adult educator to just be there, listen without prejudice and without making judgments. It allows you to learn and to get to yourself. If there is an actual meeting during the training, where you give up the role of a trainer and are present as a person, something new will emerge, which would be impossible without the moment.*"

<div align="center">It is important to create a social space that supports learning and teaching.</div>

The adult trainers must support and broaden the rules, the social practices, the institutions and the systems that empower a more complete and open participation in intellectual discussion, in transformative learning, contemplative action and to a greater activation of the participants.

The educator contributes to the formation of the teaching atmosphere where discussion is the main point, coordinates and organizes the teams by following the methods of organizing educational

activities, trainer stimulates the trainees so they can participate actively in all the activities, defines in the appropriate way the context of the teaching chapters. The trainer applies the educational techniques that aim at the combination of theory and trainees' experience. Prerequisites for the emergence of diverse roles are emerging in teaching and learning situations. Based on the andragogical model, the adult teacher is the creator of learning opportunities, the facilitator of learning and the supporter of learners.
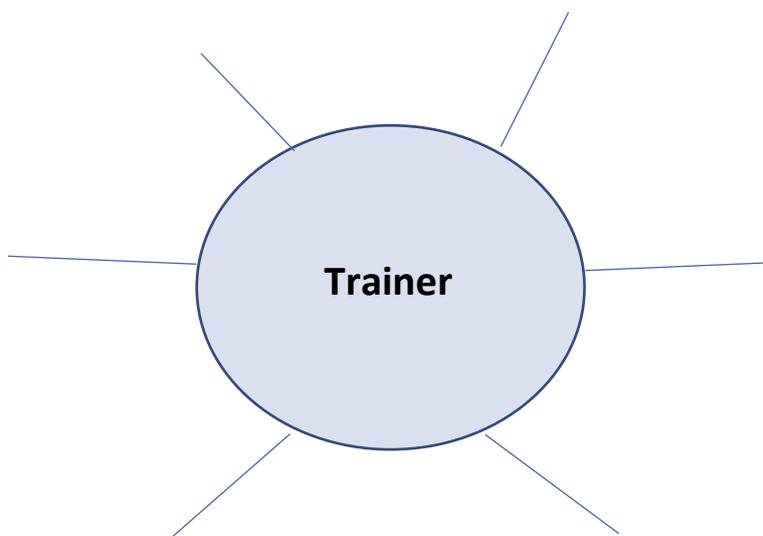
Handout

Let the trainer compose a picture of roles.

Create a role card for yourself as a trainer. Think of yourself as a trainer. Which roles are dominant?

For example: supporting the learner roles - supervisor, consultant, recommender.

Or maybe dominant roles are supporting strong self-assertion - leader, ruler, guide

Trainer

The aim of this exercise: the trainer can analyze which roles are dominant. Through this exercise they get a better view of what roles need to be improved or what are their strengths. Let them keep the

picture and have them take a look at it at the end of the module and at the end of the training to see if something has changed or evolved.

Estimated time: 5 minutes

Tip: in case you have people in your group who have never given a class you can let them imagine a situation where they have taught their own children or leaded a group in a studying process.

Read the following story to the trainers to combine it with previously done exercise:

> Trainer Piret talks about the value of being a learner in her story and what experience this role creates:
> *"I have learned how valuable it is to be inside a learner training situation. Experience the same feelings that learners sometimes experience: ignorance, confusion, fear, insecurity. This creates an awareness of oneself and a sense of how to create a safe learning space for oneself. Awareness means listening, noticing connections and patterns, combining different ideas."*

Exercise:

Read the story for the trainers. In the light of the story - let the trainer think back to a time where they participated in a training themselves. Let them think which aspects of the trainer or training were good or admirable to take into use; which aspects were weaker and needed to be improved.

Estimates time: 10 minutes to think and follow it with a group discussion for 15 minutes.

Tips: Encourage everyone to talk about their experience – don´t leave anyone out.

Handout
Depending on the learning process, the roles can be conditionally distinguished as follows: roles related to the learning process / teaching and supporting learner learning, and roles related to activities and communication.

Roles related to the learning process / teaching and supporting learner learning:	Roles related to activities and communication:
• designer • compiler of study materials • a learning facilitator for learners • supporter, feedback provider • tutor • mentor • sector, mediator of knowledge, learning content • appraiser • user of methods, procedures, techniques	• communicator • social space designer • contact creator • relationship maker • listener • knowledge intermediary • communication situation designer • the creator of the dialogue • conflict resolution • influencer

• designer of learning situations • situations manager • facilitator, group and learning process leader	• reflector

Exercise:

Print lists of the roles for every participant and hand them out. Let them circle out the roles they would feel themselves comfortable with.

Estimated time: 5 minutes to circle the roles and 2 minutes to share it with partner.

Tips: Encourage everyone to check the list again after the course to see if something is missing or changed.

The aim of this exercise: for the trainers to analyze and see in what roles they are already comfortable.

Competencies of an adult trainer

Theoretical background to deliver to the trainers:

The trainer's competence is a subjective whole which is constantly changing. The trainer's activities are based on personal interpretation of the subject, teaching adults, learning-teaching and the roles of the trainer.

Show this story on the screen to the trainers and let them think about it just a minute:

> *"You become an expert not just through the acquisition of knowledge, but through experience and repeated trials, through failures, successes, time and effort. Gaining knowledge of the problem and knowing when to follow the book and when to break the rules. At the same time, experts seem to absorb a whole range of practices based on practical experience, which in combination with book wisdom makes them experts - practitioners.. "* - Peter Jarvis

In addition to role clarity, spontaneity and creativity it is crucial to have a clear vision of oneself as a person and trainer, meaningful understanding of learning, communication and teaching, have knowledge about learning, people and the philosophy of education and what is happening in society. Adult trainer must also understand how learning in groups works and how to interact in complex situations. Three main pedagogical competencies for teaching staff at Turkish Training Centers are professional knowledge, professional skills, personal skills and values.

Professional knowledge

Show the circles of competencies on the screen to the trainers:
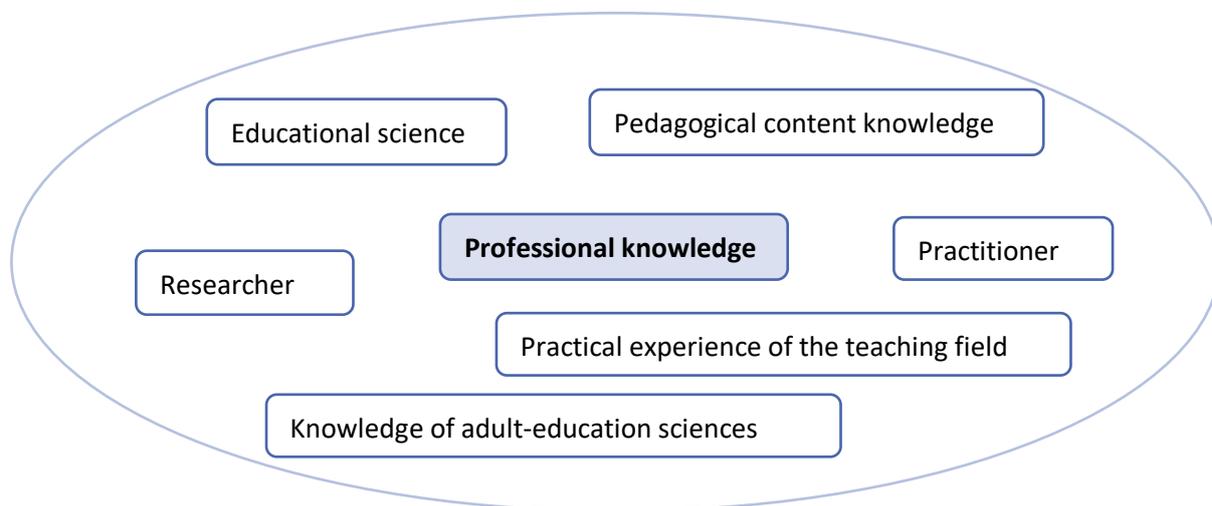
Deliver the theoretical background in parallel with the pictures.

For an adult trainer it is necessary to have professional knowledge to set an example and communicate information adequately. In teaching prison staff it is necessary not only to be an expert of the field but to have pedagogical and educational knowledge so that the information reaches the learners.

For example: *A former guard could know everything about the prison surveillance activities but has no knowledge about an adult learner. In the absence of knowledge, the needs of the adult learner and respect for autonomy may be overlooked and so the teaching process will not be complete.*

Professional knowledge means that the adult trainer needs to have good pedagogical understanding, has an advanced and critical perspective on theoretical methodological and practical work knowledge, understands the theoretical basis and concepts of adult-education. The adult trainer should be aware of the value base and nature of educational science as a discipline and applies the central learning-related concepts and learning theories in their work as a vocational teacher.

The adult trainer should know how to use various teaching strategies, methods and techniques, how to utilize different assessment methods that can be used in developing curriculum, analyzes the topics and the concepts related to his/her subject area.

The adult trainer has knowledge about the nature of pedagogy and its core terminology, understands the theoretical basis and concepts of learning, understands the development of professional competence as a lifelong, continual learning process, the societal tasks of education and the theoretical basis and concepts of adult-education.

Aino, who has been working as a trainer for two years, said the following:
"I feel a great need to constantly acquire new teaching methods, because when I act as a trainer myself, I am better able to use them."

Professional skills

Show the circles of competencies on the screen to the trainers:
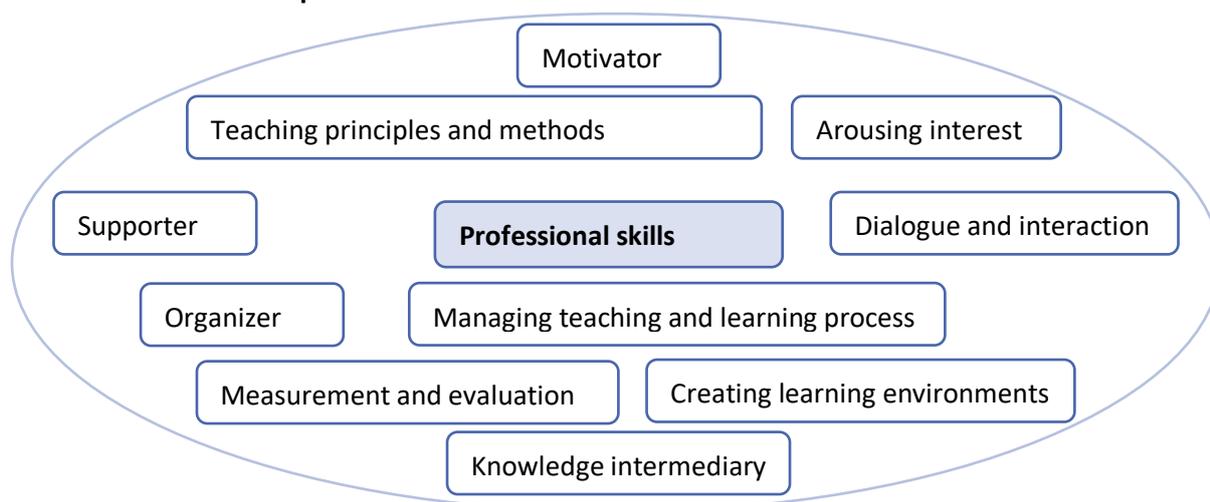
Professional skills that every adult trainer should have is the ability to make diverse use of learning environments and digitalization, creatively utilize pedagogical models and teaching and guidance methods in teaching work. The trainer should be familiar with communication and interaction theories relating to the individual, communal and network level and should be able to choose methods of written and verbal communication and interaction that are best suited for the promotion of learning. The trainer should be able to use their dialogue skills to promote learning, sense of community and well-being of both students and the entire learning community.

For example: *the trainer could have perfect law knowledge and knows how so solve different cases but lacks the skills to motivate and support learners. The trainer should analyze how to improve these skills so that the learners want to learn with the trainer.*

A professional adult educator knows how to prepare appropriate teaching materials and how to build a healthy and safe learning environment for effective learning, including e-learning environments and knows how to manage teaching and how to guide students´ learning process effectively. It is also important to understand how to use the methods, techniques and tools of assessment and evaluation that fit the purpose.

Personal skills and values

Show the circles of competencies on the screen to the trainers:
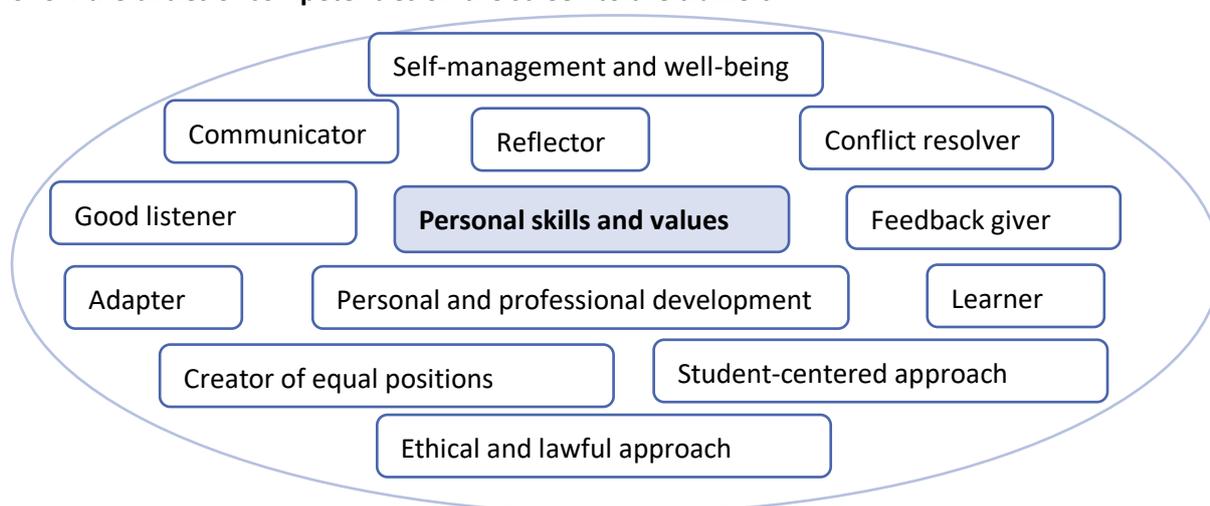
An adult trainer should understand national and international laws, universal ethical principles (such as dignity, respect, justice and equality), institutional culture and how it affects teaching and/or learning. It is important to respect individual and cultural differences, and respect the natural environment and historical and cultural heritage. It is also important to respect every learners personal experience and take it into account.

It is important to value and support every student as an individual, enact as a role model to students, keep their own skills up to date (take part in activities to improve professional skills). As an adult trainer it is important to embrace the mentality of life-long learning.

Exercise:

Let the trainer make their own circles of three main pedagogical competencies in the same manner as shown before. After they have finished discuss together the following:

- Which competencies the trainer feels are stronger?
- Which competencies should be expanded or developed?
- How could the trainer expand or develop these features?
- Which skills are more suitable for the trainer?
- What values are the ones they like?
- Why do they need to develop these competencies?
- How does their knowledge affect their learners?

Estimated time for this exercise: 20 minutes
The aim of this exercise: for the trainers to analyze and see in what competencies they already have and what needs to be improved/developed.

Summary

- The role of an adult educator depends on experience, beliefs, perceptions and situations. When choosing behaviors and roles, creating learning-friendly situations, it is important to focus on learners, learner involvement and learning, communication, dialogue and collaboration.
- Each training situation is new, unique and unique, offering opportunities to experience and learn something new.
- The educator's learning begins with self-analysis and continues with identity work, which is why the adult educator himself is always in the role of a lifelong learner.
- It is important to map competencies and the need for training.
- Stories reflect who we are today and who we want to be.

Used literature:

Märja, T., Jõgi, L., Lõhmus, M., 2021. *Andragoogika.* Tartu: Atlex OÜ

Märja, T. 2011. *Koolitaja käsiraamat.* Tallinn: Kirjastus SE&JS

Giannoukos G, Besas G, Galiropoulos Ch, Hioctour V. (2015). *The Role of the Educator in Adult Education*. Journal of Education and Learning. Vol. 9(3) pp. 237- 240.

Personality of the trainer and influence for teaching outcomes

Theoretical background to deliver to the trainers:
Becoming a trainer is difficult, subjective, demanding. It requires creativity, constant learning and is a reflexive process. The formation process is more balanced in those trainers who are aware of their personal maturity, values and perceptions and their self-concept and who are aware of their need for self-development as a trainer, student or person.

The formation of a trainer's professional identity and values is a years-long subjective and personal process that requires an orientation towards self-development, openness to experience, the creation of new interpretations, meaning schemes and perspectives, a willingness to reflect and evaluate oneself and one's choices.
The responsibilities and influence of an adult educator are timeless. Trainers core values are dignity, honesty, tolerance, responsibility, openness and an attitude that values people. Personality traits and abilities are also important: learning ability, cooperation, verbal ability, empathy, commitment, stress tolerance, overall tolerance, self-regulation ability, decision-making, adaptability, creativity, perseverance, openness, critical thinking. Being a trainer is related to being caring, genuine, humane and ethical.

Authenticity - the authenticity of the trainer is based on oneself and one's values: the trainer influences the processes by exploring his interpretations, beliefs and values, expanding and developing oneself and involving other subjects in the learning process.

Authentic trainers do not orient themselves in a position of power where collecting positive feedback is for self-admiration. They are self-aware and good communicators, genuine, spontaneous, creative, have great ability to learn and are very attentive to their students. Their self-assertion is not at the expense of the students, but for them. For example they never give answers like: "*What do you know, you are just a student!*". Authentic trainers are competent. Experienced trainers are characterized by greater spontaneity, intuition and a clearer perception of the social context, the social ability to create space, good perception of relationships and creativity. Those are the results of practice, experience and professional development.

The adult educator is authentic, emotional, open and communicative, benevolent and positive, and knows the learners. Negative attitudes, dominance, arrogant behavior and disregard for learners have been identified as unsuitable for the trainer.

Students learn from continuous observation of the ways their teachers handle difficult and stressful situations, how they relate to their students, and how they deal with ethical and moral issues.
Good teachers are enthusiastic, friendly, easy-going, able to develop rapport with learners, committed to the growth of their students, approachable, interested in learners as people, and always conscious of their status as role models. List of barriers to effective modelling include being quiet, being overextended, having difficulty remembering names and being impatient and impulsive.

Exercise

Let the trainers write down the answers to following questions.

In terms of personality and influence, every trainer should ask themselves:
- What does it mean for you to be an adult trainer?
- What is important to you?
- Who are you as an adult educator?
- How do you identify yourself?
- What choices do you make?
- What kind of trainer do you want to be?

Estimated time for this exercise: 10 minutes

Tip: come back to it in at the end of the module. Discuss together whether some answers have changed with getting more theoretical knowledge.

Trainer may have its own strengths, weaknesses, opportunities and threats analysis. The method requires an objective and self-critical analysis from the trainer's ability. The structure of such a portfolio could be done by the SWOT analysis method. But the materials should answer the question "how?"
Strengths describe what the person excels at, weaknesses stop a trainer from performing at its optimum level. They are areas where a person needs to improve to remain competitive, opportunities refer to favorable external factors that could give the trainer a competitive advantage, threats refer to factors that have the potential to harm the trainer.

Handout
Exercise

My personality as a trainer:

Useful	Harmful
Strengths *For example: quick adjuster*	**Weaknesses** *For example: low self-confidence*
Opportunities *For example: asking feedback*	**Dangers** *For example: resource planning*

Exercise:

Print out the handout. Let them fill the swot analysis.

Estimated time: 10 minutes to fill the boxes. **The aim of this exercise:** for the trainers to analyze and see in what are their strengths and weaknesses and how their workplace can help to improve them.

Here are twelve qualities of a good teacher. You can read or hand them out to the trainers.

Twelve qualities of a good teacher or mentor:

1) Committed to the work
    a) Focuses on educational needs of the students
    b) Works with passion
    c) Keen to uphold the university's values
    d) Enthusiastic about work and about teaching

2) Encourages and appreciates diversity
    a) Does not stereotype or speak negatively of others
    b) Nurtures and encourages diversity
    c) Seeks and encourages understanding of, and respect for, people of diverse backgrounds

3) *Interacts and communicates respect*
    a) Communicates effectively with others
    b) Encourages input from others, listening deeply and giving credit for their contributions
    c) Acts with integrity
    d) Provides a model of high ethical standards
    e) Shows a caring attitude

4) *Motivates students and co-workers*
    a) Encourages students to achieve their goals
    b) Provides constructive feedback
    c) Monitors progress of students and fosters their success

5) *Brings a wide range of skills and talents to teaching*
    a) Teaching is clearly presented and stimulates high-order thinking skills
    b) Presents difficult concepts comprehensibly
    c) Brings appropriate evidence to the critique
    d) Teaches memorably

6) *Demonstrates leadership in teaching*
    a) Contributes to course design and structure
    b) Contributes to publications on education
    c) Evidence of self-development in an educational context
    d) Demonstrates creativity in teaching strategies
    e) Committed to professional development in education

7) *Encourages an open and trusting learning environment*
    a) Creates a climate of trust
    b) Encourages students to learn from mistakes
    c) Helps students redefine failure as a learning experience
    d) Encourages student questions and engagement in the learning process
    e) Encourages student growth with appropriate behaviour-based feedback

8) *Fosters critical thinking*
   a) Teaches students how to think, not what to think
   b) Encourages students to organize, analyse and evaluate
   c) Explores with probing questions
   d) Discusses ideas in an organized way
   e) Helps students to focus on key issues
   f) Trains students in strategic thinking

9) *Encourages creative work*
   a) Motivates students to create new ideas
   b) Fosters innovation and new approaches

10) *Emphasizes teamwork*
   a) Builds links at national and international levels in education
   b) Encourages students to work in teams
   c) Encourages collaborative learning

11) *Seeks continually to improve teaching skills*
   a) Seeks to learn and incorporate new skills, and information teaching
   b) Seeks feedback and criticism
   c) Keeps up to date in specialty

12) *Provides positive feedback*
   a) Listens to students and discovers their educational needs
   b) Values students, never belittles
   c) Provides constructive feedback
   d) Helps and supports people to grow
   e) Teaches students how to monitor their own progress.

Exercise

Divide the group into smaller groups and give them a task. Ask the group to think of the brightest teacher they have ever studied with.

Let them point out the characteristics of this teacher. Then relate the qualities to what you have learned and analyze which qualities the new coaches could develop.

Estimated time for this exercise: 30 minutes

Excellent teachers serve as role models, influence career choices and enable students to reach their potential. Learners and learning are affected by the learning situation, the relationship with the learners and the trainer, the dialogue, the learning group, the learning process as a whole and the personal learning environments chosen or created by the learners themselves.

The adult educator must turn his or her knowledge and skills, thoughts and ideas, imaginations and values into social ones, i.e. translate them into events, situations, activities that take place in dialogue with the learners in a specific time, space or learning environment.

> *"Adult teaching is powerfully related to the educator's personality, authenticity, natural nature, and willingness to push boundaries. Subject experience or subject-based knowledge and skills are not enough here. Only your own personality is here. The main thing, however, is that you create a space for learning."*

Summary

- The formation of a trainer's professional identity and values is a years-long subjective and personal process

- Trainers core values are dignity, honesty, tolerance, responsibility, openness and an attitude that values people. Personality traits and abilities are also important: learning ability, cooperation, verbal ability, empathy, commitment, stress tolerance, overall tolerance, self-regulation ability, decision-making, adaptability, creativity, perseverance, openness, critical thinking. Being a trainer is related to being caring, genuine, humane and ethical.

- Excellent teachers serve as role models, influence career choices and enable students to reach their potential.

- Learners and learning are affected by the learning situation, the relationship with the learners and the trainer, the dialogue, the learning group, the learning process as a whole and the personal learning environments chosen or created by the learners themselves.

Used literature:

Azer, A. S. 2005. *The qualities of a good teacher: how can they be acquired and sustained?* J R Soc Med. 98(2): 67–69.

Märja, T. 2011. *Koolitaja käsiraamat.* Tallinn: Kirjastus SE&JS

Märja, T., Jõgi, L., Lõhmus, M., 2021. *Andragoogika.* Tartu: Atlex OÜ

Ethics and teaching

In the process of becoming a professional adult educator it is important what is the trainers qualification, educational and evaluation standards, but it is also important to understand the ethical questions that can arise. The responsibilities and influence of an adult educator are timeless and therefore it is important to know what is ethical teaching.

The simplest way to say that ethics in teaching deals with the question "how do we have to teach?" In this way, ethics also examines, for example, the core values of a trainer, what is good and what is bad, how is the relationship between trainer and learner etc. Usually these written norms and values that support the resolution of moral problems and the selection of appropriate behaviors in a field are defined in a code of ethics.

Handout

Code of Professional Ethics for Adult Educators in Estonia

General part

The Code of Ethics is a guide for educators who have and apply for the profession of adult educator.

The purpose of the Code of Ethics is to refer to important values and to support the respect and expression of these values. Ethics within the meaning of this Code are expressed in particular in professionalism, honesty, tolerance, respect, openness, recognition of personal responsibility, balance, a sense of responsibility and the expression of these values in relation to everyone else, especially learners.

The highest ethical principle is respect for the dignity of the individual and the preservation and protection of human rights.

The Code of Ethics supports the activities of adult educators by enabling them to make ethical decisions, provides criteria for evaluating their own and other educators' activities, and informs the public about the expected standards of professional practice.

It is not possible for the code to anticipate all the potential ethical conflicts that adult educators will experience, but it does define the principles of ethical behavior and how to deal with deviations from them.

Code of Ethics

1. Ethical obligations to the learner

Adult educator:

- bases its professional activities primarily on the needs and interests of the learner and respects the learner as an equal partner;
- adheres to the principle of social equality and treats people equally, regardless of their status, educational background, gender and race;
- takes into account the individual differences of the trainees;
- believes in a person's ability to learn and his or her potential to solve his or her problems;
- creates conditions for training that allow an individual or group to realize their potential in the best possible way without harming themselves and others;
- bears full responsibility for what he/she has said and done;

respects people's right to privacy and the protection of information about them.

2. Maintaining and developing professionalism

Adult educator:

- conducts training and uses methods to the best of his / her competence;
- is aware that he /she may be mistaken and is prepared to reconsider its opinion;
- knows the limits of their competence and refrains from exceeding them.

3. Attitudes towards colleagues and partners

Adult educator:

- treats its colleagues with respect and fairness;
- does not hide information necessary for their work from colleagues;
- draws the attention of a colleague to unquestionably wrong or unethical behavior;
- does not make derogatory comments or unfounded allegations.

4. Copyright protection and communication with the public

In their professional activities, the adult educator uses written and oral sources in accordance with the general copyright protection requirements. When using intellectual property created by another person, he or she first seeks the author's consent and / or refers to the author.

5. Dealing with ethical conflicts

In the event of a conflict of ethical principles, the parties shall, as far as possible, resolve the conflict with each other and in accordance with this Code. Disputed issues will be referred to the caller if necessary. Unethical acts may result in the following sanctions: verbal or written warning, application for suspension of professional certificate.1

Handout

Exercise

Case study

Students have studied theoretical part of disciplinary sanctions and go to internship to prisons. There they discover that there is a gap between what is taught in school and what is done in practice. Student Peter gets especially confused, because his personal mentor in prison says that it is total nonsense that school has taught so far. After returning from internship Peter will confront the teacher. Teacher is a quite new in this position. However, very well educated in law, he feels yet not confident in imprisonment law. Teacher has not learned how to deal with critical questions from student and gets angry at Peter - raises his voice, demands the name of the mentor and blames the colleagues of prison system and the management of the academy.

Please read through the case study and the Code of Ethics. Try to answer the following questions by reasoning your answer according to the Code of Ethics.

1. In what way the teacher was behaving not professionally?
2. What could have been done differently taking into account the ethical obligations to learner?
3. What could have been done differently taking into account the ethical behavior towards partners?
4. How this kind of ethical conflict could be dealt in your organization?

Estimated time: Approx. 45-60 minutes in case of group 16-20 people

Tips: Give 10 minutes to read assignment and think individually and then form smaller groups (4-5 people). Give another 15 minutes for group discussion and ask groups to write down the answers and be ready to share their discussion results in big group. In case of 4 break out groups every group can present one question.

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1 It is Estonian Code of Ethics. In Turkey it is not possible to suspend a professional certificate like that.

Conclusion and feedback

As the training process starts with introduction part it is finished with conclusion and feedback.

Making conclusion

The trainer should ask the group what were the key learning points and write it down on whiteboard or big paper

Key learning points:
1…..
2…..
Tips!

Just in case prepare yourself with the main ideas in case students are passive and do not offer anything.   For example:

- trainer is a role model and shapes the behavior of students with their own behavior
- trainer has a great influence over student`s lives - can influence career choices, can enable to reach their potential etc
- trainers personality influences the learning outcome
- the highest ethical principle in teaching is respect for human dignity

Circle of feedback

Please remind the learning goal that was set in the morning of the first training day. What was your goal? Have you reached the goal? Please also think what did you learn about yourself today.

Sharing circle: everybody is asked to comment on their goal and name 1 thing that they discovered about themselves.

Estimated time: Approx. 45 minutes in case of group 20 people

MODULE II

PREPARATION OF THE STUDY PROCESS

In this module we will learn

- How to identify the learning needs of the study group
- What are outcome based lessons
- Evaluation criterias and relation to outcomes
- ~~Assessment of learning outcomes~~
- Preparation of training content. Compilation, selection, adaptation and updating of teaching materials and tools.
- Shaping learning environment suitable for adult learner expectations and needs: physical, social, emotional and intellectual
- Time management
- Choosing teaching methods suitable for reaching studying goals, outcomes and group needs
- Teaching methods classification: teacher versus student-centered methods

Introduction

Introduce the agenda of module II, days 3, 4 and 5.

The module II talks about preparation of the study process (planning and teaching methods).

This module helps the new trainer build up their own courses and helps them choose suitable methods for desirable outcomes.

Exercise
To break the ice and concentrate everyone on the training, let everyone say at least three points they remember from module I of training of trainers.

Planning

Identifying the learning needs of the study group

What should be kept in mind during preparation?

- to find out the learning needs of the target group and the study group;
- compile a curriculum and plan studies;
- prepare the content of your training;
- Design, prepare, customize and update your own teaching aids and materials.

Let's start with the analysis of the learning needs of the target group.

How to get to know what adult students want to learn? Or why did they come to the course at all? It is useful to keep in mind today one of the best - known adult education theorists, and practitioner Malcolm S. Knowles claims that ...

…Adults do not learn for themselves, they want to get answers to your questions, learn how to solve problems, work better or just to feel alive and it gives them greater pleasure

The aims of the students should therefore be carefully examined, what they expect from the course and what questions they want answered. It would be best to try to explain this before the start of the course. One way is to ask write a letter of motivation.

Example of a letter of motivation: To ensure the quality of teaching and learning and to teach others, I would like to develop myself professionally in training. I feel a special need for searching different methods and professional adult education. I want to improve my knowledge of adult education and to ensure self-development through a meeting with interesting lecturers.

Letter of motivation helps you to understand what is important for the student, what are their expectations and what are the motives for studying.

Exercise

Give the students a piece of paper. Ask them to write down some main reasons why they want or need to learn and what are their expectations of your class.

The aim of this exercise: To feel out why it is important to ask for someones opinion and for others to take it into account.

Tip: Do not put the letters away but read them through and take them into account for it to give the trainers a better overview and importance about students needs. This small exercise lets you know their attitudes and motives, also if or why they are interested in studying.

With this exercise you gain information about your group – what are the reasons and intentions, motivation. You can use this for a discussion with the group and make some overall agreements. This is also important to see if you already have planned activities regarding their expectations or if you have left anything out.

Introduce the following theory on a whiteboard or with some slides.

When class trainers know about their students, they can provide them with appropriate learning programmes. Trainers should develop an understanding of the physical, mental and emotional, and social developmental needs of their students. They should recognise needs that arise from each student's culture, gender, and abilities or disabilities. It is important that trainers take their students' specific needs into account when they plan ways to help students develop a belief in their own capabilities. When students have this belief, it enables them to take reasonable risks and to act with optimism and self-confidence, building their sense of self-worth.

Handout

Trainers can identify those needs of their students that relate to their well-being, and recommend learning goals that are appropriate to their students, in a range of ways. For example, they can do so by:

- observing the students' behaviour;

For example: See what kind of topics interest them. How are they behaving in a long lecture, how are they involved in playing games and discussing different topics.

- assessing the students, formally or informally, to determine their current knowledge, skills, and attitudes, and then noting the needs revealed by the assessment information;

For example: ask them some overall questions about the topic, let themselves give you input of what needs improving, ask some questions about the study subject and how they feel about learning it. You can also give them small tests for their own knowledge testing but don´t put any fear or stress onto the students.

- discussing issues with the students and asking them questions;

For example: if some issues or lack of interest occurs ask them about it and see if there is something you all can fix. Fixing it can mean explaining them more why it is important to learn the subject.

- considering the content of the key areas of learning and the achievement objectives at the levels that students appear to be working within;

For example: take their personal development into account and see if they are at the level which you expect them to be at.

- reviewing their own teaching practice and reflecting on the effectiveness of their programmes (including their teaching and learning approaches);

For example: take a step back and ask for feedback – maybe the group learns better in other ways or there are some issues or feelings inside the group that needs to be addressed.

Ask the trainers: why is it important to identify the needs of learners?

Let them discuss their thoughts for about 10 minutes.

Estonian experience

During communication lessons the teacher always explains the need and focus of the lessons. Then the teacher gathers information from the students for which topics they feel less secure and which are more familiar. After that the teacher explains the teaching process: theory combined with playful exercises and some classes are only practical in the prison cell learning environment. The topics which are brought out as less secure or weaker are always handled during studies.

Continue with theory and give the trainers next handouts.

Identifying and meeting individual learner needs boosts their morale and encourages them. In some cases, the learner does not gain much from mass instruction. As such, when the trainer provides individually prescribed instruction it significantly helps many learners to understand and grasp educational concepts.

Every trainer must believe and understand that all their learners ought to acquire equal hopes, education and future aspirations from their learning. On the other hand, the trainer must know that they will meet learners with different dynamics during their teaching career. The main difference is that some students will learn fast, and others will be slower. Again, they will teach learners that are challenged or disabled in some way. In the light of this, it is crucial that a trainer identify and meet the needs of every learner without discrimination.

Estonian experience:

In the Estonian Academy of Security Sciences the students are tested before being divided into groups for russian lessons. The teacher tests their skills and those who are more advanced are in one group and those who are not in another. This way the teacher can focus on what is important for the whole group and everyone is more motivated to learn. This also gives them a possibility to either start from a lower level by learning the alphabet or continue with more advanced lessons, for example giving directions in russian.

Handout

The following are 5 reasons why it is important to identify and meet individual learner needs when teaching:

1. Achieving Quality

In the classroom, there are students with behavioural, emotional, social or other challenges that may limit their learning abilities. Therefore, when the trainer identifies their weaknesses and applies measures to overcome them, their learners acquire education without any barriers. This ensures that the challenged learners do not feel left out or discriminated from the rest.

2. Developing Talents

The needs in the classroom are not always negative. Learners, especially young ones, are usually undergoing the process of understanding their skills. The trainer, however, is experienced enough to tell that a certain learner has a particular skill or talent. In this case, skills and talents become needs too because they require nurturing to develop. Therefore, once the trainer identifies them and provides the essential support to develop them, they help the learners to discover and grow them.

3. Creating Interest

Identifying and meeting individual learner needs boosts their morale and encourages them. In some cases, the learner does not gain much from mass instruction. As such, when the trainer provides individually prescribed instruction (IPI) it significantly helps many learners to understand and grasp educational concepts. This applies more to subjects such as mathematics and art. If a student feels supported by their tutor, they develop rather than lose interest in learning.

4. Planning Classroom Activities

Once the trainer is familiar with the personal needs of their learners, they can easily plan their day-to-day classroom activities, so they cater to all of them. For instance, the trainer will know how to plan the timetable for counselling, individual tutoring, group interactions and general supervision. In short, each activity targets the needs of specific students such that by the end of the day, every learner's needs are fully met.

5. Organising the Classroom

The best way for a trainer to organise the classroom is by first identifying the characteristics of each learner. The learners that need more personalised instruction can sit closer to the trainer. If a student has visual difficulties, the trainer can sit him or her closer to the blackboard. They can also sit near a door or window where there is an abundance of light. In a nutshell, the needs of the

learners should determine the availability of supplementary material, accessibility of equipment and supplies, as well as the seating arrangements.

Evidently, it is paramount that the trainers identify and meet individual learner needs when teaching. This is because it allows them to devote their energies beyond regular teaching into effective education that is supportive and considerate for each learner. In this way, the students are motivated, supported, empowered, and developed because optimum learning conditions are created.

Used literature:

IQualifyUK, *Why is it important to identify and meet individual learner needs when teaching?* https://www.iqualifyuk.com/library/trainer-training-section/why-is-it-important-to-identify-and-meet-individual-learner-needs-when-teaching/

Märja, T., Jõgi, L., Lõhmus, M., 2021. *Andragoogika.* Tartu: Atlex OÜ

Märja, T. 2011. *Koolitaja käsiraamat.* Tallinn: Kirjastus SE&JS

Te Kete Ipurangi, *Identifying students' needs.* https://health.tki.org.nz/Key-collections/Action-for-well-being/Philosophy-to-practice/School-wide-programme/Identifying-students-needs

University of Warwick, *Identify your development needs.* https://warwick.ac.uk/services/od/development-opportunities/planning-your-development/identify/

Outcome-based lessons and evaluation criteria

Give the trainers a little theoretical overview and continue with the handout.

Outcome-based education is a model of education that rejects the traditional focus on what the school provides to students, in favor of making students demonstrate that they "know and are able to do" whatever the required outcomes are. OBE reforms emphasize setting clear standards for observable, measurable outcomes.

It is an approach to programme and course design, teaching and learning that is focused on what the students are expected to learn and do (rather than on what the teacher expects to teach).

Traditional curriculum models have generally emphasized inputs, objectives, academic subjects, content, knowledge and the teacher. Increasingly, the focus has shifted towards outputs and learning outcomes. The significance placed upon learning outcomes may take various forms, but generally implies that certain results are expected from students in each subject or learning area at the end of each school level, including mastery of content and specific skills, or more general capabilities such as problem solving or decision-making.

The emphasis of these recent models is more on the development of general competencies and understanding than on content. Students must feel comfortable in a variety of contexts to demonstrate that they have mastered the learning, which should be relevant and transferable to other contexts. As a consequence, curricula are likely to be much more flexible and responsive to individual needs, offering significant local autonomy within a framework of common principles and content standards. The emphasis is on both assessment of learning and assessment for learning.

Handout

Trends in curriculum change

From	To
Teaching	Learning
Transfer of facts	Student construction of knowledge
Memorization of information	Analysis, synthesis, evaluation, application of information
Focus on knowledge	Development of knowledge, skills, values and attitudes
Summative assessment of academic achievement	Authentic and formative assessment of competency
Learning by rote	Applied learning / learning in context
Categorized knowledge (traditional subjects)	Integrated knowledge (broader learning areas)
Schooling	Lifelong learning
Focus on inputs	Focus on outcomes and processes
Didactic teaching	Participatory, activity-centred approaches that incorporate interactive methods
Assumption that there is one "learning style"	Recognition that there are several "preferred learning styles"
Curriculum as product	Curriculum as both a process and a product

Academic thought and empirical research in the last decade have led to a conceptual shift in the understanding of knowledge, teaching and its pedagogy, as well as in the conceptualization of learning. This conceptual change implies a worldwide dissemination of new ideas that impact the curriculum development process and their progressive adoption in official documents, although not necessarily observed in everyday school practice. These new ideas often augment the broader aim of education so that it is a tool for social progression or development, and the curriculum is a key contributor to achieving this objective.

Estonian experience
In Estonian Academy of Security Sciences it is mandatory to have a work group for changing the curriculum. For example, the College of Justice cannot change learning outcomes without student feedback and consent. People come together (lecturers, director of the college, students and other interested parties) and talk these changes through and decide if it will be suitable or anything else needs changing before accepting the new curriculum.

Considering these trends, what students should know and be able to implement can be approached through three main gateways:

1. Through learning content: The most traditional approach, based on presenting codified and formalized lists of desirable knowledge, rules, principles, facts, methods, procedures, etc., that must be transferred to students.

For example: assessing the knowledge with a test where there are yes/no, wrong/right, open/closed questions about the subject.

2. Through learning objectives: This approach was emphasized during the 1960s. An objective is a learning goal formulated as a behaviour that the student must demonstrate in a determinable form.

For example: the student has to know how to use a firearm and the assessment is carried out by demonstration.

3. Through competencies: The newest trend, in which competency is the ability to face complex situations by mobilizing specific knowledge and general cognitive and non-cognitive resources.

For example: the student has to know how to do a body search. For assessing the outcome the student has to complete it while having some other daily activities with it.

Stemming from a growing concern about the quality and relevance of education, and partly as a result of the need to frame educational aims around broad social demands, competencies have increasingly become an important component of educational discourse and practice. Competency-based curricula tend to avoid a subject-based approach and emphasize the intersection of learning areas by exploring transversal themes or offering more realistic scenarios across several disciplines.

Exercise:

Make personal notes on the previous handout (trends in curriculum change) to reflect additional ideas on curriculum trends and produce your own version of the table.

The aim of this exercise:

For trainers to analyze their ways or needs for outcome-based lessons.

Give the trainer following task:

Consider each of the aforementioned trends in approaches to teaching and learning and in curriculum change that have been presented. Using the worksheet "International trends in curriculum change, teaching and learning", answer the following questions:

• To what extent does each trend already exist in your situation?

• To what extent is this trend desirable in your situation?

• To what extent is it possible to implement this trend in your situation?

Estimated time: 10 minutes. After that another 10 minutes for discussion.

Tip: if the trainer doesn´t know about the curriculum then keep some printed versions with you and add them for the exercise. Also let them think freely about reaching outcomes.

It is important for the trainer to determine the extent to which the intended objectives or desired outcomes have been achieved. Therefore, it is necessary to produce assessment instruments according to the objectives formulated at each stage of the school-based curriculum development process and to administer them to the students.

Standards are generally statements or descriptions of degrees of achievement or quality and may apply to student learning, textbooks, time allocation and working conditions, among other factors. Curriculum content standards specify what all students should learn at each stage of schooling across a range of learning areas.

Performance standards specify and illustrate how and how well students should demonstrate mastery of the content. Typically, assessment instruments are designed according to, and consistent with, content and performance standards. Such assessments are criteria-based – that is, student performance is measured against a defined standard, not curved against the performance of other students.

The development of curriculum standards has emerged in response to several challenges:

• The need to establish criteria to measure improvements in student achievement;

• The need to enable correlations between learning outcomes and the quality of educational services

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Exercise:
Hand out different subjects and their outcomes of the curriculums in the training centers. Ask the trainers to think how they can achieve these outcomes (how they should teach and how assess).
Estimated time: give them 15 minutes to think and another 10 to discuss together with real examples.

Used literature:

Kwantlen Polytechnic University, *Outcomes Based Approaches.* https://www.kpu.ca/teaching-and-learning/obasl

Märja, T. 2011. *Koolitaja käsiraamat.* Tallinn: Kirjastus SE&JS
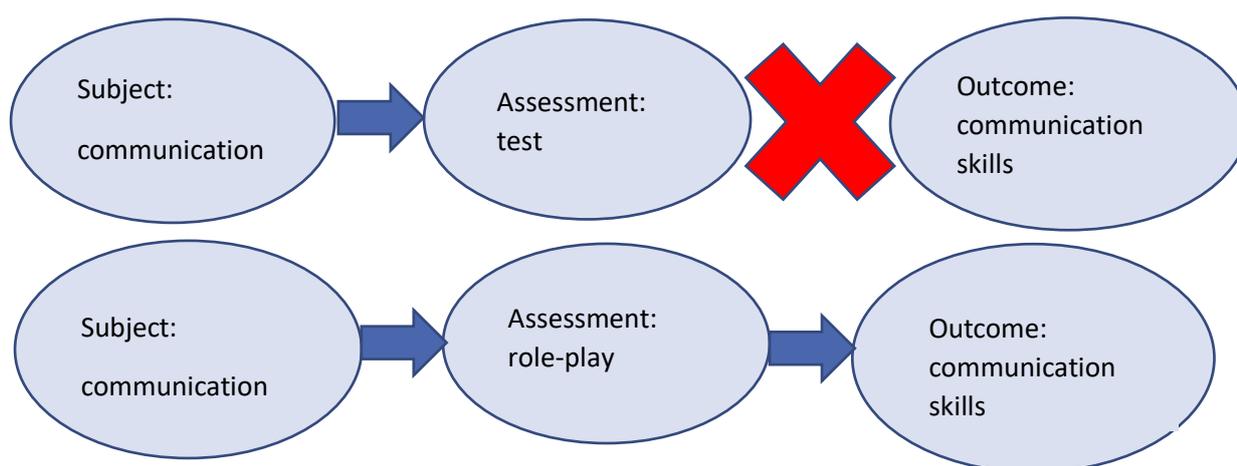
Märja, T., Jõgi, L., Lõhmus, M., 2021. *Andragoogika.* Tartu: Atlex OÜ

Assessment of learning outcomes

Student learning outcomes articulate what a student should know or can do after completing a course or program. The assessment of student learning outcomes provides information that puts student learning at the forefront of academic planning processes.

An assessment can be graded or ungraded and can take a few minutes (eg. one-minute paper) or it can take weeks (eg. group project). It can ask students to demonstrate understanding or skills acquisition through writing, the creation of a product or presentation, or the ability to successfully accomplish some task. It can ask students to demonstrate their understanding as individuals or as members of a group.

Linking a lesson objective or a course outcome to an assessment can be tricky. If your goal is for students to understand a concept, do you mean that they should be able to recall facts? Summarize information? Apply information or predict consequences? Analyze or compare phenomena? Generate models? Evaluate and justify arguments? Perhaps you want your students to be able to demonstrate their understanding by doing a combination of these things. You should ask yourself whether or not your assessments are related to the goals of the lesson or the course, e.g., are the assessments measuring whether students have met the learning goals?

Subject: communication → Assessment: test ✗ Outcome: communication skills

Subject: communication → Assessment: role-play → Outcome: communication skills

You might think of assessment as a multi-step process in which you:

- Formulate a clear learning goal (or goals) for your students.
- Articulate those learning goals to your students.
- Decide what your students should be able to do if they have met those learning goals.
- Develop an assessment instrument (a test, essay, project, etc.) and a scoring rubric.
- Administer the assessment instrument to your students.
- Evaluate your students' performance on the assessment instrument.

- Assess your students' mastery of the learning goals given their performance on the assessment instrument.
- Reflect on why students did or did not master the learning goals, and develop strategies to help them be as or more successful in the future.

When an instructor creates an assessment, he or she should first determine its purpose and then structure the assessment so that students can communicate their comprehension and learn from the assessment process itself. Structuring effective assessments requires the following:

- Describing assignments clearly and indicating the criteria by which student work will be evaluated.
- Making assessments reasonable with respect to time and resources.
- Assessing material at the same depth in which it was explored in class. For example, avoid using tests that assess only recall of facts if you emphasized higher-order thinking during class. Similarly, if you emphasized only factual or procedural understanding in class, you should not expect students to be able to demonstrate their understanding in complex analyses.
- Letting your students know what to expect on in-class tests, quizzes, and exams. Discuss the structure, format, and grading standards for assignments. Consider making old tests and exams available to the class or providing a list of possible exam questions.
- Giving assessment feedback as soon as you can. In order for students to learn from their performances, it is critical they receive timely feedback. Whenever possible return assessments within a week so that the assignment is fresh in your students' minds.

Estonian experience
The Estonian Academy of Security Sciences uses outcome based evaluation. For that reason it is really important to choose an assesment method that supports the outcome. For example in communication in prisons subject the students have to motivate an inmate in a role-play situation. Since the outcome of the subject is communication skills, the students have to demonstrate their skills. Before the assessment students get the chance to practice during classes and play through a similar situation to the assessment.

Used literature:

Märja, T. 2011. *Koolitaja käsiraamat.* Tallinn: Kirjastus SE&JS

University of Maryland, *Assessment Alignment with Outcomes.*
https://tltc.umd.edu/instructors/teaching-topics/assessment-alignment-outcomes

Preparation of training content

Introduce the theoretical background and give the participants exercises in between the lecture.

The trainer considers the purpose of learning and the choice of teaching method keep in mind that the necessary (knowledge, skills, understanding, etc.) the acquisition does not take place so-called automatically, but until the acquisition leads a long way through several stages in the learning process. In order to notice what is needed, it is necessary to note; to understand to get, you have to sharpen your senses - to look focused, listen, try it out. Remembering presupposes the peculiarities of your memory knowledge and use. Leads to knowledge and skills conscious effort in acquiring the necessary. When planning the structure of a lesson (lecture cycle, seminar, etc.) and is useful in planning teaching methods and techniques be based on a nine-step acquisition "Stairs".

You need to complete the following steps to better the learning process.

1. Tuning

Tuning is, figuratively speaking, "opening the door" that allows both students and trainers enter the learning process, be aware of the time and space in which they are present. Immediately at the beginning of the learning session (lesson) it is natural that despite being in a classroom people thoughts are still in previous events (sending children to school in the morning, half-time working during studies or other activities). To enter a learning situation you should people in the "here and now" situation. You can use to set up any conversation or on - the - spot event which touches all those present and creates the conditions to notice each other and the surrounding.

For example, the trainer may ask for opinions about an event that has just been covered in the media; to ask participants to describe their journey to the training site, to ask how (in the multi-day training) the participants spent the previous evening away from home, etc. The appropriate method to set up depends on the degree of mutual acquaintance, the current mood, the study group (gender, age, etc.) and other indicators and leaves the trainer with unlimited opportunities to understand the situation and creativity.

> **Exercise**
> Let all the participants tell a short story about this morning – how they came to the classroom, did anything out of the ordinary happen, how did they feel in the morning and has anything or any emotions changed in the meantime.

2. Focus on what is being learned

Once you have done tuning successfully, it is easier to bring students attention to the study material, be it an example of life, physical object or other materials. If the students still gaze at their own laptop screens or at a newspaper you should return to the setup. As a rule, a person notices things what they think are meaningful. However, it can vary greatly what is significant or important to people. The

trainer, as an expert, knows that what is on display for example, in a diagram, etc., is important to pay attention to. However, student as a non-expert can focus on other, insignificant details in the context.

Exercise

What techniques are suitable for attracting attention?

Continue the list.

- to give a surprising example
- making an intriguing statement
- asking a specific question on the subject
- ....
- ....
- ....
- ....
- ....

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3. Perception

After attracting attention, people need to be directed to perceive what is important. We've all been in a state where we "look but not see" or "hear but not listen". Perception is the active reception of information, which requires effort, concentration, control of one's senses (vision, hearing and other senses), conscious perceptual mechanisms mobilization. Most of us have a distinctive so-called leading mind, and though it is widely believed that most information passes by the sense of sight it is not the same for everyone. Many people experience hearing as more important sense than seeing: to understand what they have to learn it is more important to listen than just read about it; not to look at models, but discuss the natuure of them with others. There are quite a few people who learn especially in the process of completion - they prefer to test themselves instead of reading instructions; when working with the text they are learning from, they tend to rewrite it, even partially. By the way, it also explains the old tried and tested effectiveness of the learning ability - compiling cheating materials - for exams in preparation. When conducting these cheating materials rewriting materials help remembering materials even without using the materials themselves during exams.

Exercise

Let the participants draw a characteristic picture of how they learn the best.

Estimated time: don´t let them draw more than for 5 minutes.

After drawing let everyone show how they learn. See if you all can point out some similarities or the most common way.

To make the study material understandable and memorable for everyone in the study room, the method of presentation should not be restricted only by giving a lecture that suits only for those who have well-developed sense of hearing, but equally for those who need it in visualization (people who prefer to see) or doing it (people who prefer kinesthetics or sense of movement).

The use of visualization techniques alone is also an incomplete solution: displaying slides on the screen, charts, graphs and the use of illustrations is helpful for people with visual perception preferences, but not enough for people with other types of perception.

Applying problem solving techniques, group work (for example, to find solutions on their own) or research methods the trainer should certainly provide additional oral explanations and explanatory visuals to create a level playing field for people with different types of perception for the acquisition of the material. Therefore, in addition to consideration of other conditions it is also important to ensure a diversity of methods.

4. and 5. - acceptance and understanding

Acceptance of the information provided is easier if the trainer has taken into account the individuality of the students. In addition to the types of perception, it is also important to understand how much information is someone able to receive for a certain period of time. The effort is tiring - our attention is distracted, perception is weakening, thought processes slow down.

Information provided by "Dosing" is made even more difficult for the trainer because as a rule, students have not been given prior preparation and their level of the subject isn´t equal. For example how many students are already familiar with prison terminology and how much of them can you use at a time. You need to find the exact dosage of information to provide to students.

> Estonian example
> In the Estonian Academy of Security Sciences Justice College has students who have never worked in prisons and who have worked in the prison system for a while. For this reason it is always important to talk to the students as if they have never seen a prison because by forgetting you have students from other fields it is easy to disregard their lack of previous knowledge.

This is usually the case in each study group with beginners as well as advanced ones. The amount and complexity of this information, which satisfies the advanced is clearly overwhelming for beginners. It is also not always possible to use several trainers at the same time to divide the group into two or more with similar preparation subgroup (which would certainly be a good solution).

How to use the weakness of the study group with uneven preparation and make it into strength? A form of work could be used where advanced students support the beginners (with explanations, demonstration of work methods or otherwise). The strength of this form of work is, among other

things, that because you study you feel the similarity, there is no fear to look "stupid" in front of the educator as an authority and hesitations and asking questions is easier.

Exercise

Ask the trainers to think of a subject regarding this learning process where they feel a little uncomfortable or not clear. Let them discuss the topics in a circle and do not interfere – let them be the experts and support other learners.

Estimated time: try to sum up this exercise after 25 minutes.

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6. and 7. - remembering and reminding

Well-known memory coach Tauri Tallermaa has said:

Three things need to be done to remember something: to notice, to understand and repeat.

The most important part of the training planning stage is certainly not to miss repetition and consolidation. When to do it? Observations has confirmed that most of the material received is already forgotten during the learning process itself or immediately afterwards. It can be concluded that a large part of the material is already forgotten the moment a person applies it after training ends. So it is extremely important when planning training, think about how to secure the essential memorization.

The best way to against forgetting is to immediately use what has been learned. There are trainers who use written or oral repeat questions about learned materials. Correctness of answers can be the evaluated by other students so this saves the the trainer's effort and time together and as an added bonus also supports the understanding of the material. In many cases, the most important thing is repeated at the end of the same study procedure, either by solving the tasks or with the "reminders" with the help of a study group preparation.

Homework and independent work also serve the purpose between study periods to consolidate lessons learned and important information. These may not be only in the consolidation of theoretical material; in terms of acquisition better performance is provided by a task that requires training practical application of what has been learned in their daily lives and performance analysis and drawing conclusions.

> **Handout**
>
> **Use it in the teaching process and supplement it**
>
> Use of remembering techniques during the learning process is important to remember (eg making logical connections between learning units, linking what is learned to the students' personal or working life issues, etc.).
>
> - Formulating recurring questions about what you have learned during or at the end of the learning process or at home as a task.
> - Reciprocal asking and answering questions by the learners themselves (during the learning process, at the end of it or as a homework assignment).
> - Homework is a written assignment that requires completion of training critical analysis of the theory in the context of their daily lives.
> - Homework is a practical task that requires applying what you have learned and analysis of its results.
> - ....
> - ....
> - ....
> - ....

For example: making a question circle at the end of the lesson – letting everyone ask one question about what they studied and letting themselves answer.

8. and 9. - use and acquisition

Careful consideration should be given during training planning to what teaching methods, techniques and ways to apply to the learner for immediate use.

There are several positive effects in using what you learned in lessons immediately. It:

- supports the concentration of attention and the conscious perception of the learner and reflection (excludes the possibility of a lesson "Dream" or deal with extraneous things)
- indicates difficulties encountered during use, and errors and allows to overcome them immediately with the help of the trainer and others
- requires a quick reminder of what has been learned and thus facilitates its establishment into long-term memory
- activates students by increasing interest and motivation to learn
- enables mutual cooperation in a study group
- provides feedback and advice from the trainer, if there are errors in understanding you can correct your behavior
- allows you to gain practical experience and save time in the real environment expense.

> Estonian experience
> During prison surveillance classes the teacher is side-by-side with the student. The student learns how to open cell door in a way they do not endanger themselves and do everything properly. This allows teacher to comment and correct the student during study-process.

Compilation of a lesson

Before starting your classes you need a clear overview of how to compile your class and what is the ideal outcome and also how to reach the outcome of the subject. You can go by these steps:

1. Introduction, attention

Possible content: unexpected activity, mostly verbal, self-introduction, keywords (what kind of learner the person is). For this you can use a mentimeter (https://www.mentimeter.com/) or a wordcloud (https://www.wordclouds.com/). Let them all get focused on the studying process with being engaged in an activity.

For example: let them all say one word in mentimeter about their expectations and needs on the subject.

2. Communication of the topic or goals of the lesson

The content and purpose of the study activity - also for the learner to learn to organize their own work, to be self-governing, to form a habit of thinking through the goals of their activity before starting to study. Motivates: the usefulness of the learner for subsequent studies, work, life in general. Clear formulation and presentation of the objectives of the topic: by the lecture, in dialogue with learners, explaining the objectives of the topic with the learners.

For example: discuss very clearly the purpose of the lesson and try to make the students understand how the outcome is useful to them. When the outcome isn´t used at work, try to explain how every new ability is an asset in their personal life is as well.

> Estonian experience
> Sometime prison guard students do not understand the need for studying social rehabilitation because they do not use the knowledge in their everyday work. As one part of social rehabilitation classes they attend court hearings for people who have violated probation rules and could be sent to prison. This way the future prison guards gets the opportunity to see different levels of a persons life and understand who is behind the form of the inmate.
> This way a person can also get new perspectives in their everyday life on how an inmate becomes an inmate.

3. Repetition of previous learning, making a connection with previous

Recalling previous learning is important to activate appropriate thought structures and patterns before moving on to new material. The more clearly we imagine the necessary prior knowledge, the easier it is to build on it or see the connection with the material being studied. Also perceive new material by: interviewing learners, highlighting and mainstreaming key positions, performance of tasks.

For example: start every lesson with a circle where everyone brings out what they learned in the previous time or how they have used their knowledge in life.

4. Submission of new material

It is necessary to choose in advance which teaching methods might best suit the topic.

For example: lecture presentation, eg illustration of a lecture with a drawing, discussion, research activities, reading texts, highlighting the essentials.

5. Contributing to the awareness of learning.

Orientation to learning, ie how to ensure that the learner learns.

For example: preparing an independent reading text, observing, facilitating and guiding the learner's cognition during reading (eg prepare written instructions for understanding what is important), preparation of the lecture, observation of the learner's cognition, facilitation, guidance during the resistance, preparing research activities, monitoring, facilitating and guiding students' cognition.

6. Checking the acquisition of study material, informing the learner about the results, making assessment decisions if necessary

Checking what students have learned. You need to clarify the level of acquisition in order to make further operational decisions. Learning outcomes objectively, informing the learner about them, assessment of the adequacy of the work or inadequacy. Learners can also be allowed to check their own work: random interviews of learners, self-monitoring of learners, informing learners about results, assessments. Simultaneously with the assessment of the students, the lecturer also evaluates his / her work - if the learning outcomes are not sufficient with progress, the material must be reviewed again.

7. Development of generalization ability

The ability to generalize is a prerequisite for applying what has been learned in new circumstances.

For example: completing learning tasks in a variable context, discussion on the practical application of the lessons learned, solving vital tasks

Consolidation of the material and connection with previous knowledge and generalization presuppose seeing what has been learned from a certain distance. Generalizations are usually based on the main views of a topic or topics.

8. Reflection

The student evaluates his / her own learning and progress.

For example: let them write their strengths and weaknesses they feel themselves about previously learned materials.

> Estonian experience
> After a course of communication in prison the students were given a task to say something good about the person sitting next to them. They were asked to notice good things regarding working skills and knowledge. This way they can add value to their own strengths and weaknesses with others opinion as well.

Used literature:

Karm, M. 2013. *Õppemeetodid kõrgkoolis.* Tartu: Sihtasutus Archimedes

Krull, E. 2000. *Pedagoogilise psühholoogia käsiraamat.* Tartu: Tartu Ülikooli kirjastus

Märja, T. 2011. *Koolitaja käsiraamat.* Tallinn: Kirjastus SE&JS

Selection, adaptation and updating of teaching materials and tools

A teacher tool is any tool that enhances or expedites the teaching process and helps teachers to teach better. For instance, it can be a tool that allows the teachers to conduct classes in a more organized and efficient way and work with data quickly and efficiently to improve classroom productivity. Teacher tools have been gaining in popularity of late due to the digital revolution. As more schools begin to embrace the latest digital infrastructure, teacher tools rose to popularity. Interactive classroom technology tools such as smart boards were one of the first teacher tools. They have evolved over time to include various functionalities.

Both faculty and students have embraced PowerPoint in the use of presentations as a standard. However, no studies to date have shown a clear link to PowerPoint between the use of presentations and student learning outcomes.

Students think that slides used in lectures support their learning, though actual learning outcomes do not confirm this.

The efficiency of PowerPoint is also affected by what slides are used: either just text slides or diagrams, pictures, tables, videos. If the graphic material is not related to the content (misplaced images, sounds), it confuses learners and rather reduces them learning performance

Even if the images (graphs, diagrams) are related to the topic, it is important whether the facts can be understood without a picture. If the factual material itself is vivid enough, it may not need visual slides.

It is recommended to use diagrams, drawings, concept maps on slides.

As a teacher, you need to think about whether the notes on the slides are enough for students to study independently. When teachers make slides that are not intended as study material, it is important that this is also clearly communicated to students; and direct them to the materials from which they can learn.

The classic recommendations for creating text slides

- Right amount of text (5-6 lines)

- Use appropriate size of text (in class so that everyone can read it)

- Avoid overflowing with unreadable tables or graphs

- Avoid jumping texts

- Avoid noises and special effects

Using images to attract attention and add value

- You can use images to add value to your information
- You should keep in mind that the image can distract students from listening so it should be related to the topic
- Graphs, tables and images can be used as a perfect added value in acquiring knowledge and making connections

Showing videos with a guiding task supports deep learning and understanding the material, relating it to theory. Videos can be used as an introduction, the main point to highlight conflicting views in the debate, to give real-life examples, motivation or as a stimulus for discussion.

When using the whiteboard, the material is created by the students during the lecture so the process is well traceable and inclusive. At the same time, the teacher has to think about what and how he intends to write on the board in advance. What is drawn on the board will end up in peoples minds. A well-planned use of whiteboards can be great effective. If the teacher wants to finish the lecture on the board with a picture or diagram, the drawing must be designed to fit everything on the board.

Organizational or technical preparation for the training is never secondary. You should always prepare and discuss the technical side. It is necessary to be ready for failures so you should prepare a back-up plan.

Important is:

- Create a physical environment that supports learning
- Obtaining preliminary information about participants

- training schedule and other information material necessary for the student
- compilation of training materials
- technical preparatory work, including teaching aids, etc.

Exercise
Give the trainers a task to make two slides about teaching (they can use their computer or a paper if needed).
One should be for text and one with a diagram, picture etc.
Estimated time: 10 minutes for compilation and 10 minutes for a review.

Used literature:

Karm, M. 2013. *Õppemeetodid kõrgkoolis.* Tartu: Sihtasutus Archimedes

Märja, T. 2011. *Koolitaja käsiraamat.* Tallinn: Kirjastus SE&JS

Creating learning environment

Introduce the following theory on a whiteboard or prepare slides. Things in bold will guide you!

How to create a learning environment where you learn unnoticed and without forcing? Adult educator´s task is not so much to teach someone but to support the learner's learning. At this point, a parallel could be drawn with growing a plant. We cannot affect the growth and development of the plant in any other way than appropriate creation of the environment (soil structure, nutrients, moisture, light, temperature, pest control, etc.). Different plants need different environments, as well as students. Although individual differences and needs are important, there are a number of factors in the learning environment that are universal and which the trainer should consider in each group.

What affects learning environment?
1) physical factors
2) factors related to the use of time
3) social factors

Physical factors

Obvious physical requirements that influence studying are room size, temperature, light and adequate ventilation. Besides that the trainer must consider other physical factors by ensuring that all trainees

- **hear what needs to be heard**
- **see what needs to be seen**
- **can do what needs to be done.**

In particular, it lays down requirements for room setting and technology. It is often that trainers use existing training space and adapt the training program and methods with the possibilities and conditions of the room.

But if we want to do things right, then decision chain for professional trainer is following:

aim of the training → methods → room, technical equipment

Be creative when organizing a space and feel free to change that arrangement during the training day. This helps participants stay active throughout the day. Different seating options have different advantages and disadvantages. Lets take a closer look by filling in this worksheet. Please note that all of the mentioned options are suitable for adult learners.

Worksheet for handout

Classroom style	What are the plusses?	What are the minuses?	Possible + and – for the trainer of trainers for discussion
			+ Fits more people + everybody is facing frontwards - participants do not see each other - difficult for the trainer keep eye contact with the ones, who sit in back rows - trainer cannot move around between the participants - division into groups is complicated - front seats are not occupied first, so these could be left empty, when the room is bigger - too formal, 'school class'
U-shape	What are the plusses?	What are the minuses?	Possible + and – for the trainer of trainers for discussion
			+ trainer can move around between the participants + trainer can keep an eye contact with everybody - participants next to each other lack of eye contact
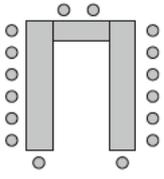
			- fits less people - division into groups is complicated if the room is very small
Banquet style	What are the plusses?	What are the minuses?	**Possible + and – for the trainer of trainers for discussion** **+** participants are grouped **+** possible to use different group work methods **+** trainer can move around between the participants - fits less people - participants cannot make eye contact with everybody - if tables are long and narrow, those who sit at the end of the table is left out
Table	What are the plusses?	What are the minuses?	**Possible + and – for the trainer of trainers for discussion** **+** most of the participants have eye contact +suitable for plenary - hard to divide into groups - fits less people around the table - those who sit at the end of the table tend to formulate their subgroups and talk to each other
Chair circle	What are the plusses?	What are the minuses?	**Possible + and – for the trainer of trainers for discussion** **+** enables free communications + everybody is equal, trainer does not have "special" position
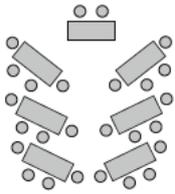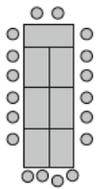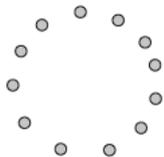
			+ easy to organize exercises, games + avoids sticking to one place - writing might be complicated - no tables for materials - openness might be uncomfortable for some - if its big group, opposite sitting people are too far
Triangles	What are the plusses?	What are the minuses?	**Possible + and – for the trainer of trainers for discussion** **+** participants are grouped + good for groupwork + trainer can move around between the participants - fits less people around the table - takes lot of space in the room
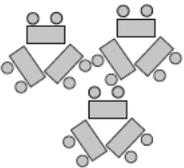
Introduce the following theory on a whiteboard or prepare slides. Things in bold will guide you!

It is important to assess the potential of the training site **risk of interference -** external noise, moving around the room people or other distractions - and prevent their emergence.

Physical factors include also the **physical limits of the trainees**. Probably not many trainers know about that 8% of men are color blind. That means out of 25 people group at least two members do not distinguish between green-blue-red-purple. So if the graphs are drawn using these colors, they might not understand it. It is useful to keep in mind that about 20% of people have hearing problems and even more vision problems.

Estonian experience
"I have a vision problem and glasses, nevertheless if I sit in the back of the classroom and text is small, I cannot see. Especially it happens afternoon classes. Usually, I try to come early and choose suitable seat that I could see. I cannot manage it all the time, so then I just have to rely on my hearing"

Time management

People have a **limited ability to concentrate.** After 20 minutes of monotonous lecture you have probably lost the attention of most of the listeners. The more people are actively involved in activities, the longer they are able to pay attention.

Plan time for training methods with a small extra because giving instructions, grouping, distribution of materials, organization of tools and clearing up misunderstandings often wastes more time than you might think. Adequate time should be left as well for discussions, answering questions and even interesting side topics, energizers, or jokes.

Keep in mind that **in the morning, people are usually able to work better.** Plan theory lectures and presentation of difficult material for that time. But practical exercises, role-plays or other energizing activities are very helpful after the meal, even when there is a break long.

Estonian experience

*Prison officers have usually long training days, 6-8 academic hours have become the rule, with a break of 15 to 30 minutes every 1.5 hours, the lunch break is about an hour. Sometimes it happens that the training group wants to shorten the lunch break to finish the day earlier. It is possible to eat in 30 minutes, but lunch break is not just for eating. It is a necessary rest from studying as well, so it would be good to keep it as it is in order to organize the thoughts. **Breaks are important.***

Stick to the agenda agreed with the group and the time of the end of the training, even if it means leaving a topic open. The minds of the listeners are anyway at a break or lunch or running an errand. They don't listen anymore. If the subject is engaging and lively, and the group itself does not want to end, they say it themselves. However, it is correct that the trainer, seeing that the debate is lively and time tends to pass, draws the attention of participants to this and asks them consent to a late break or lunch. That decision should be approved by a majority of the members of the group, not only the more active side.

A common mistake for inexperienced trainers is to plan **too much "content" per unit time**. If you have a 10-minute lecture, the next day, the audience only remembers 1-2 points. This is a surprising and frustrating fact for beginners. We want after all, to pass on all their knowledge to the trainees, but they only acquire a few keywords.

The faster and the bigger amount of information is transmitted, the lower is the acquisition effectiveness.

Another reason for "overpacking" programs is for beginners a big concern for trainers: "But what do I do when I run out of the material? " **Written training program with time allocations is always helpful** and even for experienced trainers. Hold it handy and rely on it, but don't try to schedule at any cost follow for a minute. Indicate the exercises or topics which you might want to skip if there is not enough time. And provide additional exercises, discussion topics in case you really have time left. Although, most of the time it does not happen. But it is also needed in case you realize during the training that there is a need for a change in the content of the training. There might be several reasons, but sometimes it turns out that they already know the topic or some people are missing and group size is not appropriate etc.

Exercise

Have you heard of the 80/20 rule calledPareto Principle?

It says that 80% of the effect results from 20% of the effort.. For example, from business sector, 80% of company income comes from 20% of customers or sales, 80% sales are made by 20% of sellers, in taxation field 80% taxes come from 20% of the people etc.

The Pareto principle is also useful in the context of time-management. If 80% of your outcomes come from 20% of the time and effort you spend on them, the importance of prioritizing becomes obvious. For example, if you have a to-do list with 10 equally time-consuming tasks, you can be more effective by identifying and completing two top-priority tasks. As a result, even if you don't manage to do all the remaining tasks, the 20% you completed could amount to up to 80% of the impact.

Please think and write down the training preparation tasks and think what are the 2 most important ones.

Introduce the following theory on a whiteboard or prepare slides. Things in bold will guide you!

Social factors

The atmosphere in training is influenced by people's nationality, age, gender, education and attitudes towards training (motivation), as well as each personality traits of the individual participant and communication style. Therefore, **no social environment in different training groups are similar**. It is rare for a trainer to be able to assemble a group themselves. In most cases, the **trainer needs to**

adapt and the **group characteristics have to be taken into account in preparation process and during the training.**

Estonian experience
"Before starting a new course, already in the preparation process, I always try to learn as much as possible about the group. I will get the list with the names, previous education, their working experience in prison. If my colleagues already taught the group, I will ask their opinion if there is something important about the group. Once I found out that half of the group already had a long prison system experience and I had to reconsider my plan for introducing the subject, because they probably knew it. I decided to use the experience students´ knowledge to share it to new colleagues. This way I believe I kept everybody active and interested"

In this module we will address important issues that has to be considered when planning the study process, but in next module (see page xx) we will discuss this topic further and look at the emotional and psychological factors and the group processes that take place during the training.

Relationships matter

In group training, relationships determine - both the trainees with each other as well as with the trainer - to a large extent how people learn. In groups where all or part people already know each other, previously developed relationships can contribute to learning or make it worse.

Estonian experience
"I have a student, whose brother works in the Ministry of Justice in the Prison Department.. Because of the brother´s high position everybody else thinks that he is an opinion leader and influencer. In training environment this means that usually discussion dies when he states his opinion. Everybody tend to agree with him and don't want to give different arguments. For me as a teacher, it is very uncomfortable position, because I feel like losing my authority" *There are ways how to deal with these "difficult types" in the next Module page (xx)*

Group size matters

One of the important social factors is the number of people in the group. Different authors have offered a different optimal number of people for training. The minimum number of participants for which they operate to get group processes going are 5-6 people and 8-12 people are considered

optimal. Of course you can train also in larger groups, and often do so. But in the case of a bigger group, group processes are slower and people psychological defense mechanisms stronger. And also learning accordingly slower. It should be noted that for a larger group:

- the trainer allocates less time to each individual participant and attention
- the trainer focuses on the "average" trainee who in reality may not even exist
- people who are not very active by nature are usually silent and may not work together
- some people do not feel part of the group
- there is less sense of belonging and more resentment
- is more difficult to reach consensus
- competing or opposing subgroups are more easily formed
-

Tip! If you have a bigger group to teach and you think the outcome might suffer, consider adding a second trainer for the most important parts of the training.

Estonian experience
By Academy rules it is possible to break down study group to subgroups if there will be at least 10 members in the subgroup. Usually there are groups of 20 and easily divided to two, but once it happened that there were 16 people in the group and we could not formulate subgroups. Yet, the group was very big for some practical self-defense or security lessons. We found that if we are not allowed to formulate subgroups, we must add the trainers. So two trainers were carrying out the lessons and we believe that outcome did not suffer.

Group norms matter

The influence of social factors is expressed in the prevailing group norms - how to behave in training. A trainer who doesn't actively develop group rules fails to do a very important part of his work. The most disturbing resulting in weak participatory discipline. For example Participants are in smart phones, sometimes late or leaving earlier and asking to switch on the hybrid version to be able to follow the lesson remotely. Trainer should agree with the group on the group rules that support learning process, and strictly enforce them.

The trainers should already draft the rules before the training in order to be prepared. It is possible that trainers writes some of the rules for the whole group (trainer included) and put them on the wall of the auditorium for everyone up in a visible place. It is important to read them before starting with the training and to ask if all members of the group agreed with them and what rules they want to add.

Exercise
Try to prepare the rules for your group that you are going to teach. Afterwards you can add rules coming from group.
Rules
1.   ....

2.   ....

3.   ....

4.   ....

Tips!

Rules can be for example: all opinions are welcome, we start and finish classes at exactly the appointed time; we turn off the mobile phones; we are not in social media during classes etc.

Used literature

Krull, E., 2018. *Pedagoogilise psühholoogia käsiraamat.* Tartu: Tartu Ülikooli Kirjastus

Märja, T., Jõgi, L., Lõhmus, M., 2021. *Andragoogika.* Tartu: Atlex OÜ

Märja, T. 2011. *Koolitaja käsiraamat.* Tallinn: Kirjastus SE&JS

Teaching methods for adult learners

Introduce the following theory on a whiteboard or prepare slides. Things in bold will guide you!

Teaching methods are a means by which a teacher creates a learning environment in which the student receives a variety of experiences and is actively studying. Several authors distinguish methodological systems (learning ways), teaching methods and methodological techniques (learning and teaching techniques). It's not always easy in the real learning process draw the line when it comes to methodological techniques; and when it is a teaching method. The important thing is that we have enough tools to plan and guide learning and provide feedback.

There are several things to consider when making an **informed choice** about teaching methods factors: **learning process aims, learning outcomes**, **subject and student specifics, student experiences with methods,** the **conditions of the learning environment,** the **teacher's own skills** and experience in using the methods. The choice of teaching methods also reflects the teacher perceptions of learning and of himself and his learners role in the learning process.

Grouping the teaching methods

Achieving the learning aim usually **requires combining different teaching methods.** Choice of methods and possibility of combination is quite big, so to give a better overview they are usually grouped. There are several ways for grouping:

1. Methods can be grouped according to the **structure of the learning process** depending on the nature of the learning process one or the other method is more appropriate to use at this stage. Some methods that support starting the training (ice-breakers), some methods support learning something new, some experiencing something new, some for establishing routine, some for assessing the outcomes.

2. Methods can also be grouped by **activity:** reading, listening, chatting and writing tasks. When choosing a learning method, it is helpful to think about what are the activities that students should practice and which ones it is possible to do this through methods.

3. The grouping of teaching methods may be based on the question whether the **focus is on teaching or learning** between whom and how communication takes place and who has power to decide, allocate and evaluate resources. Based on this, the teaching methods are divided into two major groups:
   3.2 **teacher-centered methods** (eg lecture, demonstration, focused discussion)
   3.3 learner-centered methods

3.3.1   learner-centered **group methods** (eg brainstorming, buzzer groups, debate)

3.3.2   learner-centered **individual methods** (eg doing presentation, writin article, solving other tasks individually).

If we look at the **learning process as a whole**, it is important that learning outcomes (learning aims), assessment methods and teaching methods form a coherent whole and therefore it would be necessary for teaching methods to analyze how one or another method supports the achievement of learning outcomes.

For example. If the **learning outcome** is defined that a student is able to collaborate, it is important in the learning process use some group work method that allows you to experience working together. If the learning outcome is defined as that of a student can apply the knowledge, it should be during the course use application-based learning methods (eg problem solving, practical exercises, case study). If you want to develop students thinking skills, it is necessary to think more carefully what thinking skills students need to acquire. If the learning outcome is formulated for that student is able to analyze, it is expedient to use methods which allow analytical skills to be practiced (eg case study).

Often the use of different teaching methods allows achieve **key competences:** the use of group work supports learning teamwork and communication skills, role-playing games or the use of debate supports the development of creativity, the use of reading techniques supports independent learning skills and the use of deliberations and debates supports oral expression skills. The variety of tasks allows students get to know themselves and adapt to new ones situations and challenges.

When choosing teaching methods and planning teaching, you should keep in mind the whole picture in mind (the curriculum and the subject as a whole, its objectives and learning outcomes). **Methods should be consistent with the course as a whole.** There is little point in relying on a single discussion if usually different opinions are not allowed in the lecture. Students are not ready for discussion and doubt it necessity. They may also seem insignificant to students discussions in lectures and seminars if they are still required to give only one correct answer in the examination paper (eg multiple choice test). Studies also show that lonely the test may remain ineffective, consistency is required and mutually supportive / goal-oriented methods combination.

Useful questions to keep in mind when choosing the method:

- What is the learning aim and outcome?
- Is it suitable for adult learners? Does it increase interest in learning and increase involvement?
- Does the method correspond to the level of preparation of the participants?
- Do I as a trainer believe in this method and do I have enough skills for it?
- Do we have enough time, resources and space?

Trainer has to believe that the method is useful and has to have an interest and desire to experiment the method, to handle setbacks and ask for support!

Tips!

- The best way to learn a new method is to do it as a student or participant. If it is not possible, then try a new method with a friendly group that you know already.
- When trying a new method, it is wise to consider involving participants in their learning process, ie asking feedback and assessment of the suitability of the method.
- After training it is wise to write down your experience and observations in connection with the application of the method.
- It is good to make your own list of methods with instructions and remarks gained during implementation. In the next section we will introduce some of the methods and hopefully
- these will be useful tools in your trainers toolbox.

Different teaching methods

In the following section here is a short selection of possible methods. Every method and its purpose is explained in order to help the trainer to choose the method. As it was mentioned before the best way to learn a new method is to do it as a student or participant. **Therefore for this section we encourage the future trainers to test these methods in the training group.**

Reading methods

Reading is seen as a process in which the reader has a personal interest in gaining new information from the text. In a learning situation, it is often necessary to read what is demanded and not because of the interest. Therefore, students are more focused on remembering mandatory parts and not so much understanding the content. The common obstacles might be that:

- students think that the aim is to read quickly, but actually the aim is to understand content and this takes more time
- they do not realize that they need to communicate in order to read text: ask questions, express your agreeing or disagreeing with the author of the text, associate the currently read text with others texts and personal experience
- they do not know how to use different reading techniques
- they do not have sufficient background knowledge or necessary vocabulary to understand the text

In teaching, reading is closely related to writing, because writing helps to make the reading meaningful. Formulating your thoughts based on the material you have read it becomes clearer to students what and how they do understood. Writing can be seen as an activity that supports learning, therefore, writing assignments could be used much more in the course of learning, not just as a monitoring and evaluation tool at the end of the course.

Different types of reading and writing techniques guide students learning in different ways, so when choosing methods, teacher should consider what is the purpose - memorization, giving opinion or making connections.

Questions about text

Trainer may provide students with pre - assigned questions when reading the text. Students have to answer these based on specific material (chapter, video lecture, article).

Estonian experience
"I usually give concrete questions about the subject and ask to answer them while reading. In the classroom later everybody gets a chance to answer one question"

Read and draw

This technique helps to memorize the text and is great for those who like to draw/scribble. After reading an important idea, stop and try to draw a visual about it (a picture, comic strip etc). It is more effective alternative for highlighting the text, because visual information helps to process the content of the read text.

Reading diary

Students can make summary of read texts. It may be linked to personal experience, reflect on reading, argue against the author's views.

In order to support more meaningful reading, the trainer may give questions, for example:

- Bring out 3 points that you agree with and 3 points that you disagree
- What emotions aroused when you read the text?
- Can you give examples from life that confirm or contradict the text?

Explain it to 12-year old child

Students are asked to mark the difficult sections for themselves and translate into understandable language that a 12-year old child would also understand it. The rewording will help students to better understand the text.

Estonian experience

It's useful to make a connection with their future work as correctional officers. In Estonia about 10% of prisoners some have lower mental abilities and it is important that they would be able to talk in simple words and simple way. Why not to start this kind of "translation skills" already in the learning process.

Independent work is suitable to gain more in-depth knowledge. As well as the level of students is uneven or classroom time use for the learning is very limited.

Tips for students!

- Take time for reading - it is not running competition, where the quickest wins 😊
- Read when you are more rested - tiredness influences ability to focus
- Eliminate distractions. While turning off phone alerts or shutting your door are obvious distraction points, don't forget about other factors, such as room temperature, hunger, and your position in your chair.
- Be clear about your goal. Knowing the purpose behind what you're reading can make it easier to feel motivated and engaged with the content.

Lecture

Lecture as a teaching method is used in trainings very often, however, it must be kept in mind that one-sided, monotonous lecture is not effective for adult learners. However, there are a number of situations where the lecture is appropriate, especially if the trainer is able to hold the attention of the listeners. Student themselves say that lecture is good for getting information.

Students are able to listen to lecture 10-15 minutes

It Is necessary to change the activities in every 10-15 minutes, because this is the time when students pay attention passively listening. There are options for both classical lecture and communication-based active lecture. In the case of a classical lecture, trainer gives an example tells a story, shows pictures or videos, allows students to stand up for a while etc.

In the case of interactive lecture (see more on page XX), the activity can be a task for students, that they students exchange ideas, answer questions, sketch schemes, solve exercises.

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One important lecture problem is related to memorization. Students forget within 24 hours most of what they heard in lecture unless they can somehow use the information they heard. If we want students to remember the content of the lecture, they have to deal with it, repeat it
or process already in or after the lecture. Concrete task is helpful, because usually students do not read materials after the lecture.

Most of the information will be forgotten by next day

One of the problems of the lecture as a teaching method is one-way and therefore special attention must be paid getting feedback on learning: how do I as a teacher, at the end of each lecture know, how the students understood what was confusing, what questions arose or which questions remained unanswered. Also students need feedback to get confirmation of whether they have understood the lecture material correctly.

There are many techniques for collecting feedback from the lecture and these will be explained in assessment module (see page XX).

Worksheet for preparing the lecture

Questions that need to be addressed	Important to think through	Write down your comments
How this particular lecture fits to the whole course?	It is important to think about what students are acquiring in lectures, seminars, workshops or independently reading whether a particular lecture precedes or follows other tasks, internship and how they are assessed.	
Why this topic needs lecture? Think about both - teacher and student - perspective	The classical lecture is suitable for information transmission. If there are no other ways to convey information, there is no textbook, the material is dispersed in several sources, the material is extremely complex, then we can consider lecture. Then it is worth thinking	

	what we want students to do have experienced and learned by the end of the lecture. The classical lecture is suitable for information for transmission. If we have other goals as teachers, we have to choose other methods.	
What do students already know in this given topic?	It is important that students themselves are aware that what they already know and should pay more attention to gaps in prior knowledge or misconceptions. You may perform pre-tests in the Moodle learning environment to understand the level or provide reading materials that need to be worked on before the lecture to fill the gaps.	
What are the main topics? What is the content?	It is useful to read some materials about the topic and draft the outline plan of the lecture, mark the main ideas and make the connections. If its possible its good to bring real life examples and make connections with your own work.	
How to build up a lecture?	It would be easier to build up a lecture, if there would be one central question. It is useful to think about how much time is planned dedicate to each subtopic and how long take tasks and discussions. It is wise to make a clear plan what topic must be addressed and what may be left out if time starts to run out.	

How to involve students?	Decide if its classic lecture and the you can provide examples of personal experiences, stories, show pictures or videos, invite guests, demonstrate experiments. If its interactive lecture, choose appropriate methods to engage (see page xx)	
What resources are needed?	What is room like? How do students sit? What technical tools can be used? Is there an internet connection in the room?	
How to get feedback on what students did learn in the lecture?	Plan feedback tasks (page xx)to identify whether the learning outcomes set for the lecture have been achieved, and whether the desired learning has taken place.	
How to collect feedback on your teaching?	To improve lectures as learning situations there are useful to gather feedback on your teaching. To do so it's good to think about what kind of feedback to ask from students (see more on in the assessement module page xx).	

Classic lecture

When giving a lecture, it is important to take into account that the listener understands oral text other than a written one, the sentences have to be shorter. It is important to make contact with the audience and finding an interesting opening for starting the lecture. Keeping the contact during the lecture is also important.

In a classical lecture, students consider important that the lecture is clearly structured and easily observed and that the presentation of information is logic and clear. That is why it is important for the teacherthink through the structure of the lecture. The lecture can be structured in many ways: chronologically, from individual to general, more easily more complex, generally individual, cause and effect relationships etc.

Tip! For a beginner teacher it is advised to try to talk your lecture through in aloud voice before the lecture.

Estonian experience
"When I started teaching, it was very important to be well prepared, because I felt more confident. I wrote down even the introduction texts to lecture, what I am going to talk about. It turned out helpful and this way I did not forget to introduce the structure of the lecture to students."

Interactive lecture

Knowing that learning is active activity the role of lecture is changing. It can be more than just information transfer environment, but rather learning and teaching situation. In a communication-based interactive lecture, giving new information is still the most important, but time dedicated to this is reduced and students are actively involved.

Estonian experience
"Usually, my lecture lasts 90 minutes and I have 20 people in the group. I start with icebreaker and spend around 10 minutes for this. Then I introduce the structure of the lecture. I have divided the lecture into subtopics that last about 10-15 minutes. After every subtopic I use a little exercise to involve the students. Usually these are short ones, last about 5 minutes. I finish the lecture with sharing circle and usually ask what was the most important thing that a student learned today? They usually bring out the most important learning points and if necessary, I can add my own or make the connections with the one that students bring out. This usually takes around 10 minutes.

Techniques at the beginning of the lecture

Brainstorming
Brainstorming can be used successfully in everyday teaching to understand their prior knowledge. I n the beginning of lecture students are asked to take a few minutes to recall and mark down everything they know on the given subject. Then share their knowledge with a neighbor or a large group.
Brainstorming results are noted by the teacher on a whiteboard or a slide. Brainstorming important principle says, that all the students thoughts should be noted down without judgement. During the lecture, trainer can stop to ideas said by students, adjust it the light of new knowledge, correct misunderstanding and to make additions and clarifications.

Questions to highlight previous experiences

The topic of the lecture is…. What are your experiences regarding this topic? Give couple of minutes for students to note down the answers and then exchange ideas with the couple.

Questions to clarify interest

The teacher presents the topic of the lecture. Students respond first to the question What do I already know about the topic? Then they ask themselves what they want to know on the subject. At the end of the lecture it can be supplemented with question What did I find out?

True or false

The lecturer makes a number of statements on the topic slides or handouts. Students assess which statements to what extent they agree or not. This will be followed by a pair discussion or a joint discussion on the clarification of the facts. This helps to understand their prior knowledge and correct it if necessary.

Prelecture quizzes

Students take a short quiz at the beginning of the lecture session and during the lecture they check themselves how much they correct answered.

Techniques during the lecture

Pair discussion

Discuss the next position with your neighbor for 2-3 minutes. The discussion is preceded, for example, by a 15 - minute lecture and the question of the pair discussion is based on the previous part of the lecture. The content of the discussion may also be relevant highlighting previous experience on the subject or making connections with prior learning.

Buzzer groups

In the case of buzz groups, there is a topic discussion (for example, based on the material of the previous part of the lecture) and in groups of 3-4 members they exchange their views. Some groups may be asked to introduce 1-2 ideas from your buzz group to the whole audience.

Fill the gaps in handout materials

When compiling the handouts, the lecturer can consider already the tasks that are for engaging students. So after a theory part, task could be for example, to compile a list, to supplement diagram, answer the question, draw a graph, draw scheme arrows, fill table, complete pictures, draw concept map. It is possible to leave blank space in the handouts for student responses.

Questions

Students write questions about the lecture. Questions can be addressed to the teacher - the learner points out what was incomprehensible to him, which parts need further clarification. There may also be questions be aimed at fellow learners (to launch a debate). Questions can be submitted in an e-environment. Asking questions the time and manner must be agreed with the students at the beginning of the lecture.

Voting

The lecturer presents two (or more) points of view. Students are asked to close eyes and then raise hands. First those, who support the first position, and then those who support second. The teacher can estimate how much is one or supporters of another position. It seems to students blind voting is safer than public opinion demonstration. There are nonymous poll options also in e-learning environments like Moodle, Teams etc.

Discussion

The discussions in the lecture contribute to the right of the learner understanding. See more under discussion section page XX

Listening teams

In this case, students will have a specific role in the lecture:

1. the question askers must form at least two questions per lecture on the subject
2. those who agree, present at least two positions with which they agree or which helped them to understand the subject, and explain their choice
3. skeptics, present at least two positions stating that they did not agree, and substantiate their doubts
4. example producers, who give additional examples based on the lecture material

Once the lecturer has given his lecture, the groups get together for a few minutes for discussion. This is followed by a general discussion and answering questions.

Multiple choice intermediate tests

In the middle of the lecture you can take intermediate tests for both students and teachers receive feedback on whether and how they have understood the material. Test questions can be asked on slides or e-tools (Kahoot, Mentimeter etc) , students respond immediately and the teacher comments and explains the answers.

Stop and think

Several stops can be made during the lecture to guide students to think about the material. Use 2-4 stops in lecture and ask a question if there is a stop. A similar technique can also be used on reading tasks or working with video.

Worksheet

Stop and think
Name, date
Lecture topic (book or video title)

Stop 1 – Question?	
Stop 2 – Question?	
Stop 3 – Question?	
Stop 4 – Question?	
Summary	

Video critic

In the case of video critic the teacher selects the video and assigns the task to the students to analyze the video. Ask them to find out how the video relates theory, identify important moments, turning points, analyze structure, connection with students' own lives. After watching the video will be discussed.

Techniques in the end of the lecture

The muddiest point

Students answer the question: "What was the most confusing or incomprehensible place in the lecture or topic?"

Real world

After hearing important topic, formula, principle, students are given small sheets of paper where they need to write real life application about what they have learned. This method helps to think creatively, apply the learned principles in a new situation, draw conclusions from experiments.

3-2-1

At the end of the lecture the students write down three things that were already familiar to them in today's lecture, two questions that were still confusing and one topic that they would like to hear more about.

Ending sentences

Sentences can also be used as a task to support reflection of material. The beginnings of a sentence are given depending on the topic of the lecture. Some examples

Very important to me was……

The most interesting aspect of the topic is ……

The hardest part of the material read is ……

I did not understand ……

I want to study more …….

Door pass for exit

Students are asked to write a short summary of a lecture, for example 5 sentences. In order to keep it more structured, you can ask to answer the questions: What did I learn today? And what I want know more?

You can collect the slips on the door after the lecture or set a "mailbox" next to the door.

Discussions

There are different types of discussions and can be used for short exchange of ideas in the lecture or to spend entire seminar on it. The use of discussion in teaching supports a number of purposes:

- understanding and memorizing the material being studied
- developing skills in analysis, synthesis and linking
- becoming aware of attitudes
- understanding the multifaceted nature of the problem
- developing the ability to evaluate competing positions
- practicing oral self-expression
- practicing teamwork skills

The success of the discussion requires the good of both the teacher and the students preparation. Discussion planning is essential, that it would be clear to yourself what, why, why and how it will happen and that you could also explain to the students the purpose of the discussion and why the subject is learned through it.

The discussion usually has a clear start, the question that triggers the debate must be well thought out and worded to students. The purpose of the lecturer's activities during the discussion is ensuring a supportive environment. When leading a discussion, it is worth watching that as much as possible

students get the floor. Idea is to involve also those who perhaps do not tend to actively express themselves. The bigger group, the greater the risk of dominance and silents. There might be tools for that as well, for example all students have pens and if they have spoken, pen is put on the table and only if all pens are down, they can speak again.

At the end of the discussion, a summary is made and a general position is formulated. A summary can be formulated by each student individually, reflecting individual learning. The follow-up task may be to write an essay in a discussion to further develop the positions heard.

Circle of Voices

Students form groups of 4-5 members and the teacher gives 3 minutes to organize the thoughts. They need to respond on a certain question that teacher asks and take notes. The discussion then begins in small groups, each student gets up to three minutes of their own to express ideas. If one student speaks, then others do not interfere. Once everyone has spoken, you can start a general group discussion.

Think-pair-share

Think. Each student formulates his or her position as presented by the teacher question. Give 1-5 minutes to think alone and take notes. Individual work phase gives them a chance to think calmly and students who need more time to think, get it.

Pair. Students discuss their answers in pairs and form a common position or list of solutions. Discussing with a partner gives students courage also express their views in the general debate. With a neighbor the discussion confirms that the issue has been understood or that both have doubts and hesitations.

Share. The couples introduce their ideas to larger group and a common position will be drawn up. If the group is too big, then let them share 3 pairs together.

Rounds

Each student receives 30 seconds to express thoughts. Word is given clockwise or counterclockwise. The round is suitable for use for example, at the beginning of the seminar, so that as soon as possible involve students. The benefit of rounds as a teaching method is that that every student gets a word and the teacher gets an impression the views of each participant.

The less pleasant side of this is time and lack of spontaneity, that because everyone needs to say something. Use of circles for groups of more than 25 students is no longer practical.

Estonian experience
"I use rounds method a lot, because it gives everybody an equal change to be heard. The problem I find with this method that students sometimes do not come up with new ideas on their own, but start to agree with previous speaker. "

Constructive controversy

This method is relatively easy to organize and clear method of discussion with rules that allows every student to participate. As participants defend their assigned position that may not coincide with their own belief, this must be addressed in the end of the debate and give the opportunity to express their true opinion.

Students form groups of 4. The question is then asked. Each group must have 2 students to take agreeing position and 2 students opposition. Each couple discuss the question on its own and puts down the arguments to justify the position taken.

If the teacher thinks it necessary, it can be an intermediate step form groups of different groups in the same position students who compare and complement your arguments.

If the parties have found a sufficient number of justifications, will begin a discussion in the initial group - their views submission.

At the end of the discussion, students are asked to present their actual position.

Estonian experience

"We had this kind of debating discussion in the criminology lesson. The question was about "Should cannabis be legalized in Estonia?" I was in the group with pro-arguments and I had a really hard time to argue, because I strongly believe the opposite. It was very good that in the end the teacher let us to express our own opinion about this"

Group work

Beside lecture, group work is one of the most commonly used methods in adult teaching. Resulting in solving a task within the group or finding an answer to a question. When using the method is the best group size is 4-6 students, but you can do it a bit with smaller or larger groups. The larger group assumes additional attention from the trainer. It is possible to use principles of debate, discussion and brainstorming. As a result, a better solution is usually obtained than this could be achieved individually, ie the so-called synergy effect.

Group work means that 1+1 is more than 2

 There must be clear rules for group work, which must be agreed before starting work in order for the results satisfy all parties and be based on a general agreement. It is advisable to write down the rules of the game on paper or displayed on the screen. It is important to monitor them and, if necessary, to remind participants.

When to use? To share and analyze what is read / heard / experienced, to clarify different understandings, to find the best solution in the group knowledge, communication and cooperation skills development, assessment of learning outcomes, etc.

What to keep in mind?

- Ask a problem or discussion question that supports the learning goal
- Explain the rules of group work, make agreements and follow adherence to them
- Encourage students to be active, support in case of solving disagreements
- Monitor the persistence of the topic and the participants' focus on the outcome
- Summarize the group work - repeat the main part and pay attention to the emotions that arise.

Buzz group

A buzz group is a flexible way of working, which can be easily adapted to most subjects and teaching situations. The appropriate size for a buzzer group is 3-4 (max 6) students. In the case of a buzzer group, students are asked to do some exchange views on a specific issue within one minute, analyze a phenomenon or incident or suggest a problem solutions (eg write down three reasons ..., give three factor ....).

All groups may have the same question, but also may ask different questions to different groups. Buzz group discussion is usually short (5-10 minutes). Buzz group discussions are a good precondition for a general debate.

Joint working groups

Each group is given a task, for example as a problem or case description. The solution of this task should involve using knowledge from theory theory (textbook, lecturer's shared materials, articles) and using the experiences of students in their daily lives, which ensures that everyone can have a say. Each working group work on their own. Students can be encouraged use the library or available online sources. They get certain amount of time and then come back to the room again to present the results together. After the presentations, the lecturer summarizes and brings out important new knowledge, typical errors etc.

Brainstorming Groups

Brainstorming groups is a method of brainstorming in groups. Students form groups of six. The lecturer submits problem and explains the process. The task of the students is to come up with ideas without criticizing or interrupting anyone. Students come up with ideas clockwise, each one idea that will be written down, first agree on who writes down. It is also necessary to agree on a time limit and how many rounds are made.

Brainstorming groups allow for equal participation, because everyone has to come up with ideas. The method can also be used to repeat the material. If the task is clear and there is no need to give long answers perform it in a very short time (5 minutes).

Interview

During the interview, the students interview each other on some topic. For example, a group of three interviews Member A, Member B, and Member C and notes the most important answers. After each

interview, the roles are changed, so that everyone can be the interviewer, the interviewee and the interviewee the recorder. First, it is formed individually interview questions and then work in groups. The interview is well suited as an introductory task for a longer project to ask questions of interest to groupmates topics. The interview is suitable as a topic for beginning or to conclude the seminar. The purpose of the interview may be a repetition of what was learned in the previous lecture (questions must cover what was learned in the previous lecture). An interview is also a great tool for personal experience sharing (eg with students with professional work experience).

The interview allows you to learn communication skills (listening skills, the ability to express one's views clearly ability to highlight).

Pyramid groups

This method allows to highlight the opinions and experiences of all learners. The course of action is as follows:

• The teacher asks a question or raises a problem.
• Each student thinks individually and writes down their position or solutions (for example 3).
• Work continues then in pairs. Together with the pair, their own preliminary conclusions are analysed and a common position will be developed or the best (three best) solution is selected or idea.
• Groups of four are formed and common position, better solutions will be selected.
• Groups of eight are formed and repeated the same (the best ideas or solutions are selected).
• Each group representative presents the position of their group to others.

The method first allows each student to think for themselves and decide, while creating a lively participation in the plenary debate.

Press conference

A press conference can be organized as a role play in which some students appear as journalists whose job is to prepare to investigate a situation or problem necessary issues. Some students prepare for the press conference act as respondents. If the roles has been handed out in advance to the students, will be given accordingly in the role of the student to search for material according to their own the specifics of the role. The lecturer can give recommendations to the students, what material to look for in terms of role.
The aim of journalists should be as much as possible gather information, make sense of the topic with your questions contribute to or point to contradictions. Press conference becomes more exciting when the task set is small intrigue or contradiction.
The press conference should be followed by a concluding exercise ie writing an article. Creativity can be encouraged publish various publications in which to write an article, taking into account the specificities of the publication. The press conference form can also be used when lecturing is actually an invited guest. Before the lecture with the guest students prepare possible questions; and the press conference procedure should be discussed together.

The world café method

This is easy and flexible teamwork to create a dialogue between the participants and generate group discussions. Gives a good opportunity to exchange ideas with different people. The world café can be adapted to your needs, depending on the context, number of people, purpose and place.

Find a suitable space for a café: ideally small round tables that can accommodate 4-5 people and have enough space to move between them. Students sit around a table in groups of 4-5 members.

1. The introduction is made by the teacher, who welcomes the participants, asks them to sit down, introduces the café theme and the overall process. On every table there written note with an interesting topic to discuss, a papers to write on, pens.

2. Each table discusses an important issue (20-30 minutes). The main ideas, thoughts are asked to write down. Drawing, making connections, scribbling are welcome. After the conversation, one person is asked to stay at the table and the others move to a new table.

3. With the newcomers, the main aspects of the conversation, notices, discoveries, questions are shared and reviewed. In this way, several different circles can take place around the same question. At the same time, new questions can be asked that allow us to move towards deeper knowledge.

4. Summary. If everybody visited all the tables and is last round then students go back to their starting table and make a summary of the main ideas, solutions etc. Then it is introduced to others by the person who remained in the table for all the groups.

Case study

In the case study, there is a specific case with a description of the problem that learners need to analyze and find a suitable solution and action strategy.

Case studies are usually complex, problematic situations that allow for observation things from different perspectives and require problems settlement and decision-making.

The case study can be used at the beginning of a lecture or seminar, to make students think about the problem. In this way, students first offer interpretations and solutions from existing knowledge and understanding and only then is the theory learned and observed in the light of theoretical knowledge. The case study can also be used in reverse order: before the theory is acquired, then it is interpreted in the light of the theory considered in this case.

A good case presents an exciting, challenging problem and contains an element of conflict while also being consistent learners 'prior knowledge and learning objective. Usually described in the case of a real-life situation, which is enough difficult to justify the analysis. The description of the case should include a description of the problem, background information, the characteristics of the people involved in the case and their opinions on the problem.

The case may not be presented immediately in its entirety, but gradually. The case is analyzed and solutions are proposed, the lecturer then provides additional information about the case, new circumstances emerge.

Stages of the case study

1**. Introduction**

Examination of the case takes place individually. It can be homework. The lecturer may submit if necessary questions for students.

2. Discussion in a small group

The discussion offers opportunities to learn from each other and see others perspectives.

3. Summary of the group discussion

The lecturer can give instructions how the summary have to presented.

4. Joint debate

The joint discussion should lead to a case related conclusions. The decisions made in the case study also reflect the learners values, attitudes and perceptions, which is also important to point out in the debate.

If you are a beginner trainer, choose simple case to analyze.

Study games. Role play.

It is a learning activity with a specific purpose and structure, where the simulated task is experiential and exploratory learning. A well-prepared, purposeful game results that learning takes place thanks to the activation of games.
As a rule, both students and trainers like games. A trainer who has tried games almost always finds new ones opportunities to use them for different purposes. Considering the substantive purpose of the learner is more commonly used communication games, role-playing games and case studies.

The learning game is usually related to the generation of emotions. There must be enough time to create an opportunity for emotion unloading, analyzing what happened, impressions for exchange and discussion. It is important that participants can reflect experience, draw conclusions and highlight learning outcomes.
The strength of the method is the long-term effect experienced - the situation played out in the learning environment and obtained emotional experience affects both students and the trainer continue to discuss, analyze and find the best solution to find.

Icebreaker questions for starting the training

They can take care of introductions in a much more fun way than just simply going around the room and stating what's your name. They can make people remember names easier and help start conversations. They can help to create good learning environment and ease the tensions.

Estonian experience
"I find icebreakers appropriate even in academic use. Usually, I make short and funny questions, because I do not want to spend too much lesson time on it. I have used questions like "If you were an animal, what animal would you be?, If you were a piece of clothing, what would it be?, If you would go to holiday tomorrow, where it would be? How old do you feel today? "On Sundays I usually....."

Energizers

Even adults need to be encouraged from time to time. Student don't take breaks that often and that makes it harder to focus sometimes, especially on the afternoon sessions.

Estonian experience
"Usually after the lunch I like to use this energizer. I ask the students to stand up and then one person will show a movement and others have to repeat it. If group is small, everybody can have their turn. It really helps to "wake them up" after lunch.   *The other energizer, I like, is about giving compliments. Everybody gets a little post-it and is asked to write a compliment about the person next to them (for example You have a good sense of humor; You are a good listener). Then they stand up and put a post-it on that persons back. The person has then to get it from the back. In addition to little movement, these little compliments bring so much positive emotions.*   *There are loads of ideas in the internet, so usually if I look for something specific I will google it"*

Role play

The role play is suitable for creating a common experience for analysis, to raise the issue or to apply new skills and knowledge. Through role play you can relate theoretical knowledge to real-life situations, create an emotional background for learning, role-playing learn to understand different situations and develop empathy.
A meaningful situation must be chosen for the role play, which would include some choices, decisions, moral conflicts or individual dilemmas.

In the case of role play, the following stages can be identified:
1. introduction;
2. creating a situation;
3. introduction and analysis of roles;
4. assigning observers;
5. role play;
6. role play discussion;

7. exchange of participants;
8. new role play;
9. discussion, reflection on learning experiences.

A role play can be organized to avoid a performance situation so that students are pre - divided into pairs, or subgroups and role-plays take place in all pairs or in subgroups simultaneously.

To facilitate the analysis and for efficiency, it is good to have an observer in each group. After the role plays in the subgroups have completed, there will be initial analysis and then joint discussion and conclusions making in a large group.

Role play can be arranged so that one group of students presents a role play and all others look and analyze after. At the end of the role play give players a clear signal to exit the role.

It is very important to allow enough time for discussion. Complete the role play at a high point (even if students want to still to be continued). This will lead to a more lively discussion.

After the role play, you should first create a moment of silence to gather ideas and reflect on comments.

The structure of the role play discussion can be as follows: comments from participants (others do not intervene); observers give comments; general discussion; connections made with everyday life and the topic being studied; conclusions and summaries.

Estonian experience

*I was teaching prison officers about cultural differences, tolerance etc. I decided to choose a role play. **It was called "Guess who is coming to dinner".** Because we wanted that lesson to explore attitudes towards difference races, tolerance, but also argument skills I decided to choose non-prison related role play. I believed students might open up more and we can have more fruitful discussion and it turned out I was right.*

Steps:
- *I explained to students: It is a role-playing game. It is not necessary to act, but to present one's beliefs. I need 4 volunteers agreeing to play a role and 4 observers.*
- *Observers task is observe their character (I appointed) and note done arguments they use to persuade others. I gave them pen and paper.*
- *I had prepared role cards (see below) and then distributed to volunteers and give 2 minutes to get acquainted to the role.*
- *Then I put four chairs in a semicircle and explain to others that there is a living room and a family discussion will unfold immediately.*
- *I allowed 10 minutes of play.*

Discussion:

1. I started the evaluation with a round of the actors saying how they felt.

2. Then asked each observer in turn to read out the arguments used by each of the actors to persuade the others of their point of view.

3. General discussion with everyone. I asked:

• Would it have been different if, instead of being black, the boyfriend was the same colour as the girl?

• Would things have been different if, instead of a girl bringing home a boyfriend, it was a boy who was bringing home a girl friend?
• Do you know of anybody in your neighbourhood who has faced a similar kind of challenge?

Role cards:
DAUGHTER
Situation: You have decided to tell your family that you are moving away from home and living with your cavalier from Nigeria. Your companion: a few years older, from a Nigerian middle class family, a student, does not speak Estonian.
You start a role play and tell your family that you are moving out and living with your new companion who is from Nigeria. Make every effort to defend your decision and say that you also want to resist prejudice and show that young people are able to take responsibility and manage independently and that young people from different cultural backgrounds work well.

MOTHER
Situation: Your daughter has a partner (a Nigerian young man) with whom she has a very close relationship.
You love your daughter very much, but you don't understand that choice. You support your spouse's opinion in everything, because you think that it is easier to raise children if you agree. You are not threatening your daughter, but rather you are sorry and sad because you think that the young man will leave her daughter in the future anyway.

ELDER BROTHER
Situation: Your sister has a companion (a Nigerian young man) with whom she has a very close relationship.
In principle, you do not care who your sister has chosen as your partner, and you are defending people's right to choose their own partners freely. However, when the mother says that the young man is likely to leave her in the future, you begin to suspect that the foreigner may be exploiting your sister. You show your concern and try to protect your sister from exploitation.

DAD
Situation: Your daughter has a partner (a Nigerian young man) with whom she has a very close relationship.
You do not approve of this relationship and express it resolutely as one strict father would. You represent conservative public opinion and you care about what others think and say. You don't consider yourself a racist, but as the wife of your daughter, you don't want to see a black foreigner.

Estonian experience
Here is one more example of a slightly different type of role play. The subject was to teach labelling theory and make students see that if we label people in the prison criminals they will stay criminals. **This game was called "Labeling"**

1. I prepared small stickers for labels and wrote down characteristics like "slow", "smart", "good negotiator", "lets team down", "good performer" etc. Then I put a label on everyone forehead in a random order and told them that it is not chosen. I told them that during the play everybody should be treated according to the label. It is not allowed to say what is on the label.
2. The I described the situation:

It is an event preparation meeting. The leisure time organizer is on holiday in prison, but it is necessary to organize a re-socializing event for prisoners, a small series of lectures that could motivate and inspire them. It could also be an entertaining show. Also think about catering, space, etc. You need to figure out in the group, when this will happen, the agenda, who will be participating, what the program will be and who will be invited to speak, and so on. All the organizing parties think about the budget, whether and how much money needs to be applied for, with whom it is necessary to negotiate about the premises, permits, etc., according to which criteria you can participate, etc. All group members need to be involved and all tasks need to be shared because you are organizing it together. At the end, it is necessary to present the event plan to the prison director. I myself as a teacher played the director.

Discussion:
• Were you able to guess your label?
• How did you feel about this activity?
• Was it difficult to treat people according to the label?
• Did anyone start behaving accordingly?

It was really amazing for me that almost everybody said that group started to treat them according the label and now they see what labelling might do. There were also some real life stories shared about this and it was really meaningful to the group.

After selecting methods

Introduce the following theory on a whiteboard or prepare slides. Things in bold will guide you!

After selecting the appropriate method:

- **think through the time:** instructions and implementation and analyze time in minutes, adding a time buffer (5-15 min depending on length of the method)
- check the availability of the **necessary aids** - whiteboard, papers, note papers, enough different writing instruments
- check the **layout of the room** if suitable for the method, adjust if needed
- make sure you are **visible and audible,** set the **technical equipment**
- note that the student usually hears the **instruction** for the first time and understanding it might take time and require clarification
- keep an eye on what is going on, **support the students,** make sure everyone has understood the task and if necessary repeat it
- **plan time to analyze and reflect** on the experience gained in the method, this helps learning

The method is not an aim in itself, but is a mean to achieve the learning aim

Potential risks!

Using incorrect method does not help to learn and might affect trainees negatively. So try to:

- avoid methods that may evoke reactions during the training that cannot be addressed
- note that some students may not want to participate in the proposed exercise and therefore prepare some alternatives - share positive experiences, involve student into other activities and try to understand the real reason behind it.
- Be supportive of learning. Learning means change, transforming their existing knowledge and habits, this can create some uncertainty or resistance.

Conclusion

All teaching methods have their strengths and weaknesses. You need to be able to match them with the learning aims, to know yourself as a trainer and most importantly - think about the student, his / her needs, readiness and the ability to participate in learning.

Used literature

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MODULE III

CONDUCTING THE STUDY PROCESS

Creating learning environment during the training

In previous module we discussed creating learning environment and addressed the factors that have to be considered already in preparation phase, but in this module we will discuss this topic further and look at the factors that support learning and the group processes that take place during the training. We will also talk about difficult situations that occur during the training and trainers performance skills.

In this module we will learn

- How to support learners during the training
- How to motivate learners
- How to direct the group processes in the training group
- How to prevent complex situations in the classroom
- How to handle complex situations in the classroom
- How to deal with performing anxiety

Introduce the following theory. If the group is new introduce it through a practical demonstration and handout the theory later. If it's the same group just handout the theory and ask participants to prepare an example introduction to the training. They can choose the subject they teach and imagine that they will have a new course with a new group. They can use whiteboard, do a powerpoint etc. If time allows, ask somebody to go through all the steps with the group of trainers.

Supporting the learning - introduction to the training

During the training the learner-centered trainer is focused not so much on actual teaching (performing, talking, materials), but is focused more on supporting the learning. A safe environment helps students to start to learn.

A safe and friendly environment is prerequisite for learning

But how do we create this kind of environment as trainers? **A good start is a must.** At the beginning of the training, the trainer's goal is to create readiness in the participants (interest, openness and trust) and to gather and share with participants in the training information needed to participate

(provide organizational information, listen and shape expectations, receive overview of prior knowledge, etc.). As a result of such an introduction both the trainer and the participants should be sufficiently adapted and feel safe and interested to begin deepening into the subject of training.

Here is an example of what steps the very first introduction should include:

1st step - first contact with participants and first impression

The first contact with participants occurs as soon as you enter the same room as the participants. The first contact creates a first impression that largely determines what attitude the participant will take during the training. It helps to make good contact when you are calm, friendly, confident and open. Greet the participant, take the time to create eye contact etc. If you wish, you can also develop a light conversation with the early arrivers, this helps you both to feel comfortable in training.

Estonian experience
"We were arriving in the training room and the trainer was sitting behind the tesk and looking to the papers. Not a single time she did not lift her head and only made a contact with us when it was exactly the time when training was suppose to start. It seemed as she was trying to hide herself. This created a very strange atmosphere for the whole training"

2nd step - practical questions

At the beginning of the training, make sure everyone hears you and sees the presentation; whether the lighting is suitable; or no one is too cold or hot and the room is not crowded. Such practical problems may affect participants' learning outcomes and satisfaction. Its also good to remind upcoming agenda (good if written beforehand on pp slide or whiteboard).

3rd step - Trainer's self-introduction

The aim of the trainer's self-introduction is to build trust and sometimes interest in the participants against the trainer; this is a natural part of the introduction to the training. It should not be unreasonably long. Self-introduction should be specific, relevant and make the participant want to participate in your training and listen to you.

Think about what information the participants really need.

- **Talk about your own experiences.** This will show your expertise in the field. This also helps participants to identify with themselves, it reduces resistance to learning and helps to avoid barriers to learning. Show that you have faced the same issue, situation and problem as the participants ("I am myself had to ... '; "When I first ..."). It sends a message that you understand the participants and that you can help solve problems that are important to them.
- **Talk about your motivation** ("It's important to me ..."; "I have been working for years to ..."; "I dream of that day, if ... "). It is easier for participants to be open and trust the person if they know the purpose for which the trainer carries out his work and if they agree with the trainer 's purpose and mission (My mission is that all the work done in prison would carry the goal to rehabilitate the prisoners etc.).

- **Talk about yourself (if necessary).** The trainer can share some details about themselves as a specialist and personality, to help participants identify with themselves and create a readiness for self-disclosure in the participants. Please note, that unnecessarily thorough self-introduction makes the participants feel the opposite.
- **Address the role conflict** (if any). If participants may have contact with you in some other setting and it might cause role conflict, then this needs to be addressed. For example, if some of the students are your coworkers etc. Make it clear that you are in the role of trainer today and not in any other role. You're here to help participants through training. Note, however, that some role conflict may persist.

4th step - Getting to know the participants

Do all participants know each other? When participants start to communicate with each other during the training, it is definitely necessary for the participants to get to know each other. This creates a sense of security and allows for more active participation. Generally, the introduction is at the beginning of the training; in the case of the larger group, it is also possible to start with dividing to smaller groups and let them get to know each other inside that group.

Estonian experience
"As all our students are in uniform and we can see each others names all the time, I do not do just name circle, but add additional question like what do you expect from the training, what is your prior knowledge, what do you want learn etc"

Tips!
• Thank the participant after the introduction with words or body language (nodding, smiling). So you show that person is welcome here and is important to you.
• During the circle, notice the participants' body language, tone of voice and what they say to Introduce themselves. This way you can find out more about the participants themselves and their mood.
You may also notice:
• who may need more encouragement or time to open up
• who has experience or who feels like an expert in the subject of training. Its good to ask to share experiences or expert comments during the training
• if anyone have any doubts about whether they are still in the right place

5th step – Introduction to a topic

As we discussed in Module II the topic should start with something exciting, catchy to generate interest and desire to learn more about the topic. Highlight why the topic of training is important and useful. You can show some inspiring pictures or video and enter into a dialogue based on it ("What you see in this picture / how this picture might relate today's topic? ").
After that, it is good to give the participants a quick overview of what you intend to cover in the training (eg "I have structured the training so that we can find answers to three questions together. The plan is to ... "). Such overview helps participants to get involved in the topic because they know what to expect.

• You can explain why you think these topics are important to those present.
• Do participants think the same way?
• Finally, you can tell participants what you expect from them. This creates a better premise for cooperation. For example: "It is important that you think actively about these issues and associate it with what you have experienced in the workplace. Be sure to ask questions and think about what you do you could actually do otherwise. You should also listen carefully to others during the training the experience of colleagues from organizations, as this will provide a lot of practical ideas. "

6th step – Exploring participants' prior knowledge, expectations and fears

If necessary, at the beginning of the training, find out more about the participants' prior knowledge, expectations, fears or desires regarding the content and conduct of the training. This can be done as a joint discussion or at the beginning share your thoughts individually and afterwards (see method in Module II).

7th step – group rules

As we discussed in preparation phase it is important that the trainer can propose some group rules, taking this into account expectations, fears and proposals identified earlier. It also saves time. But an agreement can be reached only through a joint discussion in which participants can express their views sincerely. Make sure to write down the rules and put them in visible place.
Examples of possible rules:
• You can ask all the time, no question is stupid.
• Confidentiality (what is said here does not move out in such a way that what is said can be associated with a specific person).
• We respect each other and time.
• We are not just in this room, but we are actively present.
• It is allowed not to agree.

8th step - supporting participants in setting personal goals and focus

Once the other steps are completed, the participants can be left to set their own training goals or focus. It increases the activity of participants, awareness and ability to differentiate what is important to oneself and helps to relate the topic to the training with real life.
Examples what to ask:
• What questions do you want answered today?
• What practical problems do you encounter in this topic?
• What is your goal for today?
• What do you want to bring from the training to your work?
• Think about and write down where and how to apply what you are learning today?
TIPS:
• You can combine this method with a self-introduction ("Say your name and the questions to which you want to find an answer in the training ").
•During the training monitor whether what is happening corresponds to what was received from the participants info. Make corrections if necessary.

Supporting the learning during training

The question how to teach is in the learner-centered approach, is actually the question of how to learn and support learning. The answer to this question depends on the training topic and the degree of independence and learners are ready to take responsibility.

The trainer acts as a leader of the training process, whereas the more leading is needed in the beginning (see the group stages on page XX), sometimes in the end when making the conclusions/wrapping this up and in case of bigger groups (24+ participants), where the size of the group prevents the group cohesion. In main developmental stages, small self regulative active groups there is no strong leading required.

Exercise
We all had in our lives people, who influenced us. Please think of some of your teachers, mentors or colleagues, who have made you better in your field.
What is the name of this person?
_____

How would you characterize that person?
_____
_____
_____

How did he/she inspire you to give your best?
_____
_____
_____

How did you react to these attempts?
_____
_____
_____

Please rate in the following scales how these components characterize this persons mentality
Cooperation
0 1 2 3 4 5 6 7 8 9 10
 Bringing out the desire to change
0 1 2 3 4 5 6 7 8 9 10
Empathy
0 1 2 3 4 5 6 7 8 9 10

Learner-centered and learning motivation oriented trainer:

- Says and explains what has been done and what is plans to do and takes into account the interests and needs of the participants
- Examines the opinions of the participants and asks for consent-confirmation
- Organizes work based on agreements with participants
- Justifies actions and decisions
- Invites participants to actively participate in open-ended questions, discuss the training environment and organization (eg sitting in a circle or semi - circle; have time for discussion and questions) and their own attitude (benevolent, supportive, ready to communicate, open minded). At the same time, the attitude is in some ways more important than the above mentioned techniques because the trainer's attitude creates a training atmosphere.
- Is willing to review their knowledge
- Really listens to participants and is attentive to them.

Exercise
Question for self-reflection and afterwards please discuss it with the person next to you.
What kind of teacher am I?
1. Do I feel that the students are equal to me? Or do I subconsciously look at them from top down because I consider myself smarter?
2. Am I too humble and refrain from leading the process and the participants even when necessary?

Active listening

Active listening is on the most important method to support students. It's defined as a communication technique that requires the listener to fully concentrate, understand, respond, and then remember what is being said. Why is it good? It **makes communication more effective**. When both parties are engaged in active listening, we all feel heard and understood.
When someone sees you are actively listening, they immediately think you care about what they are saying. They feel they can trust you which builds **openness in our training sessions.** It also **reduces misunderstandings.** Concentrating on what is truly being said allows us to fully understand the other person's point of view. People who are good at active listening tend to have **higher self-esteem and a higher self-image.** This is because they are skilled at establishing and building strong, positive relationships.

 Active listening strategies to use during training:

1. **Pay attention**, listen with intent, and don't get distracted. Stay quiet and encourage the person to talk. Use non-verbal cues such as nodding, smiling, and maintaining eye contact. These cues will let the person know you are listening. Make a conscious effort to stay focused on the speaker. Don't allow noises, other participants, or your own thoughts to distract you.
2. **Use encouragers.** Encouragers are the sounds you make, the key words you state, and the body movements you use when the other person is speaking. Use sounds such as, "Uh-huh," or "yes." Choose a key word from the speaker's statement and repeat it. Using encouragers

lets the speaker know you are paying attention and will encourage the speaker to keep talking.

3. **Avoid sending non-verbal cues that communicate inattentiveness,** disinterest, or lack of understanding. In other words, keep your feelings and attitudes in check. Show understanding and acceptance with your tone of voice, facial expressions, gestures, posture, and eye contact. Fidgeting and closed body language will give the impression you are not truly engaged.

4. **Listen before you plan your response.** Sometimes people do not listen, because they start to plan their own response already. Fully listening before planning your response may be the most critical step towards your success as an active listener.

5. **Ask questions to clarify and convey interest**. When you do reply, reflect on what you heard and ask for clarification by using open-ended, probing, or other relevant questions. For example, ask, "Can you tell me more about what you mean by…?" or "Can you explain why that's important?" Be empathetic to the speaker and avoid bringing up similar feelings or experiences of your own.

6. **Don't interrupt the speaker.** Give the speaker time to communicate his or her ideas and thoughts. Don't interrupt or try to finish the speaker's sentences.

7. **Paraphrase what was said.** State the essence of what you heard to the speaker in your own words. Use an opening phrase that shows you are paying attention. For example, "It looks like you are saying…" or "Let me see if I understand…" Include a confirming statement at the end of your paraphrase such as, "Am I on the right track?" or "Is that correct?"

Active listening requires **empathy.** It is the ability to see the problems of the participants through the eyes, the ability to notice and understand their feelings, values. Empathy is important in managing tensions, to bring latent conflicts to light, placing the problem in a broader context. Those who are in conflict will be helped on their own overcoming negative emotions, efforts are made to help them understand the feelings and attitudes of others.

Handout

Exercise about paraphrasing.
The aim of paraphrasing is to reflect back what you heard your student was saying. Please try to come up with possible meanings for the following statements. Please think what might be behind this and what you can reflect back.

1. **This gets on my nerves**
   Possible meanings:

   _____
   _____
   _____

Paraphrasing:
_____
_____

2. **It was not a good idea**
Possible meanings:
_____
_____
_____
_____

Paraphrasing:
_____
_____

3. **I don't need this**
Possible meanings:
_____
_____
_____
_____

Paraphrasing:
_____
_____

Handout after completing the exercise

Exercise about paraphrasing with key
These are some possible meanings behind these statements

1. **This gets on my nerves**
   I cannot understand it
   I am confused
   I will be angry
   I feel I am disturbed
   I need space to think

2. **It was not a good idea**
   I feel bad about my behavior
   Its possible that other people took offense
   There might be some minuses to this approach
   I could have done something else

3. **I don't need this**
   This is not for me
   This is too unreal for me

I don't have time to spend on unnecessary things

After reading through these possible meanings, please note here, how would you paraphrase the statement.

1. **This gets on my nerves**
   You might need some space to think about it

2. **It was not a good idea**
   It seems, there are other things that you might have done that would have been more useful
3. **I don't need this**
   It is important for you to deal with things that are necessary and have meaning

Asking questions

Asking questions plays an important role in all teaching methods and it also plays role in creating the learning friendly environment. The trainer must be professional in asking questions, as this is one of the most effective tools for thought processes and for the trainer to encourage students. Different types of questions require different ones types of answers. That's why trainers consciously choose one or another type of question:

1. **Reminding questions**. Questions that require some data in the answer: Who? What? Where? When? How many? Participants are asked to mobilize their knowledge, prior experiences and share them with other participants.
2. **Analytical questions**. Questions that encourage participants to analyse information: relate facts and discover connections: How? Why? On what conditions? These questions will help you understand the basics relationships, causes and consequences.
3. **Interpretive or evaluative questions.** Questions that require an assessment of the information, finding the meaning, making conclusions etc. For example: what conclusion do you make through it? How do you assess this situation? What could be done to solve this problem? The participant is asked to propose their views, ideas on the problem under analysis.

Whenever possible, questions should be prepared and the answers are predictable by the trainer. As a rule the trainer should also be able to answer the question himself, trainer should have a personal opinion on the matter.

When to choose closed or open questions?

- **Closed questions** usually lead to one answer. Closed questions are good for final clarification of the situation and for facts. But if you want to know the opinion on a specific situation and as a question of "whether", you might end up with simple yes or no answer.
- **Open questions** stimulate the wider problem investigation, but also for raising motivation, supporting and also for solving difficult situations (see more on page XX)

Questions are often used in series:

Problem Solving - A series of questions in which questions type changes according to the problem solving process stage (gathering information about the problem, causes analysis, search for possible solutions).

Probing – Question series for the same participant that help to go deep into the nature of the problem.

There are two types of probing:

1) **Giving tips.** Short tips are used to the participant to coordinate and stimulate the thinking about the problem.

2) **Explaining.** The participant is asked to explain his / her answer, justify or analyze.

Redirecting the questions:

- The trainer may **redirect the questions to other participants** to encourage the communication scheme with participant-participant (instead of trainer-participant relationship) and promote group solving.
- The trainer may "**throw the question back**" to the asker or to the group to provoke a problem analysis and to facilitate creative thinking.

Contributions from participants should always be used. The trainer should integrate the participants' answers into the explanations. Unexpected or "off-topic" questions should not simply be left out.

Hazards when asking questions

Questions can have side effects. Trainer´s question obliges the participant to answer and makes him or her unequal especially if it lasts for a long time. Interrogation type of questioning may trigger resistance or protest and act as a barrier to communication. It can lower the trainee's self-esteem, tempt him to lie or compromise his or her privacy and security.

A poorly worded question can confuse a participant, direct him to look for a "trainer-friendly" answer.

What if the participants don't answer the questions?

Many novice trainers get confused if they are not getting immediately answer from the student. However, silence after asking a question is usually necessary for thinking. Stay calm and confident and count to ten in mind. As an exception to the situation if they didn't really hear or understand the question, but this is usually seen from face expression of the participant and then trainer can ask "Does anyone want me to repeat question - please let me know by hand? ".

If the silence persists after reading to ten, you can:

• use encouraging and opening questions (eg "What do you think?", "What do you offer?", "What do you would you do? Encourage directly and make a call to answer (e.g., "Just offer! There are no right and wrong answers! ");

• check the understanding of the question (eg "How understandable was the question?", "Who needs to clarify the question? ");

• give tips.

It is important that only one or two participants do not respond at all times, as this takes responsibility from others actively participate and think along.

What if the answer was wrong?

If the answer is partially or completely wrong, the trainer's first task is not to condemn. There is probably a good reason why the participant answered this way. It is important to be sensitive and not say anything bad to the respondent.

If the answer does not match what was expected and if it was not a question when all the answers are correct, then usually it is one of these cases:

1. The participant understood the question differently. You can try to repeat the question, clarify or reworded, e.g., "It seems to me that we understood the issue differently. I liked it
with a view to ... '.

2. The participant understood the material differently. You can find out why he thought so and / or just summarize: "I tried to explain earlier that I think ... whether you / you are not do you agree? ").

3. The participant may have a significantly different opinion of you. It is important to take time off and explore why the participant thinks so, listen with an open mind, try to understand, and then try to reach a mutual understanding.

Tips!
- Ask one question at a time, avoid multiple questions in one sentence.
- Formulate the questions clearly
- Leave enough time for the participant to answer, be patient.
- Observe the participant's body language and reactions to understand whether he understood or whether the question was unpleasant, difficult answer etc.

Handout

Exercise about open questions
Please paraphrase the questions to be open questions.
  1. Are you alright?
  _____
  _____

  2. Is this understandable?
  _____
  _____

  3. Are you continuing learning
  _____
  _____

  4. You know what happens if you do not stick to the agreements?
  _____
  _____

Do you have any closed questions that are habitual to you? Please paraphrase it to be open question

---

```
_____
_____
_____
_____
_____
_____
```

Handout after completing the exercise

Exercise about open questions with key
1. **Are you alright?**
How are you doing?
2. **Is this understandable?**
What do you think, what you have to do?
3. **Are you continuing learning?**
What might stop you for continuing learning?
What are the benefits of continuing learning?
On what conditions you could continue learning?
4. **You know what happens if you do not stick to the agreements?**
What do you think happens if you don't stick to the agreements

Giving clear instructions

On the one hand, giving clear instructions is directly related to the task compliance. But how the trainer formulates the instructions greatly influence what the atmosphere prevails in the group and how free and safe the participants feel. Poorly presented instructions cause confusion and make trainees feel 'stupid'.

Explaining participants what you expect from them is far more complicated than it seems at first. Clear, unambiguous instruction giving is a skill that is difficult to acquire. What could be done to improve this?

- Practice preparing and presenting instructions specifically. Write down the instructions. Try to give them orally to friends or family and check understanding of the listeners.
- Speak slower than usual. Participants don't just have to listen, but also to understand what is expected of them. It requires more time to understand.
- Use visual aids. Give instructions also in writing or write the most important part on the board.
- Define important terms. Don't assume everyone will unambiguously understand all terms. "Translate" them to participants, repeat the same idea different wording.
- Demonstrate. If possible, show what you do you expect from the participants.
- Always tell how much time you will give to complete the task

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- If the instruction concerns work in a subgroup, talk in general, what kind of action lies ahead, then make up groups and only after the bustle has passed, give thorough instruction for an exercise or task.

Motivating the students

Most trainers tackle the question how to keep the trainees motivated? It can be difficult to this because there are so many elements in a course that can affect motivation - materials you use, your own behaviors as a teacher, the structure of a lesson and teaching methods, and the overall structure of the course. We have been discussing some of these elements already, but in this part the aim is to give a simple and effective way to think through learning design to help ensure it motivates students and therefore we have chosen the ARCS model of motivation. It is developed by educational psychologist John Keller and has been successfully applied to all type of learning setting and learners of all age groups.

ARCS Model consists of 4 categories:

A	• Attention - it refers to the learners' interest	**M O T I V A T I O N**
R	• Relevance - learners need to bridge the gap between learning content and the real world	
C	• Confidence - it is connected with success expectation and allowing learners to control their learning processes.	
S	• Learners should be satisfied of what they achieved during the learning process.	
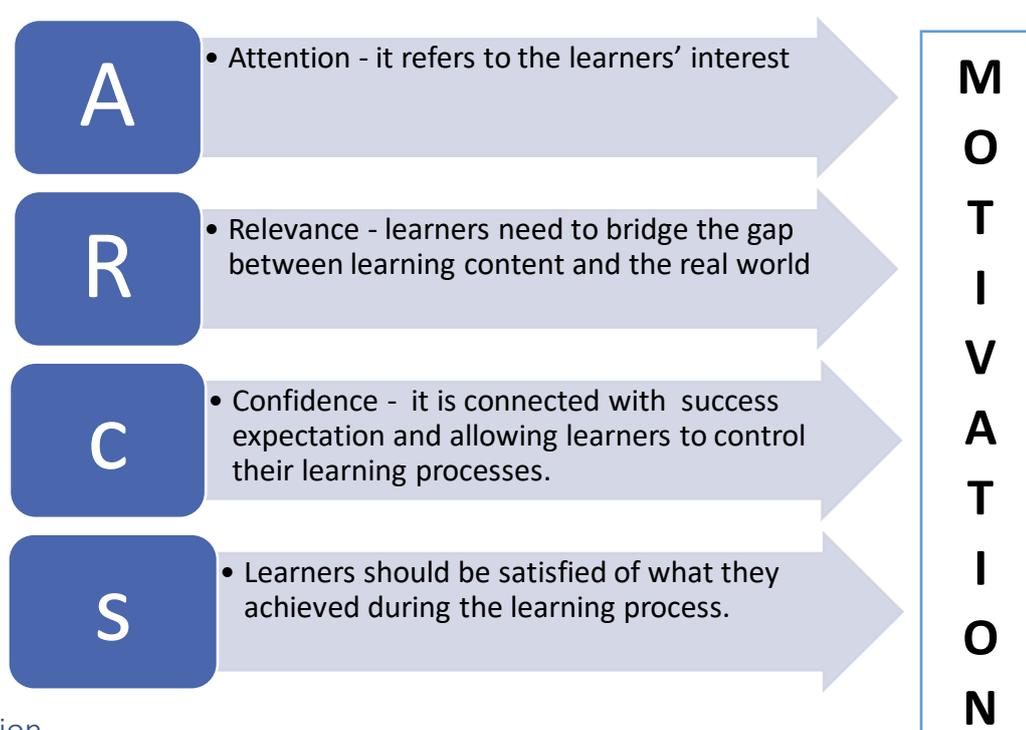
1. Attention

Attracting and sustaining students' attention is often a prerequisite to learning. Strategies for engaging attention should therefore be considered when developing educational content. Keller suggests the following methods: active participation, humor, conflict, variety and real world examples.

Active participation involves ensuring students are contributing to their own learning rather than sitting back being passive. It is the difference between watching a movie (passive) and discussing

ideas from the movie (active). The more active the learner, the more you'll be able to sustain their attention.

Variety involves making sure you mix up the ways you can present information to prevent monotony.. Similarly, content that is incongruous or surprising might be of value for re-focusing students over the course of a lesson whose attention has faded. Making learning surprising might involve the withholding of information from students until an opportune moment, or introduction of a degree of mystery to maintain students' attention.

Humor can be used to interrupt the monotony of a lesson as well. Students value a good sense of humor as it activates and concentrates, makes you think and lifts the mood. Humor is a tool in the hands of the trainer, which can also do harm. Ask yourself before making a joke whether it is appropriate at this time and in the given context. Discard if in doubt. The trainer may always make jokes at one's own expense, thus showing oneself to be more humane, such as talking about some embarrassment or a difficult situation in their own practice.

Conflict involves providing a moment of cognitive dissonance. Highlight new ideas that might conflict with existing ideas, and use them as a launching pad for discussion.

Real world examples can help students to associate what they've learned with something in their life so they have an anchoring point for exploring ideas.

2. Relevance

Showing that what is being learned is relevant helps students to see the purpose of the learning activity. There are several ways you can show relevance, including: links to prior knowledge, showing the present worth of the task, showing the future usefulness of the task, and modeling usefulness.

Linking to prior knowledge can help students see that they're building on knowledge they already have. Here, you're making content relevant to the students' existing thinking on a topic.

Linking to students' lives, interests, chosen careers, or common relatable experiences can make the content more relevant. This shows how the learning might be relevant beyond the scope of the course and its outcomes, and be applied outside of the classroom.

Showing present worth involves explaining how the knowledge can be used to improve your life today.

Showing future usefulness can highlight that the task will need to be remembered as it will be required in the future, such as showing students how this knowledge might be valuable in the workplace.

Modeling usefulness can build on the 'showing future usefulness' point, and might involve showing successful examples of how someone us using the information being learned to improve their lives.

3. Confidence

This factor highlights that we should give students a sense that they are capable of succeeding. Self-confidence can be achieved when teachers create lessons where students can see that their personal effort will lead to success. A person with self-confidence believes they are capable of completing a task. They also are more likely to feel the task is a reasonable one, because they know they can do it.

Creating clear objectives gives students a benchmark to judge themselves against. Without clear objectives, students will often not be able to judge how well they are doing at the task, which can decrease their self-confidence.

Providing feedback can help students get a clear understanding of how well they're doing at a task and allow them to gauge their competence. This in turn can give them confidence to proceed knowing that they're going in the right direction.

Increasing perceived control is at and let students choose to do tasks in ways that they are most comfortable with.

4. Satisfaction

Student satisfaction will occur if the teacher has considered the three other factors in their lesson design (attention, relevance and confidence). Satisfaction occurs, in other words, when activities are engaging, relevant, and inspire confidence.

Satisfaction is achieved in two ways:

Intrinsic satisfaction is the feeling that you have achieved something good, usually for the sake of the task itself. You didn't do it for someone else's praise or reward, but for the satisfaction of achieving something.

Extrinsic satisfaction is the feeling that you have done well because someone provides a praise or reward. This can be in the form of points in a game, grades on a test etc.

Handout

Exercise
ARCS model elements in my teaching

Attention
Am I excited about this learning experience and how I can make it interesting?
_____
_____
_____
_____
_____

Are the learners going to be interested? What tactics will stimulate their curiosity and interest?
_____
_____
_____
_____
_____

Relevance
Do I believe that this learning experience will be valuable for my learners?

_____
_____
_____
_____
_____
_____

Will learners believe it is valuable? What can I do to help them believe it is important?

_____
_____
_____
_____
_____

Confidence

Am I confident in my ability to lead this learning experience effectively and interestingly?

_____
_____
_____
_____
_____

Will the learners feel confident about their ability to learn this? What do I need to do to help them be confident?

_____
_____
_____
_____
_____

Satisfaction

Do I expect to have positive feelings about this learning experience?

_____
_____
_____
_____
_____

What can I do to help the learners feel good about their experience and desire to continue learning?

_____
_____
_____
_____
_____

Giving feedback to the learner

If we want somebody to learn and develop, the person needs information about strengths and weaknesses of their behavior, what has already improved and what could be done even better. The purpose of personal feedback in training is improving human performance and increasing self-confidence. We will be discussing feedback topic more thoroughly in the next Module (page XX), but it is important to remember that if the feedback is well given and is well received, it is supporting the learner and creating opportunity to develop.

When given correctly, feedback is encouraging the student. People can only be helped by giving feedback when they know we accept them as human beings, and appreciate. The key to doing so is trusting and reciprocal creating a respectful atmosphere. This can only work if we give sincere feedback, both positive and negative, and only if the person wants to know what others see and have asked for information. Feedback for the person must be offered as an opportunity and must not be forced.

Directing the group processes

There is no switch button to turn on the very good cooperation and learning mode in the learning group, it takes time for a new group to reach its potential. Researchers have found that in the training groups there is a certain sequence in developmental stages. These are the definite and predictable phases that different authors have named differently, but psychologist Bruce Tuckman described these first in 1965 and came up with the memorable phrase "forming, storming, norming, and performing" and later he added a fifth stage "mourning" to mark the end of a team's journey.
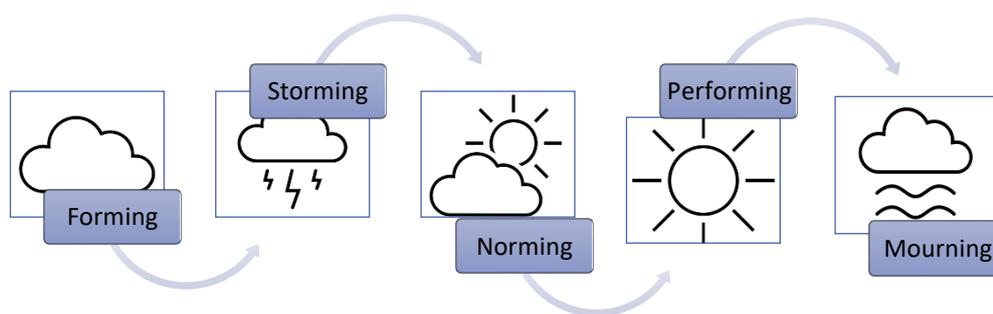
Tuckman´s stages of group development

1. Forming Stage

In the beginning, when a new learning group forms, individuals will be unsure of the groups's purpose, how they fit in, and whether they'll work well with one another. They may be anxious, curious, or excited to get going. However they feel, they'll be looking to the trainer/group leader for direction. They **feel dependent** because there is no way to control the environment in this way like at home.

Usual question in students mind in this phase:
- What will happen? Who is who? Who is responsible?
- Do I fit in here? What do other people expect from me? Can I trust these people?
- Will this course / study help me with my problems solve?
- How should I behave for the group to accept me as a person and also as a professional?

The **trainer is expected to lead and support**. In this phase group members get to know each other. They are trying to find their place and determine the positions of others and most of the energy is spent on it. Conflicts are not usually present at this stage, but group does not perceive themselves yet as united group. There is satisfaction, but no cooperation.
In order to start the learning process it is important for the trainer to work in two directions:
1. **Interpersonal direction** - this is about social relations, creating a safe and open environment in which participants can feel comfortable and accepted, restore their identity and where they can share information and concerns.
2. **Learning task** – clarification what we are going to do and how we are going to do it (goal setting and action plan).

Combining these two directions creates a base from which trust, openness and honesty can grow. This is also a base for group rules that support learning.
The trainer can speed up the insecurity and dependency phase by:
- creating opportunities for **getting to know each other** and participants previous experience, ideas and values about about topic and share it with others
- explaining the **objectives, procedures and roles, setting rules,** carefully evaluating participants **learning needs** and adapting accordingly learning objectives
- checking that all objectives are **understandable,** and clear and all participants **agree**

It is important to know **the uncertainty of the forming stage applies to trainer as well.**
Usual questions that trainers have in this phase:
- Who are they, what exactly do they need to learn?
- Are they motivated to learn and do they agree to contribute to the process?
- What insights, skills and knowledge each participant has already exists?
- What are the learning styles of the participants?
- Are the participants' attitudes and perceptions making the learning process difficult?

Adaptation time is therefore essential for the trainer as well and successfully passing the forming phase will relieve trainers tensions as well.

2. Storming Stage

In the storming stage, people start to push against the established boundaries. **Conflict can arise between group members** as their true characters surface and clash with other people's or conflict can be **between trainer and the group member**(s).

After the initial adjustment, the group members are busy with their position in the group. They are looking for answers to questions: Who likes me? Who does not like me? Who takes the initiative? Who do I support?
In this phase the objectives of the group, the purpose of the activities, the rules of cooperation and the role of the leader are questioned. Some members of the group form alliances with each other. Polarized opinions are expressed - for or against the goals of the group and the actions of the trainer. The group does not work effectively, instead of solving tasks, the focus is on clarifying relationships, sometimes on power struggles. Sometimes group starts to look for a scapegoat to blame - aggression is directed at a group member who is different from the others. There might be open conflict in the classroom, where group rules are renegotiated and trainer is challenged. This is quite extreme and usually does not happen. In normal cases, phase of conflict is hardly noticable and the signs may be frequent laughter and lot of irrelevant questions from the group.

The trainer the group faster through a conflict phase if trainer:
- recognizes and manages conflict
- reflects on what is happening in the group and gives feedback
- encourages the questions and the expression of views
- if necessary supports the so-called scapegoats and makes sure that the person is not criticism object, but the behaviour
- monitors the objectives and activities are clear to everyone
- helps the group to establish new group rules, redefine the goals and action plan all together
- tells group that they can manage with the task

A conflict in a group can occur between group members or there can be aimed at the trainer. One way or another, it's not for the trainer comfortable phase and is likely to feel the various negatives of the trainer as well emotions. It's completely natural and can be test the trainer's stress tolerance and self-management skills.

Estonian experience
"It was our third meeting in the classroom. Topic was introducing prisoners risk assessment and I thought it went quite well and then suddenly one student just kept repeating and repeating that he wants to know the exact right score and he did not like the answer that it depends on the case and evalutor. He even raised his voice a bit and it was very unexpected, because I was a new teacher. I knew I cannot just ignore this situation, so I thought I will try to manage the conflict. I started to explore the fears behind it and it turned out that he and some other students were scared that in the workplace their work would be controlled and they would get into trouble if there is wrong answer.

> *After the class I sat down and thought that this must have been the storming phase that they taught me in my training. This helped me a lot, because otherwise I would have started to blame myself of being a bad teacher. Luckily my solution was good enough and next time we continued already in norming stage"*

3. Norming Stage

Gradually, the group moves into the norming stage. People start to resolve their differences, appreciate one another's strengths, and respect your authority as a trainer.

Once the conflict is over, tensions will gradually dissapear. Participants will **accept each other as they are**. Group members have found their place in the group, they will develop their own opinion and they are interested in the opinion of others. In this stage group starts to do what the group was formed for, in training the participants in the training group start to learn. Everybody starts to do their part individually, but gradually team responsibility is also growing. An increasing number of students feels responsible for the smooth functioning of the training group.

The trainer can help the group faster to next phase by:
- helping students monitor what is happening, clarify their views, let participants share their needs and feelings
- choosing training methods that facilitate cooperation (for example group work methods instead of individual tasks)
- sharing responsibility with group members
- keeps focus on purpose, renews rules

4. Performing Stage

Now the group is in flow and performing to its **full potential.** With structured processes, the group is likely to achieve its goals efficiently. The main difference between the norming stage and performing stage is that participants are willing to sacrifice their personal interests for the group.
It is a matter of mutual acceptance and a high sense of belonging in this stage. There is a division of labor, one can tolerate and learn criticism. Group members enjoy being together, relaxed and pleasant atmosphere. Between group members there is trust, support and deeper contacts. Synergies are emerging.

It is possible to determine whether cooperation takes place in a group by external signs:

- Group discussion is active and everyone takes part in it
- Time is respected and proposal are constructive
- Group members do not force their opinions on others
- New ideas are generated. There is no fear of a new idea say even if it is unusual.
- The members of the group are focused on solving the task, maintaining relationships in the group.
- Group members listen carefully to each speaker and do not interfere

- All views are carefully discussed and sought understand and find common ground
- Special attention is paid to the more modest group members, their opion is asked.

5. Mourning Stage

This is also called adjourning stage. Many groyps reach this stage naturally, for example, a training comes to an end. People who like routine, or who have developed close relationships with other students, may find this time difficult.

Trainers role in this stage:

- it is important to take time to reflect on the learning journey and collect learning points and think about what you might improve or do differently in the future.
- to take the time to celebrate group members as individuals, because personal connections and the relationships between the members of a group are important for future learning.

Stages change

This model isn't a one-way street – groups may go back and forth between stages. The group may go through the phases described during its existence repeatedly, as any major change may lead to a step back. For example if group member leave or new ones come or trainer changes etc. Human learning ability are different in different phases.

Productive group work becomes possible after storming stage

Therefore it is up to the trainer to help the group as soon as possible go stages of forming and storming in order to overcome the dependency and conflict. Many training groups never reach Beyond the norming stage, some stay in a permanent stage of conflict its also learning.

Estonian experience
"I had to teach of prison officers who were sent to my training and they were there involuntarily and they did not want to be there. It was a 5 week programme. I spent first two days on building good relations, creating a safe and open environment in which participants can feel comfortable. I felt it was going well. Then suddenly there was information that we have a new group member and I just felt how we were back in stage one. Fortunately this time it was quicker, because the established good group climate helped a lot."

Handout

Exercise on self-awareness as a group member
Instruction. *One of the important things you can do as a trainer is to have students reflect regularly on their group experiences. Their self-reflection will further develop critical teamwork skills. Please think 15 minutes about following 5 questions and write down your ideas. There are no right or wrong answers, it is about persons own perception as a group member. Please be willing to share this with group.*

Why do I need a group/team?
1...
....
2...
....
3...
....

In what I need my group mates support?
1...
....
2...
....
3...
....

Why my group needs me? What are my strengths?
1...
....
2...
....
3...
....

Why there are controversies or conflict in the groups?
1...
....
2...
....
3...
....

What can you do to feel better in your role in the group?
1...
....
2...
....
3...
....

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Introduction

Also in adult educational situations there are situations where the teacher needs to handle situations of a complex nature. It might be conflicts between learners, giving negative feedback, learners´ inappropriate or worrying behaviour. In the following we have compiled a short list of topics and possible ways of preventing and handling them. Many of these touch upon issues explained more deeply in other chapters.

A useful term to know is classroom management. Classroom management means a teaching process free of challenging situations. The concept includes preventing and handling behaviours and situations in class that disturb learning and students' sense of belonging and safety in the classroom or in the educational institution.

Central to successful classroom management is the trainer's skills in using an appropriate tone and encouraging the learners to cooperate in the classroom. Studies show good relationships between trainer´s and learers have an positive impact on classroom atmosphere and learners´academic performance.

Preventive work	Handling situations

- Classroom rules (See chapter X)
- Communication style
- Sense of trust and beloning in the class
- Learners have clear information about what is expected from them and what to expect from the studies
- Learners have clear information about granding
- Positive feedback and reinforcing good behaviour
Some of these topics are are handled in other chapters in this trainin manual and therefore only shortly mentioned in this chapter.
	- Handling worrying behaviour
	- Handling worrying behaviour
	- Handling situations in class
	   - Learners who talk too much
	   - Learners ask questions trainers do not know answers to
	   - Restless class
	   - Learners inner resistance
	   - Silent participants
	- Performance anxiety

Prevention of challenging classroom situations

Build sense of belonging and community

Building a sense of belonging to the classroom will increase the learners' self-confidence and motivation for learning. When learners do not have to fear embarrassment or failure, they are motivated to contribute to the class in a positive way. Work on making your learners feel appreciated and seen.

Some practical ideas

- Always greet learners as they arrive and as you start class
- Making some time for the students and having a relationship with them. Show an interest, learn their names
- When possible, get back to what they have told you or shared in class, like experiences, questions, ideas. Useful phrases could be:
  - "Sibel asked in last week's workshop about how to handle this kind of situation. Today we will continue working on that topic"
  - "Zeynep, you have already worked with convicts in high security prisons, please, tell us what you think about isolation."

Learners need clear expectations

Learners need to know what is expected from them, and what is going to take place both in the class and course. Clear course descriptions, learning objectives, assignment instructions, evaluation criteria and schedules decrease the risk of students feeling anxious, unsecure or irritated. Clear information and clear expectations can prevent conflicts due to indefinite expectations. Please see other relevant chapters for further focus on these topics.

Situations related to grading

Learners might be unsatisfied with grades and this might cause conflict. Again, clear instructions, learning objectives and evaluation criteria prevents a lot of potential conflict. You´ll find more information about evaluation in this handbook in chapter X. (the right chapter to be added in the final stage.)

Positive feedback and reinforcement of good behaviour

Learners benefit from knowing when they meet expectations and encouragement to continue in a certain way. Instead of dealing with challenges only, prevent problematic situations in class by reinforcing good behaviour with positive feedback. This feedback is not related to learners academic performance, instead it is about general positive and encouraging communication.

There is always something positive to say, but do not lie or exaggerate. If you are not used to getting or giving positive feedback you need to practice it before.

Practical examples of positive feedback and reinforcement:

- "This is not an easy assignment, you clearly worked hard with the material."
- "Thank you for your good questions/active participation in the workshop/lecture today."
- "Thank you for sharing your thoughts, we all learned from each other today."

- "We handled some very sensitive issues today, thank you for keeping the discussion on a professional level."
- " We implemented new technology today, thank you for your positive attitude to trying it out and learning together."
- "Today I noticed you helped each other out many times. I really appreciate it."
- "It feels good to know you will be doing this demanding and responsible job in the future, I'm sure you will contribute to making your working environment a good place for both convicts and colleagues."
- "It is such a pleasure to be your trainer"
- "It is great to learn from your good questions and shared experiences."
- "I'm happy to have you in my course/classroom"
- "You are brave to start studies besides work and family life"
- "I like the way you think"

Experience from Laurea

Giving good feedback or in general appreciative talk was not natural to me from the beginning. When studying abroad I noticed it was perceived as natural and normal, and I could see learners appreciated it. Also it contributed to a good and supportive atmosphere in class.

When becoming a lecturer I decided I want to implement positive feedback in my teaching. Making a change is not easy, it is natural to feel awkward when implementing ideas you have not very much experience of yourself. I could see my learners were not used to it either. So, in the beginning my motto was "Fake it until you make it".

At some point it started to feel natural, and of course it was, and still is, rewarding to see the positive impact on learners. Many of my learners have later returned to tell me how they now as professionals in working life are implementing my words to create positive settings in their work. Also some learners, who have considered dropping out of school due to different reasons have decided to stay because of the motivating atmosphere in their class and in trainers´s encounters.

Exercise to use in training of trainers: Remembering good feedback

This is a group exercise. Divide trainees in groups of 3-5 persons.

Instructions for trainees: Share experiences of good feedback you have received as learners. How did it make you feel then? What was good about it? How does it make you feel now to think about it?

Time usage: At least 15 minutes for group discussion. Depending on the group size, 20-30 minutes to summarise the exercise in the big group.

The aim of this exercise: To help learners to understand the meaning of positive feedback from a student perspective and to identify positive role models.

Exercise to use in training of trainers: Practice giving good feedback face to face and collect a bank of useful feed back.

This is a exercise started in the whole group and then continued in smaller groups or a circle with all trainees. Divide trainees in groups of 3-5 persons.

Instructions for trainees:

● First take some 10-15 minutes to come up with positive or encouraging feedback to your fellow trainees. Write your feedback on a whiteboard or on a padlet.
Think: What do I appreciate about persons in my trainee group? Do not give feedback related to appearance or looks.

● The next step is to give feedback verbally face to face
  ● **Alternative A**

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- Next seat yourself in smaller groups facing each other comfortably. Everyone in the group should give the others encouraging feedback.
  - Finally discuss hos you were thinking when coming up with the feed back and how it felt to receive it.

OR

- **Alternative B:**
- Stand in a circle facing each other. The trainer appoints who is going to give feedback to whom, until everyone has given or received feedback once.

Time usage: 5-10 minutes for the first stage. Alternative A: For the group exercise 15-20 minutes depending on group size.

Finally, 20-30 minutes to summarise the exercise in the big group.

The aim of this exercise: Trainees practice coming up with good feedback. This assignment can later be used by the trainees in their own teaching to create a positive atmosphere in their courses.

Tip:

Use Padlet to collect the trainees feedbacks digitally. That way they can return to the collection of feedback for later use. Remember to create the padlet before the training.

In case you have not use Padlet before with your trainees, reserve some extra time for explaining it to them.

Exercise to use in training of trainers: Practice giving good feedback anonymously

Instructions for trainees:

- Write down something encouraging to a fellow trainee on a paper. You do not know who will receive your message, and you will be anonymous as well. Do not write any names on the paper!

  Remember! The good feedback or encouraging message should not be related to appearance.

The trainer of the trainees collects the papers. The papers can be handed out randomly during the lecture, or as learners leave the classroom.

Time usage: 10 minutes to hand out papers, trainees writing their feedback and handing in the papers again. Additional 10 -20 minutes if the trainer of the trainers wants to discuss the exercise briefly.

The aim of this exercise: Trainees practice coming up with good feedback. This assignment can be used by the trainees in their own teaching to create a positive atmosphere in their courses.

Exercise to use in training of trainers: Practice giving good feedback

This is a group exercise. Divide trainees in groups of 3-5 persons. For this excercise you can use

Instruct learners to share experiences of good feedback they have received as learners. How did it make them feel then? How does it make them feel now to think about it?

The aim of this exercise: To help learners to understand the meaning of positive feedback from a student perspective.

Handling worrying behaviour

Trainers might find themselves in situations where they get worried about learners' health and wellbeing, or suitability for the future work. There might be situations when learners express themselves or act in inappropriate ways. These situations could be a learner attending your class being intoxicated, in a unstable state of mind or crisis, verbal or psysical harassment like sexual harassment, homo- or transfobia, racism etc.

There should be ready made plans for how to deal with sexual harassment, racism, homo- and transphobia, students behaving aggressively or being intoxicated or otherwise unfit to be in the class room.

The best solution is to discuss the situation with a supervisor or colleague.

- Remember you are in charge of the class and all students' safety. First decide is the situation physically threatening. In case there is aggressive or very excited behaviour, use non violent communication to calm down the learner (s).
- Always react to the situation. In case you do not know what to do, take a break and seek the help of a supervisor or colleague.
- If necessary, take a break and have a personal discussion with the learner. What does the learner want? What was the aim of their behaviour? Stay calm and listen carefully. Try to calm down the learner as well.

Exercise to use in training of trainers:

This is a group exercise. Divide trainees in groups of 3-5 and hand out the case printed on paper or on the whiteboard. Also hand out printed versions of relevant action plans of your institution.

> **Case:** *You notice a learner in your class is restless. They move around in their seat, sighs loudly, repeatedly interrupting you and other learners speaking with comments that seem very out of place. When you leave for a break, this learner slams the door loudly, and you see this learner loudly speaking and gesturing in an excited way to a group of other learners. From their body language you see they try to add some distance and feel uncomfortable in this student´s company.*

Questions for trainees to discuss:

- Do you think this calls for your reaction? Why? Why not?

● What do you do? Suggest the next steps you take. Justify your next steps with things you learned in the trainers´training and relevant action plans.

The aim of this exercise: To familiarise learners with action plans and gain knowledge of how to act in case of inappropriate or worrying behaviour.

Exercise - Case in class- Forbidden relationship part 1

This is a group exercise. Divide trainees in groups of 3-5 and hand out the case printed on paper or show it on the whiteboard. Also hand out printed versions of relevant action plans of your institution.

Case: You are the trainer on a course. After class a learner approaches you and asks for a private discussion. When you talk to them, they tell you that a fellow learner working at a prison has a relationship with one of the convicts.

Questions for trainees to discuss:

○ What do you do? Explain each step and justify them with applicable documents like strategies, instructions, etc.

The aim of this exercise: In this exercise learners need to search for and apply regulations and rules regarding professional conduct and practice their implementation.

Tip: This assignment might cause a lot of discussion, also be prepared to hand out relevant documentation applicable to the case.

Exercise to use in training of trainers: Forbidden relationship, part 2

This is a group exercise. Divide trainees in groups of 3-5 and hand out the case printed on paper or show it on the whiteboard. Also hand out printed versions of relevant action plans of your institution.

Case: A learner in your course has left the course after it was revealed they had a forbidden relationship with an inmate. You notice word has spread, coming to class you hear learners talking about it. Learners ask how you dealt with this person."

Questions for trainees to discuss:

- What do you do?

- Are you as a trainer allowed to share information about a learner´s to their class mates?

The aim of this exercise:

- Familiarise future trainers with documents applicable for dealing with the situation

- Suggest solutions to deal with the situation

- Implement applicable documents, rules etc.

- Justify suggested solutions

- To direct the learners to attention to taking care of the group after dealing with the first situation.

Tip: This assignment might cause a lot of discussion, also be prepared to hand out relevant documentation applicable to the case.

Exercise to use in training of trainers: Case:

This is a group exercise. Divide trainees in groups of 3-5 and hand out the case printed on paper or on the whiteboard. Also hand out printed versions of relevant action plans of your institution.

> **Case:** You are the trainer on a course. After class a learner approaches you and asks for a private discussion. When you talk to them, they tell you that a fellow learner working at a prison has a relationship with one of the convicts.
>
> **Questions for trainees to discuss:**
> - What do you do? Explain each step and justify them with applicable documents like strategies, instructions, etc.

The aim of this exercise: In this exercise learners need to search for and apply regulations and rules regarding professional conduct and practice their implementation.

Tip: This assignment might cause a lot of discussion, also be prepared to hand out relevant documentation applicable to the case.

Ill learners in class

Learners might fear amounts of compensatory assignments in case they miss a class, and therefore attend even when not feeling well.

Make sure your group rules and general Training centre rules are clear about attendance when ill.

Handling inappropriate behaviour

It is unfortunately not uncommon learners to behave in inappropriate ways in their educational institutions or in the classroom. These might be jokes or expressed opinions with a sexist, racist, homophobic etc. content.

Again, it is important to remember the trainers are in charge of the class and all students' safety. Discrimination, hate speech etc disturbs the study climate and motivation. The sense of trust between colleagues is harmed.

Research shows that prevention of inappropriate behaviour is useful when it includes all aspects of an organisation. There can be no spaces or parts of the organization's activities where there are unclarities about the code of conduct and readiness to address use of language, jokes, actions.

Everyine in the staff needs to be aware of what different kinds of inappropriate, discriminatory or harassing behaviour is, on a very concrete level. There has to be an understanding of the importance of activation of witnesses to harassment and improper treatment. To not react to the so-called locker room talk, jokes or comments perceived as inappropriate but not alarming so, creates a culture of silence that spreads in the organisation.

Some advice for trainees (and of course all staff)

- Always react to the situation. In case you do not know what to do, take a break and seek the help of a superior or colleague.
- Use the three step model described below. This method can be used also afterwards, during the next lecture or workshop.

- If necessary, take a break and have a personal discussion with the learner. What does the learner want? What was the aim of their behaviour? Stay calm and listen carefully. Try to calm down the learner as well. Provide the students with a chance to improve or stop their disruptive behaviours.

- A good way to handle issues of this nature is to link opinions or behaviour to the professional role. Refer to law, job descriptions or requirements, codes of conduct, human rights, ethical guidelines.

Three steps to react to inappropriate behaviour

The Three-Step Method involves:

- identifying the incident,
- criticising the incident (not the person),
- saying what you want to happen next.

This method can be used in many settings, in classrooms, workplace meetings, informal situations like coffee breaks or lunch at work. The three steps in the method do not need be taken in order. The main point is to adapt the steps to what feels natural in the situation.

One example is how these three steps could be expressed: "I don't think it's respectful to pass comments on colleagues' bodies or clothes, as you never know how it feels. For me, it doesn't feel right to hear that from you as a colleague. Could we perhaps discuss in general compliments at the next team meeting? Perhaps you also have ideas about things we could be more aware of?"

It is important that the person understands that you are being honest that you are speaking out because you care about the climate at the workplace. Speaking out or calling out is about lowering the threshold so that even smaller incidents at the workplace can be considered, as the sum of all incidents create an either secure or insecure environment.

Some practical examples:

- Identifying the incident,
  - Express what happened in a specific manner. Do not say "stop joking like that".
  - "You made a sexist joke"
  - "Your hand is on my leg"
  - "You made a joke about our colleague´s appearance/sexuality/ethnicity etc. "

- Criticising the incident (not the person)
  - Call out the behaviour or action, not the person. Do not say "You are a racist/sexist/bad person".
  - Instead criticise the behaviour or action.
    - "I think there is nothing funny in joking about people in vulnerable situations"
    - "I do not want my colleagues to touch me"
    - "I think joking about this matter in inappropriate in our profession where we have ethical obligations to respect human rights and dignity of all"

- ■ "It is not respectful to make remarks about other persons´ appearance/ sexuality/ ethnicity etc"
- ■ According to our code of conduct this kind of word, expressions, actions, etc are not acceptable.

- Saying what you want to happen next.
  - ○ Offer a safe way out for the one(s) you are calling out.
  - ○ " I suggest we agree on not using this disrespectful word, tone, language again"
  - ○ " I suggest we decide to not make jokes or remarks about our colleagues/detainees appearance/ sexuality/ ethnicity etc."
  - ○ " Please do not touch me again, if you want my attention, call my name"

Exercise to use in training of trainers:

This is a group exercise. Divide trainees in groups of 3-5 and hand out the case printed on paper or on the whiteboard. Also hand out printed versions of relevant action plans of your institution.

Case: Imagine you are in the classroom. One of the learners jokes about whether women in their work uniforms are attractive or not.

Case: A learner says in the classroom, "Why would I help a person with an addiction? If they choose to use drugs they do not deserve any help, they are only a burden to society."

Questions for trainees to discuss:

- Do you think this calls for your reaction? Why? Why not?
- What do you do? Suggest the next steps you take. Justify your next steps with things you learned in the trainers´training and relevant action plans.

The aim of this exercise: To familiarise learners with action plans and gain knowledge of how to act in case of inappropriate or worrying behaviour.

Exercise to use in training of trainers: Suggestions for action plans

Case: Imagine you are in the classroom. One of the learners jokes about whether women in their work uniforms are attractive or not.

Questions for trainees to discuss:

- Do you think this calls for your reaction? Why? Why not?
- What do you do? Suggest the next steps you take. Justify your next steps with things you learned in the trainers´training and relevant action plans.

The aim of this exercise: To familiarise trainees with action plans and gain knowledge of how to act in case of inappropriate or worrying behaviour.

Challenging situations in the classroom

A learner talks too much

At times all trainers will encounter learners who are talkative and take a lot of space in the classroom. By talking a lot they might monopolise the classroom, causing other learners to not want to ask or share their ideas and experiences.

- As always, the trainer's attitude and tone is essential.
- "I´m sorry, but here I need to interrupt you as I also want other participants to be able to share their reflections"

- Talk to the learner privately. You can say you appreciate their classroom activity, but that they also need to give other learners space. This is also a professional skill, to listen to others and actively give space.
- If you have agreed on learners raising their hand when they want to speak, keep faithful to that agreement.

Experience from Laurea in Finland

- At the beginning of each course we agree on learners raising the hand when they want to talk in class.
- When learners talk without raising their hand in the classroom
  - I interrupt them and give the turn to learners who have raised their hand, saying :
    "Now I interrupt you as you did not raise your hand and another learner did."
  - If nobody else has raised their hand I let the learner finish and then point out they did not raise their hand:
    "Thank you for sharing your ideas. But first of all, did you notice you (again) started speaking without raising your hand, as we have agreed on. Please respect your fellow learners and our agreement and next time raise your hand first."
- When only talkative students raise their hand in the classroom I try to encourage others to be active by saying: "Now I see one student is raising their hand, but I'm curious to hear also other students' opinions."

Silent participants

A technique employed to activate all learners in the classroom is called "cold calling". It means calling on learners that do not raise their hand. However, learners might have feared this in previous education if they have fear of giving the wrong answer and feeling embarrassed in the classroom. There are measures to avoid learners perceiving cold calling as a punishment or way to embarrass learners. Then the trainer is advised to inform learners they are welcome to raise their hand in the classroom, but that questions will be given randomly. Trainers should encourage learners. It is not embarrassing to not know the answer when asked.

Practical advice:

- Give learners time to think of an answer. Trainers can say:

- ○ Example: Now I´ll talk about the use of force, and then I want to hear what you have learned about the laws regulating use of force"
  - ○ Wait for the learner you have called to answer to gather their thoughts, pay attention to your body language, stay calm. Do not look at the clock or tap your fingers or move restlessly.
- Pick learners who you get eye contact with. They might have an idea, but are reluctant to raise their hand.
- When picking learners who avoid eye contact, look down on the table, make an effort to sound encouraging and kind, they might be scared or nervous.
- Encourage your learners with nonverbal communication.
  - ○ Look at them
  - ○ Turn your body in their direction to show you are actively listening
  - ○ Nod
  - ○ Show thumbs up
- When you cold call a learner and they do not know he answer, offer them a safe way out.
  - ○ "No problem, let's see if the next student has ideas"
  - ○ "Thank you, you are on the right track here, let's see what the others want to add"
  - ○ "Where do you think we could look for the answer?"

Experience from Laurea in Finland

I know many of my learners have discouraging experiences from their previous education. Not knowing the right answer has been punished or rebuked by the teacher. Learners who have not had good grades, lack study skills or have difficulties with reading or writing might be reluctant to put themselves in a situation that is potentially embarrassing or painful.

Of course also these learners need to be activated. First of all it helps to know them a bit, and to create a safe classroom environment. I give these learners the easy questions to give them experience of success when speaking in the classroom. I also intentionally get back to their answer later during the lecture or workshop. "As Sonya said earlier the law requires professionals to act".

When I have worked for a longer time with the same group I give encouraging feedback after lecture to the learner.

- "Soraya, you had some really good points today."

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- "Did you notice you actually got your fellow learners to engage in an important discussion."
- "You shared some valuable details from working life."
- "Your questions helped me understand you need better instructions, thank you!"
- "Please don't hesitate to be active and share your reflections, you have a lot to give in this course".
- "You did well today, keep up the good work"

Students ask questions you do not know the answers to

Learners often view trainers as experts and authorities. Both learners and trainers might expect trainers to be able to answer any questions. As a result of this trainers can feel embarrassed or anxious about questions from students, especially if they do not know the answer.

Especially new trainers might feel unsure about how to deal with students asking them questions they do not know.

- **Don´t Panic!** Not knowing the answer doesn't make you a terrible trainer or incompetent

- Acknowledge the question – chances are that if you don't know the answer, it's potentially a good one!

- Admit that you don't know. When you admit you do not know or need to check it out you serve as a role model to your learners as well. In all professional work you have to search for correct information when you do not know, instead of making up incorrect answers.

- Tell the students that you'll come back to their question later, or that you'd like to take a few minutes to think about the answer.

- Tell your class that you'll find out.

- Follow through! You've said that you'll get back to them with the answer, so make sure you do so.

- You can present the answer in the beginning of the next class, or in a Moodle forum announcement if you like.

Experience

My learners often ask questions I do not know the answers to directly.

- First I acknowledge the question by thanking for an interesting question.
- If the question is not at all related to the subjects I teach, I ask them to ask other trainers familiar with that subject.
- Otherwise I first ask if someone in class knows, as many learners have a lot of knowledge and experiences. I also ask where they think we could find the answer.
- Finally I promise to get back to them. Usually I post the question and answer in the forum for the course. I only give a short answer, or cite a web site I´m linking to. If I find links, books etc. I add links for further independent research. Maria Normann, Laurea UAS

Restless class

Sometimes there is hassle and restlessness in the class. Learners do not listen, or there are other ongoing discussions.

Some solutions trainers can consider

- Refer to group rules about good classroom behaviour
- Ask the class if there is something upsetting or concerning them. At times there might be a conflict going on, rumours or concerns causing restlessness, irritation, etc. It is always worth listening to these issues, as learners will have difficulties concentrating if something else is bothering them.
- Prepare the classroom before when learners arrive, in that way you can focus on the learners as they arrive and start the teaching directly. When learners have to wait for you to open the computer and make technology work they have time to start chatting and thinking about other things.
  - Organise the tables and chairs
  - Already start your computer and presentation. When learners enter the classroom they already see the first page of your presentation, a topic or the programme for the lecture or day.
- Pay attention to your group when they arrive or from the moment you arrive. Look at your learners and don+t engage in other things in their presence like reading, looking at your phone, talking on the phone.

Experience from Laurea

When there is restlessness in the class we avoid raising the voice and shouting things like "Quiet, please". There are other ways of gaining the attention of your class. Typically these situations of

restlessness occurs in the beginning of a lecture or workshop, when continuing again after a break or group discussions.

- In the beginning of a course or lecture, agree on a sign for silence - raising your hand high. The rule is when learners see other learners raise their hand they keep silent and raise their hand too. You can not talk while you have raised your hand. Usually this works in seconds, also when learners are seated in small groups not facing the trainer.
- Stand in front of class and keep quiet until learners notice and calm down. You have to be patient, just wait for the class to calm down.
- Whenever learners start talking, interrupting you or each other, repeat your chosen way of reaction like raising your hand or being quiet until the class calms down.

Experience from Laurea

I start all the equipment, computer, projectors, sound systems, open applications I have planned to use (Kahoot, Padlet, videos, intranet) , project my powerpoint presentation, test the sound for showing videos and bring needed materials to class in good time before. Pens, paper, prints, whatever needed on my desk or on learners´desks. I also organise the tables into a U-shape if they are not.

Then I might lock the classroom and go back to the office if there is some paperwork I need to do, or just take a moment to prepare. Then I get back a few minutes before class starts, open the door, the learners get seated while I focus on them, and we can get started.

Experience from Laurea

When you walk into a classroom you often sense the atmosphere quickly. Learners might be restless, there might be a lot of excitement, talking etc. Sometimes you just see on your learners´faces or body language that something is bothering them.

It is a good idea to first calm down the situation if that is needed. Then ask how the learners are doing. The trainer can address their concern by saying "it feels like there might be something bothering you, is everything okay?" Make sure your body language also communicates that you are willing to take time to listen to your learners.

In my experience these situations have led to learners expressing their concern over unclear assignment instructions, tight deadlines in many courses at the same time, rumours due to lack of clear information about for example work practice placement. There have also been situations where the group has concerns about a fellow learner's health or behaviour. This can be the group knowing a learner has been in a car accident and being worried, or a fellow learner has sent strange messages to the group´s whatsapp or there being a conflict between learners in the group.

When these situations have been handled as well as possible, I usually take a short break to give both myself and the learners in the classroom a chance to get in the mode of continuing with the lecture.

WORKS	DOES NOT WORK
- Listening to learner´s concerns, worries - Try to offer solutions or to find them together in the group or in the classroom	- Authoritarian style of encounter - Punishment - Shaming learners

Trainer´s performance anxiety

Performance anxiety is natural, and common also with experienced trainers. Performance anxiety threatens wellbeing at work, therefore it is worth dealing with to reach a tolerable level.

Here are some ideas for dealing with performance anxiety

- Move and breathe before class. Doing some movements before entering the classroom releases nervous energy. Try shaking limbs or taking the stairs.
- Start the class off with a ritual. The first couple minutes of a new class can be the most intimidating. I begin all my classes with 60 seconds of good news. Students report birthdays,

new cars, successful surgeries, or relatives returning from Afghanistan. Besides marinating everyone in warm connections, the spotlight is on students, not you.

- Don´t panic -take a short break. Give yourself a break by asking learners to discuss something in pairs for a few minutes, or take an actual break.
- Count on your learners, they are not your enemie. Rmind yourself you do not have to impress them. They have their own struggles too. You are all in this together.
- Saying out loud you are nervous or excited often releases some tension.
- When nervous one easily interprets the situation in a negative way. Blank faces in the class does not mean learners are uninterested or angry.
- It's not about you and your performing perfectly, it is about learners´learning.
- Be well prepared. The sense of not being prepared increases the level of anxiety. Print handouts, plan your class in good time before.

Exercise to use in training of trainers: Peer feedback on recorded training situations

Instruct the trainees to choose a topic they are already teaching or a topic they likely will teach. record teaching situations. Learners can record real teaching situations or simulated situations.

Peer feedback can be given in groups (trainees watch videos together and give feedback together), or individually (trainees watch videos individually and give individual feedback. The feedback can be orally given in groups or in written format outside the training situations.

Suggestions for trainees on situations to record:

- Record yourself when preparing for a lecture or workshop and starting it. Record what happens 10 minutes before the lecture or workshop begins, and 15 minutes into the lecture or workshop.
- Record yourself when giving assignment instructions.

Instructions for peer trainee feedback:

- Did you see something you'd like to implement in your own teaching?
- Give one suggestion about something you´d improve.

The aim of this exercise: Trainers assess their own and others performance, and practice to give and receive feedback. Trainers get help from their peers to develop their performance.

Tip: In order for this to really be helpful for your learners you have to make sure they feel comfortable sharing their videos and vulnerabilities. Instruct learners to give encouraging feedback and suggestions, not point out what went wrong.

Experience from Laurea:

I was teaching a new group. The learners looked like this was the most boring lecture they ever attended. Blank, serious faces, wrinkled eyebrows. It felt harder and harder to keep up the good mood inside and try to sound engaged and inspiring. When the lecture was finally over and students left, they thanked me for an interesting class, saying there were a lot of new unexpected perspectives to digest. I learned people look bored and troubled when they listen carefully. This has been a great comfort as this has happened several times since. Maria Normann / Laurea UAS

Experience from Laurea:

When I get nervous I get breathless. My speech sounds strange and forced and I can't control my voice. I have learned some tricks to give myself a break and get back to normal breathing. I take a sip of water. I ask learners to for five minutes discuss what they already know about the topic, what they would like to know about the topic, if they have any experiences of the topic. While they chat in pairs or small groups, I have time to normalise my breathing. I also say to myself "You do not need to impress".

Maria Normann / Laurea UAS

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MODULE IV

ASSESMENT OF STUDY PROCESS

In previous module we discussed how to prepare the study process and how to conduct it, but very important issue is also how to assess how successful the study process has been. It is not only assessing the students, but it is also about analyzing the trainers activity and also the training itself.

In this module we will learn

- what are the basic principles of assessment in outcome based learning

- what are the different assessment methods

- how to conduct trainer's self-analysis

- how to ask feedback to the trainer from trainees

- how to evaluate training effectiveness

Basic principles of assessment in outcome based learning

Introduce the following theory.

In recent decades, perceptions of the learning process and assessment have changed. Assessment was influenced by the transition from teacher-centered teaching to learner-centered learning, ie outcome-based learning. Trainers now have to teach and assess in new ways, but it raises a question that how trainers see what is assessment in outcome-based learning?

Outcome-based learning is a learner-centered approach, in which the main focus is on the assessed learning outcomes that the learner should achieve as a result of the learning process. This means that learning outcomes are central to outcome based learning. Learning outcomes are the expected intended learning outcomes that are set at the beginning of the course and the whole teaching process is shaped by how these outcomes are achieved.

Learning outcomes are the knowledge, skills, values, attitudes and competences acquired as a result of learning and possible to assess

Learning outcomes are points of view that a learner should know, understand and / or be able to demonstrate at the end of their learning period. Learning outcomes are aimed at learners and their achievements rather than at the intentions and will of the teacher.

Exercise

Think about one subject you teach. What is the most important message that learner should remember from your course? Write it down here

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Please reflect if it correlates with the intended learning outcomes of that subject. Write down your notes and discuss it with the person next to you

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- ## Formative and summative assessment

The central function of **assessment for learning** is to support learning; in the case of **assessment of learning** is to assess if the things learned were accordingly to planned learning outcomes.

Assessment of learning is summative assessment, it is assessed retrospectively how the learning process has been successful and whether and how well the learning outcomes have been acquired. The summative assessment is either graded or pass/fail based. The result of the graded assessment is expressed in the form of a letter or a number, indicating whether and how well the learning outcomes have been acquired and the subject has been completed. Pass/fail assessment states that learning outcomes have been acquired and the subject has been completed. In both cases, the teacher assesses that the learning outcomes have been acquired at the time of assessment.

The limitation of the summative assessment is that it often does not provide the learner with substantive or more precise feedback on what he or she did and why his or her result was just that. Even if student knows the evaluation criteria, it may be unclear which parts succeeded and which did not. Therefore, a second, **formative assessment/feedback** is needed. Formative assessment can also be accompanied by a summative assessment, showing what has worked and what can be done even better. From the point of view of learning, it is important that formative assessment takes place already during the learning process, so that learners can improve their work before the summative assessment.

Mistakes are for learning and if mistakes are to be corrected, they must first be detected

Formative assessment is usually verbal form of assessment given to a learner about the acquisition of learning outcomes during the learning process. Formative assessment helps the learner to usually

improve the work, because they can take the feedback into account. Even if the work can no longer be improved, formative comments are helpful, whether presented independently or with a summary grade. Formative feedback might come from trainer or a fellow student. But the most important is that if error is to be corrected, it must first be detected. That means that learners should feel free in classroom to make mistakes.

One of the typical mistakes in formative assessment or feedback is its excessive criticality and negativity. Therefore, it is good to make sure that the feedback starts and ends in an encouraging and positive tone. The concluding remarks could also be summarized as the most important. See for more information about giving feedback in classroom in Module III (page XX).

Exercise

Do you as a trainer allow your students to admit their mistakes? How do you make them feel supported while corrected?

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How do you give feedback without being negative and critical?

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- ### Self-assessment and peer assessment

Both formative and summative assessment could be also conducted by students, for example student can do a self-assessment to oneself or peer assessment to a fellow student. In the formative

assessment, students give each other feedback on work in progress and how to refine or develop their work. In summative, the use of self-evaluation and mutual evaluation provides an additional dimension in the formation of the score and in achieving greater objectivity. Self-assessment and peer review can be applied in classroom learning, independent work and in the web environment. Self-assessment and peer review of student work can be successfully applied to a wide range of assessment methods (see more about methods page XX).

Self-assessment question ideas to the student:

- What went well during the lesson/the course/ the internship and why?

- What did I do myself to make it a success?

- What else would I do differently?

- What other solutions are available?

- How does my experience relate to the theory I have learned?

- Did you have any recurring problems or recurring questions?

- What skills did I acquire?

- What else needs to be developed?

Estonian experience

After acquiring some knowledge and skills in the Academy, the students go to prison internship. Feedback will be collected before each internship, feedback is collected from both students individually and teachers. Before going on the internship, the student fill in a feedback questionnaire and then there is a roundtable of the relevant lecturers, where these self-assessments are discusses by the lecturers together. Students assess first their motivation and attitudes, teamwork skills, communication skills, being precise and exact and then their subject related skills. There will be another assessment after completing the internship.

Peer assessment can be about giving feedback as well as giving grades. Students delve deeper into the material because they need to be able to understand its nature for assessment, as well as feel more responsible. Assessing the work of fellow students allows students to learn from each other's strengths and weaknesses. For the first time, organizing a peer review takes extra time and energy from the teacher, but afterwards it might reduce the trainers work load. Students value the evaluation of fellow students' work as a collaborative and supportive tool that provides an opportunity to see different perspectives, but at the same time, peer review can complicate student relationships, create fear of being subjective etc. In adult education study group there are people with different age and for example if its not culturally appropriate to assess others older to you, there might be problems with peer review, especially with oral one.

Therefore trainer should give clear instructions on assessment criteria and also create a supportive environment where students can address different issues if they occur.

There are several options for peer assessment:

- assessment of one or two peers

- assessment of all peers

- assessment of one peer within group work

- ranking of the work (presentations) of all peers according to one or more criteria,

- naming the best work in the class

Estonian experience

Peer-assessment has proven very effective to assess the correct wearing of the prison uniform. There are very clear guidelines, how it should be done. It is very important that uniform is worn complete way, with respect, not mixed with civil clothes etc. Therefore during the prison organization course before starting the session students are asked to peer review the student next to them and give feedback about correct wearing of uniform. This also teaches the skill to notice the detail, give feedback, confront the mistake if necessary, etc.

- ## Holistic assessment

It is also important that the assessment of the acquisition of the learning outcomes of a subject is not limited to subject-specific competences, but also pays sufficient attention to general competences.

For example, if the learning outcomes include that the learner does teamwork to solve a practical professional problem, not only how the professional problem is solved but also the teamwork skills demonstrated in the process should be assessed. Otherwise, general competencies have only a formal role that does not affect the actual learning process.

Holistic assessment is more than the sum of its parts

An overall assessment is more than the sum of its parts, as it requires the evaluator to interpret whether the most important components are present. The most important component is usually described, without which the learner's result cannot be positive.

- ## Authentic assessment

Authentic assessment means that assessment task is as close as possible to real life in assessing learning outcomes. Authenticity is ensured by the active demonstration of acquired competencies. For example, as an assessment method, demonstrating the search of the prison cell in a simulator is more authentic than describing the search procedures, but real search in real cell is most authentic.

Assessment process

Setting the learning outcomes → Choosing the assessment method -setting the criteria -introducing it to students → Assessment → Evaluation of the assessment process

- ## Set the learning outcomes

Assessment process in outcome-based learning process consists of several steps. First, the learning outcomes of the subject must be defined. This topic we discussed in previous chapter. The next part of the assessment process is to choose the appropriate assessment method.

- ## Choosing assessment method

The chosen assessment method must be **purposeful**, ie allow the assessment of the learning outcomes of the respective subject.

All the **intended learning outcomes should be assessed.** One learning outcome can be assessed with more than one assessment method, but then care must be taken **not to add too many assessment methods**. In general, it is recommended that two or three major methods be used for a single subject rather than one very large or many different small assessment methods. The use of assessment methods as graded examination and pass/fail refer to a single major assessment and provide almost no information on how the assessment actually takes place.

The **feasibility and reasonable time required** for the choice of assessment method are important. It is reasonable to measure the time taken by an assessment method by the weight of the learning outcomes it assesses. It is also wise to analyze whether an assessment should be pass/fail that takes less time or grading that takes more. It could be also mixed method that only most important outcome is graded. For example essay is pass/fail precondition for final exam that is graded.

In the case of evaluation methods with different weights, it is a good idea to add the weight of the method result in the total price. This can be done in points or percentages, or the most important evaluation method can be emphasized by only evaluating it differently. For example case study makes 50% of the final grade and role paly 50%.

"When I just started teaching I asked my students to create portfolio, because it was a new assessment method that I had just learned. I was not thinking through that I have 50 students and they all will averagely hand in 50 pages of work. There was not enough time to assess these all and give feedback. I really was not thinking through the time for assessment"

How to formulate assessment criteria?

Once the assessment methods have been selected, the assessment criteria will be defined. Assessing learning outcomes requires first the method by which this is done and then the criteria to be met through that method.

Criterion-referenced assessment, which compares learners' competencies with the intended learning outcomes set in advance, is compatible with the mindset of the output-based curriculum. **Norm-referenced assessment**, where the scores are derived from the comparison of learners' results, cannot be used, as in this case it is not possible to prescribe the criteria earlier or to link them to the learning outcomes. Plus it is considered that comparing students results makes judgements about people, while comparing results to criteria is making judgements about performance.

Exercise

Teacher assesses students in criterion referenced assessment system. Peter gets A and Susan C. Susan is usually very good student and teacher rechecks the work and discovers that Susan´s work is as good as Peter´s. Teacher regrades Susan and she gets A as well.

Is this reassessment a criterion referenced assessment or comparing to students? Why?

Discuss in small group.

_____
_____
_____

There are two types of assessment criteria: **threshold criteria and grade criteria**. In the case of threshold criteria, this is a non-differentiated assessment (pass/fail), in the case of grade criteria it is also a differentiated assessment (graded examination). The lower level of the grade criterion is also a threshold criterion. In both cases, the threshold criteria must be substantially in line with the level described in the learning outcomes.

How to define assessment criteria? When choosing assessment methods and designing assessment criteria, it is not possible to say which one to think about first. They need to be addressed at the same time, based on learning outcomes. What is certain, however, is that the assessment method is not sufficient without assessment criteria. For example, if one of the assessment method in the subject of prison security procedures is a demonstration of using handcuffs, but there are no criteria how the handcuffs should be used, there is no basis on which to declare if the demonstration was suitable or unsuitable.

The following principles must be followed in defining the assessment criteria:

- assessment criteria must be defined for each assessment method used

- if grading is used, the scoring criteria must also be described

- assessment criteria should be more detailed than learning outcomes

- if formal requirements are reflected in the assessment criteria, compliance or non-compliance will affect the outcome

- all assessment criteria must be met at least at the threshold level for the evaluation result to be considered positive

The following aspects are not considered suitable as assessment criteria:

- participation in lectures, seminars, study visits and workshops

Participation does not prove enough that learning outcomes have been acquired. However, some participation can be used as a precondition for assessment. If you want to give summary assessments based on your participation, students can be asked to do something 'visible': write a summary of what they read during their preparation for the seminar, make a report based on the internship, summarize the study visit or keep a study diary.

- quantitative percentages of the total volume of the subject that allow less than the acquisition of all learning outcomes

In learning outcome based assessment it is not suitable to assess the whole volume of the subject with just passing % (51-100%), because every learning outcome has to be assessed separately. It is advisable to use qualitative criteria for outcome-based assessment, but if necessary, quantitative can also be described in terms of points or percentages to facilitate the assessment of large groups. When solving tasks and performing tests, it must be ensured that the acquisition of learning outcomes is first ensured when assessing the volume of correct answers. For example if the test assesses three different learning outcomes, it is not possible to make an overall count of 51% for passing criteria, but every learning outcome should have their own threshold.

- only formal criteria (length of text, use and citation of sources, number of examples)

Based on them, it is not possible to decide if learner has obtained the learning outcomes. Formal criteria should only be used if they affect the result (eg the number of sources in the paper or the length of the essay), otherwise the formal criteria should be written in the instruction. If they are in the assessment criteria, they will also affect the outcome of the evaluation.

- timely submission of work

If the work is not submitted on time for some good reason, the performance of this evaluation method can no longer be assessed as positive. However, in the case of a differentiated assessment,

the consequences of being late without justification may be stated. They can only be applied if the learner knows them in advance. In the case of a differentiated assessment, for example each late week could reduce the grade of the work by one point. The date from which the work will no longer be accepted may be included in the description of the assessment method.

Introducing learning outcomes and assessment to students

Students are introduced to learning outcomes and assessment at the beginning of the course. The assessment conditions must be available. The clearer the description of the assessment, the less misunderstanding there is and the better learning outcomes can be expected.

Estonian experience

"I always present the assessment conditions in the very first class of the subject. However, I have noticed that as the deadlines are approaching I have to introduce and explain again. I have also decided that I will involve my students as much as possible and have their say. For example even if it the method is to be exam and the criteria is set, I discuss if they prefer it do in classroom or Moodle web platform, what they think about time pressure etc. As assessment is part of the learning, it makes it more supportive"

Exercise

You are assessing the assignments and see that one student has clearly misunderstood the task. It is now passed the due date and if you assess as it is, the student will fail. What do you do?

1. Fail the student

2. Hand it back, explain the task and give extension

3. Hand it back, explain the task and give extension, but lower the grade

4. Give another assignment

5. Some other option. What would it be?

Please write what is your decision and the reasons for it

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_____
_____

Would you have decided differently if the person is just about to graduate?

_____
_____
_____
_____

What if it was not only one student who misunderstood the task, but half of the class?

_____
_____

- ● Assessment

Assessment can be formative assessment during the learning process and summative at the end of the learning process. We discussed the differences in previous chapter, but the most important to remember is that formative and summative assessment carry different messages for the learner. In formative assessment, mistakes are valued as an opportunity to learn, in the case of summative assessment, the learner is expected to make as few mistakes as possible.

The central role of assessment is to support learning

From the point of view of supporting learning, it is important that the learner receives enough formative feedback. Only in this way will learner gets good results in the summative assessment and finally in the learning. The specific practice how to assess depends on the field and the assessment criteria. The assessment is the process that needs to be continuously improved.

Exercise

You are assessing the exams and see that more than 50% failed. What do you do? Please write what is your decision and the reasons for it.

_____
_____
_____
_____

- ### Evaluation of the assessment process

Once the assessment process has been completed and the subject has been completed, it is best to review the learning outcomes of the subject and the assessment criteria written according to them. The appropriateness of evaluation methods should also be considered.

In case of large number of graduates with negative results the method review is absolutely necessary. After hours or even days of assessment, there may be a case for consolidating assessment methods and considering more use of student peer assessment. If a large number of students misunderstood the assessment tasks, the assessment criteria and instructions for the assessment tasks must be specified for the next course. And it is quite important to think about how to further develop the teaching methodology so that it supports more acquisition of learning outcomes and coping with assessment.

Repeating this review process each time the subject is taught will result not only in clarity in assessment but also in learning and teaching more generally.

Exercise

Where does you assessment stand?

Bearing in mind the theoretical part of assessment in this chapter, please reflect on your assessment practice so far and please mark it on a continuum, where does it stand

Formative	-------0---------------0---------------0--------------0-------------0----------	Summative
Involving		All teacher
your student	-------0---------------0---------------0--------------0-------------0----------	controlled
Authentic	-------0---------------0---------------0--------------0-------------0----------	Not authentic
Holistic	-------0---------------0---------------0--------------0-------------0----------	Individual parts
Criterion		Norm
referenced	-------0---------------0---------------0--------------0-------------0----------	referenced
		Quantitative
Qualitative criteria	-------0---------------0---------------0--------------0-------------0----------	marks

Do you regularly review your assessment process? What would be useful changes to your practice?

Assessment methods

Assessment methods are usually stated as exams or pass/fail tests. Now with output-based learning context, the methods should be also more diverse and more substantive. The list on the methods provided in following chapter is not final and just a selection of methods that the authors of this handbook have used in their own work.

- ### Reflection on practical learning

Reflection on practical learning is most used for internships. Internship learning can be defined as a special form of experiential learning through which students can develop in the areas of social skills, technical and academic knowledge and work-related expertise.

Forms of practical learning, whether on the premises of a higher education institution or in the workplace, are part of many higher education curricula, but the planning for their implementation and the evaluation criteria vary from one school to another and from one field to another. Practical work is often evaluated using several evaluators, which makes it more complex but also more reliable. Assessment of work-based learning is also central to taking into account previous learning and work experience.

Possibilities:

- Provides an opportunity to apply theory and relate it to practice, look for solutions to practical problems, develop communication skills. Helps the learner plan their career better.

Estonian experience

During studying process the students were roleplaying communication situations. They were given a task to perform a real conversation with an inmate during their internship to practice motivational interviewing and collecting data to compose risk assessment. The conversation was recorded and the teachers gave the students feedback and grades afterwards.

- Gives students the opportunity to actively participate in the learning and assessment process. In addition, the evaluation of practice motivates learners to take it more seriously. The evaluation of the internship also helps to correct the learning outcomes that preceded it.

Estonian experience

Before the internship every student is given a self-analysis sheet. They evaluate how they feel before the internship and how confident they are in their knowledge. The teacher is also asked to evaluate how prepared the student is in their opinion and have they done enough during studies before the internship to succeed. After their internship they have another look-back on how they feel they performed and their tutors also give feedback to their internship.

- Allows to value learning outside the auditorium.

Dangers:

- Good practice can be hampered by organizational problems: it is difficult to find good practice bases and competent tutors, and internships in a learning environment are often costly. The tutors workload should be reasonable and enough time should be given for the students to study and have most of their internship.

Estonian experience

During internship students have encountered a period where the tutors are covering another employee and so become overwhelmed with workload and motivation. It could give the wrong impression of their future workload and employees satisfaction with workplace.

- The organization of the internship is relatively time consuming and the coordination by the higher education institution requires additional manpower. There is a risk that trainees will be forced to do work that others do not want to do, rather than what is most important to their learning.

Estonian experience

During internship it has occurred where tutors instead of tutoring just sit back and relax while students do the workload. It is important to emphasize tutors role in the learning process and to be side-by-side with students during learning process.

- The internship does not fit well enough with the rest of the curriculum, so it does not contribute to achieving the expected results. It can also be a reason for the practice to fail and give a bad impression.

- Methods for evaluating traineeships may be inadequate, assessing in particular the activities undertaken and the experience gained, rather than the learning and development that has taken place during the traineeship.

Recommendations

- Work-based learning and internships must be well planned. It has become a good practice to conclude a tripartite agreement at the beginning of the internship, which also reflects the learning outcomes. It is good to develop a network of secure practice bases and tutors and to train tutors if necessary.

- The efficiency of the internship increases significantly if it is properly instructed. Ideally, there should be continuous effective communication between the training center and the placement.

Estonian experience

During internship the students have an all time possibility to be in contact with their internship coordinator. It gives them a safetynet so they feel they can resolve any kind of questions and problems during their internship.

- The criteria for assessing work-based learning should be clear and linked to both learning outcomes and practical tasks. At the same time, they should not be limited to describing work experience and tasks. One important aspect of learning by doing is to relate it to what is learned in theory.

Estonian experience

Before starting case management internship the teacher gives the students some practical tips on what to take into account and what to specify in the real work situation. The teacher gives them some tips of what to try during internship and what to ask from their tutor regarding real work situations to combine theoretical background with real work.

- The learner needs constant feedback. In the course of work-based learning, it is good to teach the learner self-analysis.

Estonian experience

The case management studies have three different modules. Each module ends with an internship. At the end of the internship each student has to write a self-analysis about how and if they had a chance to use new knowledge, what went as planned and what not.

- ## Practical exercise (simulation)

Practical exercise or simulation is a good way to finish practical skills courses. The practical exercise as an assessment method can take very different forms depending on the field. One form of practical exercise is simulation. Simulation as a method of assessing psychomotor skills makes it possible to determine the level of a learner's practical skills in a safe internship environment. A wide variety of tools can be used, including molds and computer programs that mimic the conditions in the work environment.

The simulation is used for both formative and summative assessment. In both cases, the assessment must be based on very clear assessment criteria, which define both the individual components of the practical performance and the level of practical skill performance expected of the learner.

Exercise

Divide the participants into smaller groups, up to 4 people per group. Let them think of a subject where they could use a simulation as evaluation method.

Let them answer these questions:

Why would they use this method for the topic?

What theoretical knowledge they have to have for a successful result?

How much time should they give for the task?

How will they give feedback to the performance (face to face, e-mail, group discussion in class etc)?

Estimated time: let them discuss for 10 minutes and after that give the groups the possibility to share their thoughts for 10 minutes each.

Possibilities:
- Ensure the ability to apply the theory, the environment is similar to the work environment.

- The simulation environment provides the student with greater privacy and security than the work environment and supports the development of the confidence needed to perform practical skills.

- Assessment may be carried out by a teacher, fellow learner or practitioner.

Dangers:
- May leave theoretical knowledge in the background.

Estonian experience

During prison surveillance activities classes the teachers start with auditory lessons so that students get a strong theoretical background before entering prison cell learning environment. This ensures that theoretical knowledge is as important and they are able to combine theory with practical skills. Without thorough theoretical knowledge it is not possible to perform in a simulation to a maximum because every situation they solve needs to be in accordance with the rules.

- Large groups are resource and time consuming.

Estonian experience

During classes the groups are divided into subgroups when in practical lessons. Depending on a subject the participants vary from 14 to 20 people. During a simulation evaluation each person has their own time and performs the evaluation alone. Usually the teacher has planned a whole day for evaluating and gives each student around 20 minutes depending on a class.

- Presupposes the presence of instructors with practical work skills.

Estonian experience

It is important to have teachers with practical work skills so that during a simulation the result is in line with real work situations. For example in Estonian Academy of Security Sciences Justice College surveillance classes are teached and evaluated by people who have a long experience in working as prison officers. Communication, social rehabilitation and psychology are also teached by teachers who have worked as a prison psychologist and case managers in probation office. It is always important to evaluate experience and also the readiness to give knowledge to students.

- ## Problem solving (case study)

Problem solving is an assessment method that analyzes the nature of the problem, the reasons for it, and offers a solution to the problem. Case analysis, case and situational task are also used as synonyms for problem solving, which may have a slightly different emphasis than problem solving. One or the other name may be preferred by field.

Problem solving is suitable for assessing the whole course if there are several problems and they cover all learning outcomes. Solving the problem as an assessment method makes it possible to assess both subject-specific and general competencies at the same time. It is also very suitable for group use, providing an opportunity to assess general competences of a social nature during the process (skills of cooperation, reasoning and persuasion, ability to make compromises, etc.).

A good problem is vital, but not easy to solve, and supports the acquisition of learning outcomes. As an assessment method, problem solving focuses on finding information, distinguishing between important and insignificant ones, analyzing the findings, knowing the context, and problem-solving skills.

Possibilities:

- Imitates lifelong learning best outside formal education - a person learns by solving problems.

- Enables interdisciplinarity and involvement in work life issues.

Estonian experience

In assessing of the class ethics of the prison service, a situation has been presented where the code of ethics has been violated. Although the code of ethics does not have to be memorized, students must be able to point out why the behavior is wrong and what the correct behavior looks like.

- Assumes the use of theoretical knowledge to solve practical problems.

Estonian experience

Case management is evaluated by solving a real situation. The students are given different kinds of information about an inmate and they have to plan the punishment according to current directives and procedures.

Dangers:

- It is difficult for a teacher to compile good problems.

Estonian experience

Teachers are in contact with the prisons and the Ministry of Justice to get information and possible situations for study process and evaluation. This ensures them with good and realistic problems to solve.

- The student can solve a problem without delving into the theory.

Estonian experience

In giving the students cases to solve the teachers always try to include the theoretical background knowledge. This means that the student has to have worked through the theoretical materials so that they succeed in the evaluation. Without theoretical knowledge it is usually not possible to solve the case accordingly.

Recommendations

- Collaborate with colleagues and employers to find, write, and test good problems. The "goodness" of a problem depends, among other things, on the extent to which it focuses on the acquisition of learning outcomes and evaluates their achievement.

- In addition to the solution process, evaluate the process of reaching a solution and the general competencies demonstrated in it. For example, if a group brainstorm and independent literature work have been used to address the problem, the evaluation criteria may include criteria for working in a group and finding and interpreting correct information.

- Case studies are particularly well suited to e-learning, where they work together in pairs or groups in a forum or wiki to find a solution to a problem. In this case, the written discussion and solution, together with the teacher's comments, become a new study material for other learners.

- ## Study folder (portfolio)

The portfolio is a method of learning and assessment and has several forms and purposes:

- All material that accumulates during the study period or in the course of the study task (making a project, preparing a research paper) is placed in the work folder. The workbook can contain everything from conceptual designs, surveys, sketches to the final result.

Estonian experience

During internship the students have to present some documents they have composed. This gives them a clear assignment for internship and also the teacher to evaluate how they apply their knowledge. For example they have to compose an individual sentence plan and a characterization for the inmate.

- The sample folder selects the best of the work done by the learner.

- The learner's development folder contains the work that best describes the learner's development over a longer period of time.

Estonian experience

Students have given feedback that during their studying process they looked back to the previously composed materials, for example risk assessment. In doing that they sometimes find it funny to see where they began, what kind of mistakes they made and where they have evolved.

- Thematic folders can contain material related to a single topic.

The study portfolio can be organized (according to a given structure and forms) or personal (the content is designed by the owner of the portfolio). According to the objectives of compiling the study portfolio, it is agreed how the works in the study portfolio will be selected: whether it has been determined exactly which works must be represented in the study portfolio; whether drafts and incomplete works that reflect the process are also collected, or only finished and completed works are collected.

The form of the portfolio depends on the purpose, possibilities and creativity of the learner. The portfolio can be compiled in one subject or in collaboration between different subjects. An interesting solution is to compile a study portfolio based on the entire module or curriculum. Depending on the content and purpose, the usage time of one portfolio can vary greatly, from a week or a month to the coverage of the entire course or curriculum or the entire professional life. The study folder can be both paper and electronic.

Possibilities:
- Allows evaluation of both the process and the result: what has been learned and how the learning process has gone - how the learner analyzes, synthesizes, creates.

Estonian experience

Giving students different topics on the subject helps them to analyze and work through once again previously studied materials. With a portfolio and its introduction to others they are able to discuss

together how they gained their new knowledge. Some of them could get new information out of the task itself.

- Highlights learner strengths, development, and success. The portfolio should allow the learner to self-analyze, participate in self-assessment and motivate further efforts.

- Ideally, compiling a portfolio allows for the discovery and consideration of individuality.

- Enables teachers to create the necessary forms to support students' studies, to guide, monitor and evaluate the student's professional development and teaching effectiveness.

Dangers:
- The goals and learning outcomes of compiling a portfolio may remain unclear to students and sometimes to the teacher. The teacher should understand and explain why this method is useful and what the students get out of it.

- The process of compiling a portfolio is not adequately instructed. Students are given the task of compiling a study folder, but there is no more detailed explanation of what, how and what to collect there or what to do with it. In this case, the folder may become a collection of unprocessed materials.

- If the portfolio is designed and presented as an e-portfolio, poor computer skills can be a problem.

Estonian experience

For some students it is hard to compose creative online materials. Portfolio can be designed as a blog or website. When it is possible that some of the students have poor computer skills it should be considered to evaluate them in groups and let them introduce some topics as well. This way they can evolve and also share tasks.

- If both the student and the assessor have a formal attitude towards the preparation of the study portfolio, then the expected qualitative change in the student's skills and knowledge will not occur.

- It could be intensive labor for both the draftsman and the evaluator.

Stages of compiling a portfolio:
Creating a study portfolio makes it more valuable and purposeful to think clearly about what to focus on at different stages.

- Organization and planning. It is agreed what type of study folder will be compiled, what are the goals of compiling the portfolio, expected learning outcomes, deadlines, intermediate

stages. The teacher can create suitable forms (including electronic ones) that support the creation of the folder and the learner's self-analysis.

- Collection and selection. The learner collects, selects, sorts the material based on pre-set goals. The material collection period may be broken down into mid-term summaries.

- In the case of an e-folder, the teacher can continuously monitor the filling of the folders and the progress of the learner compared to the set threshold. The student sees the assessments and comments given by the teacher or peers on the parts of his / her e-folder and can make changes based on them. In the case of group work, students share the rights to edit parts of the e-folder with other students.

- Reflection. The learner reflects on the material collected, his / her learning and development. In order to support reflection, it is reasonable to compile instructional materials, questionnaires, forms, etc.

- Assembling the study portfolio and forming a whole from the collected materials. It is important to think about which task would direct the students to review the collected materials again (summary paper, justification of the created structure).

- Presentation and feedback. The important components or the whole of your portfolio will be presented according to the agreement and feedback will be received from both the lecturer and fellow students. The presentation allows you to get more information, see the work of others and learn from it. Feedback allows you to learn from the process of creating a folder, which is especially important if it is a professional folder that will continue to be created during practical working life.

- ## Analysis

Analysis is rarely on the lists of assessment methods, but choosing assessment methods based on learning outcomes is often the best solution. Analysis as an evaluation method presupposes not only the existence of knowledge but also its understanding. The analysis can be used to assess both theoretical and practical learning in a wide variety of areas. The strength of the analysis is that it mimics the tasks that arise later at work, being part of everyday tasks in many areas. It is therefore a fairly authentic valuation method.

Analysis is an assessment method in which learners process what they have learned through some questions. The analysis can be structured as a comparison of several phenomena or aspects, an assessment of strengths and weaknesses, a description of the change with a rationale, or the like. One special form of analysis that is gaining popularity is self-analysis.

Estonian experience

Self-analysis example for the prison officers:

When interacting with prisoners, prison officers model pro-social values (for example being honest, punctual, on time, polite etc) ~~and~~ with their own behavior and show a good example. The first step is to think about what your pro-social behavior is. Please name three of your behaviours that can set example to the client. At the same time, it is important to analyze development needs. Please name at least two of your behaviors that prevent you from setting an example.

Different frameworks can be used for the analysis. One of the best known is a SWOT analysis, which highlights the strengths and weaknesses of a phenomenon, as well as the opportunities and threats. Strengths and weaknesses are internal, but opportunities and threats are external. SWOT analysis can be further developed into complex forms, but often the first stage gives a good picture of the field under analysis.

Possibilities:
- Supports higher thinking skills such as synthesis, analysis and evaluation.
- Develops logical thinking and the ability to see from different perspectives.

Dangers:
- The method requires prior knowledge and basic working skills to perform the analysis.
- Learners are at risk of writing descriptions instead of analyzing

Recommendations
- Students may not understand the nature of the analysis. Therefore, the task must be set in such a way that the analysis framework is clear, for example, the task of analyzing the group's strengths and weaknesses in carrying out a joint project.
- The necessity of analysis should also be emphasized in the evaluation criteria, for example, to give the task not only to describe the activities performed in one's practice, but also to analyze them according to their purposefulness.
- Analyzes do not have to be large-scale. You can start with small exercises during the study, then the students are better prepared to cope with the analysis than the assessment method.

Example of analyse instruction

Correctional social work. Academy of security sciences.

2021/2022 autumn semester

The aim: to analyze the application of the principles of case management by evaluating a carried out sentence for prisoner X (annex1).

Theoretical knowledge need in compiling the analysis:

1. the use of the risk-need-responsivity principle

2. Requirements and principles for the preparation of sentence plan in Estonian Prison System

3. the basic principles of prison case management

ANALYSE CONSISTS OF THREE PARTS:

*1. The following data on the prisoner are **described** in work:*

• Results of the risk assessment (risk factors by sub-theme)

• The level of risk, the category of risk, the indicators of recidivism taken into account in determining the level of treatment and the level of treatment determined

• Activities planned to mitigate risks

• An overview of how the planned activities were carried out

2. Analyse part. Reasoned answers on the following topics:

• Is the level of treatment set correctly?

• Are the activities planned in the sentence plan (approved on 04.01.21) in relation to / in accordance with the risk factors of the risk assessment?

• Has the treatment model been taken into account in the planning of activities?

• Are the planned activities interconnected (order, logic)?

• Continuity of activities has been assessed (Were there any circumstances that affected the implementation of sentence plan activities? If obstacles arose, which activities were interrupted and for what reasons?)

• What was the role of the contact person in the implementation of the ITC? What were the implications of changing contacts for the first time? What were the effects of the second change of contact person?

• Were unexpected problems addressed and resolved?

3. Analysis of the contribution of the group members

• What was the division of labor in the group?

• How did the group members contribute to the work? Is the contribution different and to what extent?

• How was the cooperation between the group members?

Analysis is not graded, there is a threshold criterion: The analysis presents the results of the risk assessment (risk factors) and the activities planned in the plan to mitigate the risks. An overview of the implementation of the planned activities is provided. Continuity of activities is described. There may be some errors in the formatting.

Analyse is a prerequisite for the exam.

The deadline for submitting subject work is 10.10.2021

- Report

A report means a written analytical overview of the project completed, the internship or other learning experience. The format of the report varies considerably across disciplines.

Possibilities:
- Allows you to analyze experiences and evaluate what has been done.

- The preparation of the report supports the development of the competencies that will be needed later in working in several positions.

- Teaches specific and appropriate written self-expression and the distinction between the essential and the insignificant. The standard form is relatively easy to complete.

- Learners can use and highlight their strengths.

Dangers
- In the case of a group report, it is difficult to determine the extent of individual student.

- A problem of authenticity may arise if similar reports need to be completed at the end of the same-work each year.

Recommendations

- Specify a standard format to facilitate the completion of the report. Let students begin by evaluating other people's old reports to learn how to complete them.

- A report based on practical activities should be able to link theory and practice and analyze developments through one's own activities.

- For large-scale reports, inform learners early about deadlines and be strict about meeting them. Have the reports written in the group as well.

- Use questions from the reports in another evaluation method.

- Do not use reports, especially large ones, too often.

- The report is also well suited for analyzing learning from previous work experience. In this case, the assessment criteria should assume that the learning described in the report matches the learning outcomes of the part of the curriculum applied for.

• Presentation

A presentation is an oral presentation of what has been learned (reports, group work results, project and research results, product presentations, etc.), during which attention is paid to both the content and the presentation skills. An evaluation method close to presentation is an exhibition in which the work done is presented without necessarily being accompanied by an oral explanation.

Possibilities:

- Suitable in combination with various other evaluation methods to present these results.

- Enables the development and evaluation of expression and presentation skills together with the ability to compile relevant materials.

- Allows you to learn from other learners.

- In the case of peer review, listening to others develops the ability to analyze and evaluate.

Dangers

- Takes a relatively long time.

- The ability to perform brilliantly can overshadow the weak content of the work.

- Listeners do not automatically learn from other students' presentations.

Recommendations

- Provide clear instructions for the presentation along with evaluation criteria.

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- Think about what other students are doing during the presentation (summarize, ask questions, give feedback, evaluate the presentation, etc.). To complete the task, provide students with a worksheet with assessment criteria that will allow them to provide good feedback.

Estonian experience

"Some of my students shared that they are unable to listen other presentations, because they are thinking of their own and are anxious about performing. Once they have performed, they are relieved and relief might be also emotion that is not good for learning, because students are not focused. Therefore I agreed with the students that presentations will be done throughout the course, one presentation each classroom session. Meanwhile other students have to think out at least 1 question about presentation."

- As the presentation is a very time-consuming evaluation method, the instruction should definitely state the time limit of the presentation and should be followed. It is wise to choose a person from among the students who will signal when the speaker's time is up.

- If you also assess the key skills of public speaking (verbal and non-verbal communication techniques, the ability to illustrate), make sure you also teach these.

  - Essay

An essay is a free-form development of scientific thought with a logical structure on a given or freely chosen topic. An essay is an experimental way to approach a subject and look at it from different points of view. Through the essay, in addition to knowing the subject matter, it is also possible to assess the ability to handle it creatively, in which one plays an important role in presenting one's opinion. Successful essays are characterized by a logical structure, intelligibility and stylistic consistency.

The topic of the essay arises from the learning outcomes and the content of the subject. An essay may be a mere expression of one's thoughts, but if it is based on literature, it is important to refer correctly to the ideas used. The more specific task and workload is determined by the lecturer. Verbs for learning outcomes assessed through an essay can be 'discuss', 'assess', 'analyze', 'compare', 'summarize' or 'criticize'.

Possibilities:
- An essay supports learning by understanding, with the help of which the student organizes and systematizes his / her knowledge, connects different topics.

- Provides an opportunity to demonstrate creativity.

- Develops written self-expression skills.

Dangers:

- It is time consuming to write and evaluate.

- High risk of plagiarism, which can be reduced by raising the issue and articulating expectations.

Recommendations

- As the concept of an essay is interpreted very differently and there is a high risk of subjectivity in its evaluation, the role of evaluation criteria is very important. Assessment criteria may include aspects of both the content of the subject and the technical side of the writing.

- From time to time, more than one evaluator could be used to ensure the reliability of the evaluation.

Example – essay combined with presentation

Summative assessment, grading.

Subject: Criminology

Learning outcome: Student explains the penological trends in Estonia

Instruction:

To review articles published in the press on topics covered in the last three years, and

to write an essay based on them, which would reflect the tonality of the of the topic, correspondence to reality, etc. The theoretical bases covered in the lecture series and at least one recent research article must be used.

Topics are up in Teams environment from 13.04.2021

The length of the work is 3-4 A4, the font style must be Times New Roman size 12.

Grade "E"

-The student demonstrates in a written essay that is familiar with the main topics covered during the course and is able to generally analyze crime and penalties determination statistics.

- Can find additional information in an essay to illustrate an essay

-Some formals mistakes might occur.

Grade "C"

-The student is able to apply in a written essay the key concepts and topics covered in the course; and shows a good level of crime and punishment determination of statistical analysis skills

individual minor errors

- Can find and analyze additional information to illustrate an essay.

- Some formal mistakes might occur

- The presentation is logically structured and clearly presented.

-Answers to the audience's questions are uncertain.

Grade "A"

-The student is able to apply in a written essay the concepts and topics covered in the course; and

crime and sentencing statistics shows creative and innovative thinking in its analysis

- There must be no mistakes.

-Can find and analyze additional information to illustrate an essay.

--The presentation is captivating and understandable, has a logical structure, performance is confident, and time efficient.

-The student is able to answer fluently and correctly questions on the subject

- **Structured written work**

Structured written work can be very different. They are distinguished from the essay and the research by the structure of the questions. Structured written work is usually done for a limited time and in a controlled environment.

Possibilities:

- Relatively easy to complete and quick to evaluate.

- Good for large groups.

- You can combine different questions.

Dangers

- Evaluates outputs related to lower cognitive processes, such as 'recognizes', 'knows', 'feels' and 'understands'.

- Rarely allows authentic evaluation.

- Following the principles of output-based evaluation is not easy.

Recommendations

- Do not use the summary exam to assess the whole subject, as it rarely allows the assessment of all learning outcomes.

- The more of the learning material is assessed using this assessment method, the more important it is to consider which type of question is most appropriate for assessing a particular learning outcome. If the written work is highly structured, ie consists mainly of multiple-choice or categorical questions, it should be kept in mind that it is not possible to assess more complex cognitive skills such as comprehension or making connections. Although multiple-choice and other highly structured answers to questions are easier to assess, free-answer questions provide better information about the breadth and depth of learning. Therefore, they should be preferred in writing. It is not wise to sacrifice purposefulness for easier evaluation.

- It is better to use more structured versions of written work during the learning process, so that the learner receives feedback on the extent of the acquired factual knowledge, but does not necessarily receive a grade for the work. If the assessment by the lecturer still takes place, the grade of this work should not be used as a significant grade from the total grade of the subject course or module.

- Avoid using 51%-100% assessment of the total volume of subject. Rather, the assessment criteria should be that each type of task has been correctly solved at least once, etc., which indicates the acquisition of all the learning outcomes assessed by this method.

Structured written work can have several types of questions together and can be structured in many ways.

Multiple choice questions
Recommendations for compiling multiple-choice test questions:

- Possible answers must not overlap.

- Be neutral and clear.

- Avoid negative questions.

- It must be clear whether only one or more answers are correct.

- Ask only one thing at a time.

- Options could include typical "false answers" (depending on the type of question, of course).

- If possible, the answer options could be arranged logically or chronologically.

- All answers should be subject-specific.

- There must be no logic between having the right answers for a test.

- Avoid ridiculous answers from the learner.

Questions with categoric answers

It is even more narrow than multiple choice question scope and gives a 50/50 chance to be right be guessing.

Suggestions for questions:

- Ask only one thing at a time.

- Use statements that can only be answered as "correct" or "false", "agree" or "disagree", and so on.

- Do not use negative statements.

- Do not use the terms "sometimes," "never," "always."

- It is better to ask for facts than for estimates.

- In case of questions of opinion, specify whose opinion is expected in the answer.

Matching issues / comparison tasks

Matching questions are good for checking what connections students can make. These may be simpler, requiring, for example, a combination of a fact or a name or year. However, matching tasks can also be designed so that learners justify and interpret the effects of factual events

Ranking or relocation issues

For these questions, students may be asked to rank events or people chronologically according to their life dates or role, to rank steps in a process, and so on.

Short-answer or open-ended questions

Short-answer questions become more substantive and reduce the chance of choosing the right answer by chance. At the same time, in the case of a freely given answer, there may be room for interpretation due to the respondent's writing style, close-to-content answer, etc.

At the same time, these are still laconic factual questions that are relatively easy to copy. Therefore, consideration should be given to asking questions with short answers so that their answers are slightly longer and require a substantive understanding of the material in question.

Questions with essay-answer

They offer the most substantive approach to the possibilities of structured written work, but their evaluation is the most time-consuming and the risk of subjective evaluation is the highest. The quality of the answers you receive depends significantly on asking questions with a self-answer. It is

more useful to relate a theory to real-life examples or to analyze the influences behind a phenomenon or the consequences of an event.

General recommendations

- Ask multiple choice questions electronically and have them evaluated by a computer. The workload of the teacher in checking the answers is significantly reduced if the electronic tests are formatted with the appropriate software or in a web-based learning environment.

- Prepare a large number of questions with colleagues and vary the questions from different years to avoid questions "leaking" from one year to the next among students.

- Read structured questions several times and, if possible, check with someone to see if they are unambiguous. Measure the time required to complete the work.

- Have students write structured written work questions.

- When evaluating structured written work, it is important to ensure that all relevant learning outcomes are acquired and demonstrated. For this purpose, the so-called basic level questions can be indicated in the written work, the correct answer of which is a prerequisite for passing the work.

  - ### Written assignment with open materials

As information is constantly updated and information sources become increasingly available, it is worth considering the use of written work with open materials and not to demand learners knowing everything by heart.

This work is usually done in the auditorium, but it is also useful when done online and at home, as it requires the application of basic knowledge or other reading.

All kinds of written work can be done using materials, from solving tasks to analysis and writing with longer essays. Books, articles, abstract material and more can be used.

Possibilities:

- Demonstrates analytical skills.

- Teaches learners to find sources and evaluate their value.

- The student does not have to memorize everything, and this reduces the stress of remembering.

Dangers:

- In the case of poorly asked questions, there is a risk of copying the source.

- By using materials too often, there is a risk that the learner will not remember the core knowledge

Recommendations

- In the case of auditory written work, time should definitely be limited, which excludes the possibility that the material will only be studied during the assignment. However, it is not worth making time so short that people who think more slowly will not be able to write down their answers.

- Everyone should be given the same material, which can be a set of sources. It is possible to prescribe a topic and have students search for the material themselves. In this case, they must also indicate the sources used. Even more freedom can be given when working with materials at home.

- Questions should be worded in such a way that they cannot be answered directly in the material, but require independent networking, analysis, or the application of theory to a problem or task. It is not very useful to use written work with support materials for short-answer or highly structured questions.

Teacher self-analysis

Teachers often think that the course ends with the evaluation of students. This should not be the case.

After evaluating your students you should evaluate yourself as a trainer as well to get a feeling of what to improve, what is already good and how to continue.

"How did I do?", "Did they learn anything?", "How satisfied are the participants with the training?" "How satisfied am I with the course?","What should I do otherwise?" - these and many other issues are in the trainer's head at the end of each training session.

Estonian experience

After a joint course of social work in prisons two lecturers look back at their courses, share experience and discuss what and how to change for next year. The lecturers discuss how they saw their students and how their joint classes could work ever better. They discuss about changing the order of their topics to give a better and comprehensive overview of social work in prisons.

The most universal and at the same time the most important issues are as follows:

1. How satisfied am I with the training?

2. Did the training meet its objectives?

3. What did I do well and would I like to repeat in the future?

4. What could have been better in my performance or otherwise?

5. What did I learn from this training as a trainer?

Tips!

It can be helpful for some people to get self-analysis "Rely on" some background system, for example rating scale. The question would then be: "How satisfied I am with the results of my training on a 10 points scale where 1 is the minimum grade and 10 is the maximum grade?" For example, if you answer 7, you could "interview" yourself: "But why 7 and not 10? What was missing?" Or vice versa: "What gives you such a high score?"

From the point of view of self-development, it is important to check your own from time to time the role of the trainer more broadly. For example, by answering questions:

1. Why am I a trainer? What does this give me?

2. How satisfied am I with my role as a trainer? What would I like to change about it?

3. What more could be done about this role? What less?

4. When was the last time I did something for the first time as a trainer?

5. How to proceed?

There are a lot of suitable structured methods for self-analysis, most of them are also good for trainers. Good recommendations for (self) analysis exercises can be found on the MindTools website at www.mindtools.com.

It is more effective than an individual self-analysis when the trainer can discuss his/her activities and role behavior with other people, who know and understand their work. Common so-called pairing methods are developmental interview, supervision, mentoring or counseling. It is also important to

discuss things with other trainers. The most important however, it is not a concrete method, but a substantive and regular carrying out of a self-analysis.

Exercise

Let each participant to think back to an everyday situation (cooking something, cleaning, negotiating with their kids etc).

Give them a task to grade themselves on how they think they performed.

Let them:

- Explain their self-given grade from 1-5, 5 being the highest.

- Discuss what they could have improved

- Discuss what they did really good

- Discuss what they need to improve in the future

Tips!

This exercise gives them a chance to try and evaluate themselves. It is important to choose an everyday situation so that a new teacher could also participate.

This helps the teachers to see why every grade needs to be thought through and explained. Just a number gives you nothing, an explanation behind the number is what gives the performer clear image on how they did their task.

Estonian experience

Before participating in internship one trainer tells the students an example of making a soup. She starts with thinking of making a soup but doesn´t check the recipe. She buys some products and heads home. When making the soup she discovers that some ingredients are missing. So she calls

her grandmother for help. The grandmother helps her out with a different way to make the soup. After the soup is finished she keeps some things in mind for next time:

- I will not give up even though I may not perform perfectly

- I know I can ask help when in trouble or don´t know how to continue

- Different ways of solving things can lead to an even better outcome

- I should check the instructions before doing something.

The following handout is a good way to evaluate yourself as a trainer. It is not important if the trainer is only starting or already has a ten year experience. This questionnaire helps the trainer to understand and analyze better how the course went and what to do next. These questions help to discover if the trainer needs more time for preparation, maybe attend some trainings, how they overall felt in the classroom.

Handout					
	Low				**High**
1. Overall, I was pleased with the training	1	2	3	4	5
	☐	☐	☐	☐	☐
2. List two things that went well:					
3. List two things that could have been better:					
4. How I rate myself in the following areas:	**Low**				**High**
	1	2	3	4	5
Focused on the learner	☐	☐	☐	☐	☐
Created a comfortable learning environment	☐	☐	☐	☐	☐
Kept learning outcomes consistently in mind	☐	☐	☐	☐	☐
Made a good selection of the training facility (if applicable)	☐	☐	☐	☐	☐
Utilized the most appropriate training delivery medium	☐	☐	☐	☐	☐
Felt prepared	☐	☐	☐	☐	☐
Had mastery of the content	☐	☐	☐	☐	☐
Facilitated effective participant activities	☐	☐	☐	☐	☐
Made adjustments in delivery to better meet participant needs	☐	☐	☐	☐	☐
Managed pace of the training well	☐	☐	☐	☐	☐
Transitioned well between content items	☐	☐	☐	☐	☐
Assessed training content and delivery throughout the training	☐	☐	☐	☐	☐
Offered contact information to participants for follow-up questions and/or concerns	☐	☐	☐	☐	☐
MY TRAINING IMPROVEMENT FOCUS NOW IS TO:					

Feedback to the trainer

Self-analysis is the main engine of development for a trainer, but it should be supported on a wider surface than just the inner feeling. Therefore the question that each trainer could look for an answer to is: "How did I really do?" For analysis and conclusions it is first necessary to gather information - feedback.

Through feedback

- We can check if we are doing what we ourselves think we are doing. We are not always aware of our behavior, nor may we perceive how it may be for others;
- we receive information that may affect behavior in the future in two ways:
  - adaptation - a person can adapt their behavior, to better meet the needs of the task requirements.
  - motivation - the extent to which a person is interested in a task performance. Motivational feedback is not intended so much to correct the mistakes made as to put people work longer or work harder on the task.

Learning without feedback is not possible and feedback is an essential component in the professional and personal development of the trainer. However, many trainers complain about that feedback their work is scarce.

It is important to remind the students about giving feedback.

Estonian experience

After every subject ends the students get a chance to grade the teacher. There are some teachers who think it is a waste of time to read these grades and feedback from the students while others take it into account and try to understand why or where this kind of evaluation came from.

These questionnaires are considered to be important and are also taken into account when the lecturer has his or her evaluation.

The questionnaire has three parts where students evaluate themselves, the trainer and the subject. They give grades from 1 to 5, 1 being the lowest and 5 the highest mark. They can also write comments about each topic.

Example of the feedback questionnaire used in Estonian Academy of Security Sciences.

Students self-reflection

I was motivated to participate in the study	1	5
I used my study time effectively	1	5
I submitted the independent work by the agreed deadline	1	5
I actively used e-learning opportunities in the Moodle environment	1	5

Assessment of studying with a teacher

Learners were actively involved in teaching	1	5
Learning materials (incl. E-learning materials) supported the understanding of the content of the subject / achievement of learning outcomes	1	5
Theory and practical activities were in balance	1	5
I received feedback from the teacher that supported my development	1	5
The learning environment supported learning	1	5
The learning process generated interest in the subject / field	1	5

Overall assessment of the module/subject as a whole

The wording of the learning outcomes was clear	1	5
the conditions for passing the substance (including evaluation) were clear	1	5

On the other hand, those who are not looking will not find it! In the lack of feedback you should take a first look in the mirror.

For example:

- The trainer does not actively seek feedback because he or she is lazy or careless.
- The trainer does not actively seek feedback for fear of criticism.
- The trainer uses inappropriate methods to get feedback or turns to the wrong target group.
- The trainer does not have the skills to handle feedback without getting defensive.
- The trainer does not recognize the feedback.

Estonian experience

When starting a new subject the teacher always introduces the method of teaching and themes asks the students if they have any suggestions, methods that work better etc.

In the middle of the course it is also common for the teacher to ask if something needs to be switched up or if the students get enough out of the course.

Important! There is no need to be afraid of feedback. It could be possible that students are not pleased with the subject or give feedback in an emotional way but handling the situation is up to the teacher and not everything has to be taken into account. It is never allowed for the teacher to respond in an emotional way – it is important to keep communication open and let the students know that their input is valuable and they have a safe environment to address problems.

Tip! Try to think about a situation where someone insults you. How do you react? This is a good way to prepare yourself to get bad feedback. The trainer has to be prepared to hear things they do not expect but stay calm and supporting at the same time.

In keeping calm it is also important to try to see what the students want to say: some of them are just tired or do not like the subject over all. This is something to analyze later but it has to be taken into account and not disregarded during feedback giving situation.

The students are also often not used to giving feedback. In this case try to help them out with questions:

- What would you change? How?

- What made you feel good during the classes?

- What made you feel uncomfortable?

- What would have you preferred during classes?

- Was something missing?

- Is there a better way to teach the subject? Tell me more about it.

Although it may seem that these questions are oriented towards changing something it usually isn´t the case. If the classes were good and served the purpose then the students will give this answer to these questions.

This way they also feel more open to give positive feedback! 😊

Evaluation of training effectiveness

Under the performance evaluation label, evaluation is often confused with measuring results. The most common "assessment method" at the end of the training questionnaires are distributed and given total points. For example, we know that out of 20 four of the participants were 'very satisfied', eight 'satisfied', one 'not satisfied "and the rest answered' so and so '. But what does that mean? Is the training result "good", "bad" or "average". Compared to what? What did we expect? What is the norm?

Planning for training performance evaluation begins during the preparation of the training program. The assessor - be it the trainer himself or someone else - will formulate the purpose of the evaluation, determine the evaluation criteria and performance measures. It is selected based on assessment methods, sources of information and, where appropriate, also materials such as questionnaires.

You must also be aware of the reasons for the evaluation. Collecting information. However, the significance of the outcome depends largely on the evaluator motive or purpose. The goal affects the result. What or how questions are asked and from whom. Also it is important how the results are interpreted.

Motives can be contradictory:

- Self - justification. Feedback is collected and evaluated to prove: it was an excellent take. Such interest may arise when in question is a continuation, extension or continuation of the program financing.
- Improving the program. If is the purpose of appraisers, data other than in the case of self-justification is collected. The emphasis may be on negative feedback and recommendations for change
- Development of trainers. Purpose of obtaining feedback may contain information for trainers to develop themselves. Again, we are dealing with different issues and the target group. For this purpose may arise the temptation to assess, for example, the development of the trainer over time, comparing the results of surveys conducted at different times. Theoretically, an evolving trainer should draw a rising line. In practice it could not happen because of the environment and the background system is constantly changing.

- Organizational development. This is usually the case with regard to the management of the training contract, or staff. They want to know how to training supports the achievement of the organization 's objectives and whether its cost is a cost or investment.

One of the best-known models for training evaluation was made in 1959 by Donald L. Kirkpatrick. Kirkpatrick evaluation model requires collecting different information and feedback at four levels.

Level 1 - Reaction

At this level, feedback is collected to answer the question how satisfied the participants are with the training, the trainer, the program. Trainees are examined (mostly primary emotional) on their response to training.

Level 2 - Learning

At this level, the extent to which participants received knowledge, skills and attitudes in the training is examined Or, for example, which one the training had an effect on their self-confidence or commitment.

Level 3 - Behavior

At this level, it is examined whether and how participants implement training in practice.

Level 4 - Impact and results

At this level, information is collected on the extent of training has helped to create new values in the organization. In other words: what benefits did the organization receive from the training?

Because written questionnaires are one of the most common types of feedback collection, here are some suggestions and examples for their preparation and use. It is always best to ask questions in a student-centered way.

Examples of evaluation category questions	Examples of questions	
	trainer-centered	Student-centered
Objectives of the program	The objectives of the program were clearly worded.	I understood the program objectives.
Course materials	The materials were relevant.	The material corresponded to my needs.
Pace	The pace of the training was good.	The pace of training was appropriate to me.
Trainer	Level of trainer 's knowledge met the needs of the course.	I got answers to my questions from the trainer

Open-ended questions provide more information than using a scale, although their statistical processing - if it should be needed - is more time consuming.

Some examples of what to ask from your students:

- What did you think was the purpose of this course?
- What is expected of you as a result of completing the program?
- How do you intend to use the training material?
- Name three things you learned.
- What lessons do you intend to apply in your work?
- How do you apply what you have learned?
- What will change in your work as a result of completing the program?
- Who would you recommend this course to? Why?

These questions should be asked after the course has already been evaluated. Evaluation does not have to be the final day of the course. It is better to end with an overall feedback day. This way the students get a chance to look back on their studies and also get some clearance about their results.

This final day for feedback is also beneficial to the trainer. In doing that the trainer has a more free atmosphere for receiving feedback because the students have been already graded and gone through the materials.

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MODULE V

Professional self-development

In previous modules we discussed how to prepare the study process, how to conduct and assess it. These are all very important activities to be a professional adult trainer, but also very important part is trainers professional self-developemt. This is the foundation that everyhting is built on and therefore needs some special attention.

In this module we will learn
- How to build and maintain networks
- How to use refelction as tool of professional development
- How to tackle stress and prevent burnout

Build and maintain networks!

A professional network is of great help to getting through work problems, receiving peer support, brainstorming ideas and gaining new information and ideas. Networks build connections that support personal and professional development. Networks also are handy when in need for professional referrals and future job opportunities. Keeping in touch with your networks also help anticipate and prepare for future changes and challenges.

Trainers can choose to build their own professional networks, or be active in already existing networks. Trainers can connect with other trainers or educational staff, as well as other professionals. Your network does not have to consist only of people in the same field of work as yourself. Also try to build networks outside your everyday community, interesting and inspiring connections in other regions, professions, countries. For this LinkedIn is a good platform.

Excercise- Identify your networks

This is an exercise to start identifying persons in your network.

Start by filling in names of people you know, then draw lines from the questions in the column on the right.
You can also start from the questions on the right and fill in names correspondingly.

Names	Roles in your network
Here you add names of people you know from your professional or personal life, people you could ask if you need help, information or just	

connect to.	Here, draw lines from the questions to names ● Who encourages me if I have a bad day? ● Who encourages me when I make mistakes? ● Who would be interested in developing something together with you? ● Who has great ideas? ● Who is a good role model for me? ● Who do I discuss training methods withs? ● Who shares the same interest as I regarding the subjects I teach? ● Who could give you information about new job opportunities? ● Who could give you career advice? ● Who is good at something you find difficult or hard?

Invest in good workplace culture

- Give each other positive feedback.
  - Examples:
  - When you hear learners have been enjoying a class, remember to pass on this information to the team and trainer.
  - In meetings support new ideas and notice successes in work place meetings
- Support a culture of sharing. Share training materials, ideas and experiences with your colleagues. Some trainer teams have test question pools or share their teaching materials in the cloud, accessible to the others.
- Teach and help each other to use new digital programmes and tools.
- Actively avoid a judging or competitive working environment between colleagues.
  - Use "we" and "us" in your language to point out you are all in the same boat.
  - No talking behind the back and gossiping.

- Never criticise colleagues in front of learners or partners. Solve your problems and address issues internally in the workplace team. If your receive negative feed back about a colleague, take it forward to them and their manager if needed. But you do not need to make any assessment or judgement in the situation when receiving the feed back.
- Treat all colleagues equally, regardless of employment type and working hours.
- Take care of new colleagues, make sure they know where to find relevant information, rooms, equipment, keys. Invite new colleagues to your coffee breaks and lunches. Try to help your colleagues to avoid the challenges you might have experienced as a new teacher.
- Make your everyday life a bit more fun! A golden lining to work life is shared good moments not that related to your professional output. A chance to chat, joke, catch up, and experience something together is valuable. Sometimes a small occasion with something out of the ordinary breaks the demanding work pace and forces us to take a break.
  - Birthday calendar reminding the colleagues of birthday greetings
  - Holiday set offs, before national holidays or leaves gather to share tea and snacks and a moment together
  - Celebrate promotions, successes of different kinds.

Experience from Laurea – colleague trainer is criticized

Sometimes learners approach me to discuss other trainers´work. They might be unsatisfied with assignment grading or want to complain that the other trainer did not explain something well.

I listen to the learner, and thank them for confiding in me. According to the situation, ask the them to express their concern to that trainer directly, or in situations that are more serious talk to the fellow trainer myself. I always pay attention to not by mistake expressing any opinion or judgement. Instead, I say "I see you feel concerned at the moment, this can be sorted out". / Maria Normann

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Experience from Laurea – Sharing training materials

Training responsibilities are divided and discussed in staff meetings. Trainers who have taught the courses can already at that point share their materials with new teachers. As all materials are added to the online training platform, the new trainers are given access to the previous courses and all materials.

Professional development

For trainers professional development includes lifelong learning both regarding the subjects being taught and training skills and methods. This can include formal education or familiarising yourself with the latest updates on matters independently.

A good employer should allocate time and resources for staff to update their professional skills and knowledge. This can be done by arranging tailored training for the staff, or paying for their participation in external training organised by other educational institutions.

Seek inspiration and new ideas

A fast and easy way to include some professional development in your everyday life is to follow persons you are inspired by in social media channels Instagram, Youtube channels, TikTok, Facebook, Reddit. Professional development does not have to be about studies or reading demanding materials. Staying curious, getting new ideas and is the foundation of professional development. And as we trainers know, not all learning and aha!-moments happen in formal settings.

Exercise to use in training of trainers: Set goals for professional development

This is a individual exercise. Hand out paper and pens for each participant.

1. **Instructions for trainees:** What do you now think you have to learn in order to be a good trainer? Set a detailed and achievable goal for each year. Small measurable goals are good! Like: Learn to use padlet, find and try out one new training method or assessment method, listen in on a colleagues training. You have 20 minutes.
2. **Optional second phase. Instructions for trainees:** Discuss your goals with the person sitting next to you or in groups of 3-5. Add good ideas to your own plan.
3. **Finally:** Ask your participants to share some examples in class. Depending on how much time you have, ask only for a few examples or ask all trainees to share their ideas.

Time usage: 20 minutes for individual work.

For the optional second phase, depending on the group size, 10-30 minutes.

For summing up, 10-30 minutes, de

The aim of this exercise: To help learners to understand the meaning of positive feedback from a student perspective and to identify positive role models.

Manage your private life

Sleep, eat, exercise

In order to have enough patience to listen, train, encounter both learners and colleagues with empathy and come up with solutions and new ideas, your basic management skills are of importance. Regular nutritious meals, enough sleep and some exercise enhances your overall well-being. Also culture is found to re-energize and help people to find balance and life quality. Reading, cinemas, crafts, gardening, going to sporting events, theatre, and hobbies are recommended.

Combining professional and private life

Responsibilities in private life might have a burdening impact on the wellbeing of any professional, including trainers. It is commonly so, that women have more responsibilities for family and household work. Women tend to struggle with this particular perspective on professional work, and to experience higher levels of exhaustion and lower life satisfaction than men for this reason. An equal division of responsibilities and tasks related to family life will be beneficial for well-being in both professional and private life of women in particular. As a colleague or manager, encourage your staff to discuss responsibilities, expectations and equal division of home duties and care of children.

Litterature:

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Reflection as part of a trainer's professional development

There are probably not many people among the trainers who has reached the job of a trainer along a consciously chosen shortcut. The trainer grows, develops through different life events, including coincidences. At one point the trainer recognizes that training has become significant part of everyday work. Now they become important answers to questions: am I a good trainer? How good am I? Is there any way to measure or compare goodness with other trainers? What path have I already taken and where can I go? What has gone well and where do I still need to improve?

Usually it is recommended to keep the personal portfolio, which is like a measure of the professional competencies of an educator. On the one hand its a mirror that shows how the trainer currently looks like, and on the other hand a compass that helps to stay on track.

In terms of structure, such a portfolio could include the following major ones distributions: trainer development story, training activities story and future story. The part showing the training activity in turn could include, for example, training materials created by the trainer or their brief descriptions, tasks drawn up, tests carried out, drawings, situation description, students' assessments and trainer self-assessments. Portfolio can contain different information like statistics about the trainings done (group, the name of the course, volume, participants), a list of articles published by the trainer, written works, projects in which the trainer is involved, certificates of trainings where the trainer himself has been a student. Showing future history part could be built in stages: the near future, the distant future and vision. As such, the story of the future is constantly evolving: if the near future has become the present, the trainer shall specify plans for the long term for the near future and draw up new plans for the distant future based on the vision.

Whatever the portfolio concept, it is in any case based on **reflection.**

Reflection is mirroring, giving meaning to events and analysis and its based on self-assessment and self-regulation. Only then it is possible that some change can happen in thinking, perceptions, beliefs,

values, self-esteem and behavior. New connections and meanings are formed in the reflection process.

Reflection is:

- Deep, exploratory reflection on your experience, including conscious analysis.

- Includes getting aware of ones´ beliefs, stereotypes, attitudes, prejudices, knowledge, values and doubting these, critical review, difficulties and conflict resolution, finding alternatives, analysis, comparison, informed choice, decision-making and setting priorities.

- Allows you to open up to a new experience and includes besides personal dimension also an ethical dimension.

- Allows you to get a picture of yourself (self-reflection), view problems in various respects.

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In terms of the trainer's own learning and professional development it is important to adapt a role of a reflexive practitioner already in the beginning of teaching career. Because for adult educator its important to have:

- Ability to notice and support students 'learning, development, growth and existence.

- Ability to communicate: keep and make contact, build relationships, listen, influence.

- Ability to differentiate between helping or directing learning support learners learning choices and to be the subject of its own development.

- Ability to understand one's own learning, development, growth, being.

- Ability to give the best of your current experience context.

- Ability to develop as a person and continue to learn on your own.

Handout

Exercise

Please reflect your experience as a trainer. These valuable thoughts could be part of your portfolio.

Me as a trainer - what are my values, problems and opportunities and try to answer following questions:

- What does it mean to be an adult educator?

  _____
  _____
  _____

- What is important in teaching?

  _____
  _____
  _____

- What is difficult in teaching?

  _____
  _____
  _____

- What are the main problems and in which, when and how is dissatisfaction experienced as a trainer?

_____
_____
_____

- What are the joys and opportunities? When and how is satisfaction experienced?

_____
_____
_____

- What more needs to be learned?

_____
_____
_____

Dealing with self-criticism

As you analyze and reflect, you may become critical of yourself. From one side this is very positive because the illusion of perfection is dangerous both for the trainer himself and for his training

participants. Consequently, if an expert does not have ideas on how to do things even better, one does not adequate picture of the situation or sufficient expertise. There is always something that could have been more do better. On the other hand, you should not criticize yourself. As mentioned, we all have and always noticing the development space and one's own development space is a very positive sign, especially for a beginner trainer in the case of. Participants' impressions and assessments of the trainer are generally more positive than those of the self - conscious and critical self-esteem trainer. It is very important not to forget to notice, fix and further develop all that went well. If criticism predominates, it is a good challenge make as many positive observations as negative ones.

One way to deal with your inner critic is also self-compassion. Self-compassion is having compassion for oneself like we are having compassion for others. It involves acting the same way towards yourself when you are having a difficult time, fail, or notice something you don't like about yourself. Instead of just ignoring your pain, you stop to tell yourself "this is really difficult right now," how can I comfort and care for myself in this moment?

Exercise - exploring self-compassion through writing a letter

1. Everyone has something to themselves that they don't like. Something that makes you feel ashamed, insecure or a feeling that he is not "good enough". Try to think of something like that makes you feel bad or incompetent as a trainer?
How does it feel inside - do you feel fear, sadness, insecurity, anger? Which emotions arise when you think about it?
Please try to be as honest as possible and just try to understand what it is like (without any extra melodrama or on the other hand suppressing it)

2. Please think of your imaginary friend who is unconditionally understanding, kind, and compassionate. Imagine that a friend sees all your strengths and weaknesses, as well as the aspect you are on thought. Think about how your friend feels about you and how he or she will accept you as you are. A friend is kind, understanding and very wise, who realizes that not everything is our own be under control and genes, family background, etc. have not been our choice.

3. Write a letter to yourself from the perspective of this imaginary friend - focusing on this shortcoming, which you tend to condemn. What would a friend say from a compassionate perspective about this shortcoming? How would a friend convey that empathy? What a friend would write that to remind you that you are just a person with strengths and weaknesses?
Try to be kind, understanding and caring when writing this letter.

4. When the letter is ready, set it aside and read it again after a while.

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Ljulko, E., 2012. Spetsialistist koolitajaks. Tervise Arengu Instituut.

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Stress at workplace, preventing it and coping with stress.

Start this theme with a small introduction of involving the trainers in a practical exercise.

Exercise

Let the trainers know you will start with a small practical exercise to relieve stress and tension.

Provide trainers with the following directions:

1. Stand straight up with feet shoulder-width apart

2. Arms and hands are relaxed downward

3. Body is relaxed

4. Eyes closed

5. Focus on lower abdomen (belly) and imagine a small balloon in that space

6. Breath in slowly and deeply through nostrils, imagining the balloon inflating (getting bigger/larger/growing) slowly, hold a few seconds

7. Slowly exhale through the mouth, imagining the balloon gently deflating (getting smaller, shrinking); blow out of the mouth as if blowing out a candle

8. **Tip**: Place a hand over the lower abdomen to feel it go up and down, and make sure you're not breathing with the chest

9. Repeat at least 10 times

Ask trainers how different their bodies feel after the exercise. (Are they more relaxed/calm? Do they feel lighter? Great? Tired?)

Tip: Teacher/facilitator introduces and demonstrates the concept of deep breathing as a stress reduction strategy that can be used in the present moment as well as an excellent skill to master to more effectively cope with future stressors. Teacher/facilitator has all trainers stand with comfortable space between each other or seated in a chair.

Estimated time: use around 5-10 minutes for this exercise.

Stress at workplace

Stress is experienced by all people and from time to time it is necessary because it helps us to cope with the unexpected and demanding situations. However, constant stress can deplete the body and lead to a number of diseases and problems (arrhythmias, high blood pressure, depression, immune system alarms).

The most controversial psychological tensions and physical signs of illness occur during high-stress work - if there are high psychological demands on the job, but control over work is low. For example in a situation where the trainer has many lectures to give but feels they need a break. In this situation the trainer has to perform at the top level but has no control over their schedule.

Several work-related psychosocial factors such as conflicts at work, low influence at work, low co-worker support, poor organizational structure, low justice in interpersonal treatment and decision

latitude is connected with feeling work stress. Interactive effects of poor organizational climate and high work commitment has been found to be associated with a higher rate of sick-leave among both women and men. Boundaries between work and home are challenged when new technology such as smartphones leads to flexible working places and/or hours.

Here is a scale you can use to measure your workplace stress. It is not final and you have to analyze the results to really understand what makes you feel stressful.

Use this scale with your trainers and fill it up yourself. Discuss it later and try to find solutions instead of barriers.

Don´t leave this scale aside after reading through the manual – it is important to check yourself from time to time.

The Workplace Stress Scale

Directions*: Thinking about your current job, how often does each of the following statements describe how you feel?*

	Never	Rarely	Sometimes	Often	Very Often
A. Conditions at work are unpleasant or sometimes even unsafe.	1	2	3	4	5
B. I feel that my job is negatively affecting my physical or emotional well being.	1	2	3	4	5
C. I have too much work to do and/or too many unreasonable deadlines.	1	2	3	4	5
D. I find it difficult to express my opinions or feelings about my job conditions to my superiors.	1	2	3	4	5
E. I feel that job pressures interfere with my family or personal life.	1	2	3	4	5
F. I have adequate control or input over my work duties.	1	2	3	4	5
G. I receive appropriate recognition or rewards for good performance.	1	2	3	4	5
H. I am able to utilize my skills and talents to the fullest extent at work.	1	2	3	4	5

To get your score, add the numbers you answered to all of the eight questions and see how you compare.

Total score of 15 or lower: Chilled out and relatively calm. Stress isn't much of an issue.

Total score 16 to 20: Fairly low. Coping should be a breeze, but you probably have a tough day now and then.

Total score 21-25: Moderate stress. Some things about your job are likely to be pretty stressful, but probably not much more than most people experience and are able to cope with. Concentrate on seeing what can be done to reduce items with the worst scores.

Total score 26-30: Severe. You may still be able to cope, but life at work can sometimes be miserable. Several of your scores are probably extreme. You could be in the wrong job, or even in the right job but at the wrong time and might benefit from counseling.

Total score 31- 40: Stress level is potentially dangerous – the more so the higher your score. You should seek professional assistance, especially if you feel your health is affected, or you might need to consider a job change.

Some useful tips on reducing stress

•Analyze all the items showing high stress levels and figure out how to rein them in, particularly if you feel your health is being significantly affected. But keep in mind that any such scale, along with its categories, is subjective and that some stressors, such as deadlines, can actually have positive consequences.

• Remember that stress differs for all of us. Things like bungee jumping that are distressful for some may be pleasurable for others. Similarly, no stress-reduction technique works for everyone. Jogging, meditation or yoga are great for some but can actually prove stressful when arbitrarily imposed on others. Find out what works for you.

• Don't automatically assume that your headaches or other complaints are stressrelated just because you have a high job stress score. A physician should always be consulted if you experience new symptoms, or if past problems seem to be getting worse, because they may be due to something else that is much easier to treat in its early stages.

• Finally, although stress is difficult to define, the feeling of having little control is always distressful. Anything you can do to gain more control over your daily activities will provide powerful stress reduction rewards.

Estonian experience
In Estonian Adacemy of Security Sciences the lecturer gets a chance to plan next years courses in spring with their director. This helps the lecturer to point out what they prefer and what classes work better in what order. If you analyze the workload and plan it evenly then you help preventing stressors for next schoolyear.

Preventing stress

Learn to know how you react to stress and what specifically stresses you out. Keep a daily journal and record when something causes you undue stress or anxiety. Then try to answer these questions when stress arises:

- Is it a particular person or place that causes the stress?

- When do I feel the most "on edge" during the day?

- Do I make bad decisions as a result of feeling stressed or overwhelmed?

When you start to see patterns, you'll be able to recognize what triggers stress for you, and you'll be better equipped to handle it.

Change stressors where you can

Some stress is unavoidable and the best you can do is to manage it. Some things are within your control. For example, if you know that you have a heavier workload in the spring you should start with preparing your lessons already in the autumn when more free.

Changing simple things in your life can add up and greatly reduce your overall stress.

Set limits

Sometimes you may bite off more than you can chew and before you know it, you're overwhelmed. It can be hard to juggle the many activities and people in your life, whether it's work, school, family, friends, or whatever you have going on. Learning how to say "no" is important.

It might be hard to turn someone down or not participate in a certain event, but saving your energy and having time for yourself is important. You'll be more rested and less irritable.

Be realistic and know your limits and be firm with them. You'll be healthier and happier for it.

Try not to get overwhelmed

You have a report due by the end of the day, two memos that need to be written, and an email inbox that's overflowing. But where do you start? First, make a list. This helps you see what's on your plate so you can prioritize what needs attention now and what can wait. Number the items in order of importance and complete them one at a time.

Involve other people

Talk to your coworkers. Let them know you're working to reduce the amount of stress you deal with, and ask them for help when you need it. They can also help you identify stressful situations before they've become too much for you. And they can help you organize your schedule or let you vent frustrations.

Be open to their advice and help. It's possible they've faced similar situations and have information than can be of benefit to you. Don't be afraid to share your feelings. You can also see a therapist or

psychologist to talk things out. Talking through a problem or conflict can help you better understand it and how to avoid it in the future.

Be active

It's easy to skip exercise when you're stressed, but exercise is good for your physical health. It helps combat the negative effects of stress on your body and is good for your mental health.

Regular exercise improves your mood and naturally lowers symptoms of stress and anxiety. Exercise can also give you a much-needed boost of confidence to help you deal with stress in the future. You'll also probably sleep better. Aim for 30 minutes of exercise each day.

There are other practices that can also help relieve stress and put your mind and body at ease:

- acupuncture

- meditation

- massage

- yoga

- tai chi

- deep breathing exercises

Estonian experience

In Estonian Adacemy of Security Sciences there is a system to maintain good emotional health. There is a massage chair in the hallway and regular activity weeks in where all participants have to take part in activities such as trainings, walking in parks, running etc. This way people who do not know how or where to start with physical health the academy helps them out.

Be an optimist

When you're worried or feel your stress level rising, try to surround yourself with positive thoughts and experiences. Listen to music, watch a funny video, or call a friend who makes you laugh.

Meet negativity with a positive reaction. A positive attitude will keep you from slipping back into feeling overwhelmed.

Conclusion

Everyone has stress in their lives at some point or another. Some people have more than others. People deal with stress in different ways. Some ways are more beneficial than others. For some, talking with friends or family members is helpful. For others, writing in a diary provides insight and clarity when times are difficult.

Many times, our attitude and thoughts about stress can determine how much it affects us. If we try to avoid it and hide from it, we often make whatever problem is causing it worse.

By facing our problems and dealing with them in a productive and healthy way, we can decrease our stress and start living more stress-free lives.

Exercise

To summarise the topic discuss with your trainers these questions:

1. What is stress?

2. What are some examples of things that are stressful in life?

3. How can stress be both positive and negative?

4. What causes you the most stress?

5. What are some ways people deal with stress?

6. How do you usually cope with stress?

7. What are some unhealthy ways that people try to relieve stress?

8. What are some complications of stress?

9. What are the healthiest ways to handle stress?

10. What is your favorite way to de-stress?

Discuss this openly and let them run their own thoughts.

Estimated time: 15 minutes.

Burnout

Anyone who interacts intensively with people, also a trainer, could possibly face burnout. Its a phenomenon close to stress but still separate. This is a state of physical and emotional exhaustion caused by constant emotional tension that stem from work. Therefore every trainer should know how to prevent burnout or how to keep it under control. Burnout changes the way a person sees their job. Everything that seemed important and inspiring at first becomes unpleasant and meaningless.

It seems that if person is burnt-out than despite of constant effort, nothing important could be accomplish with the work. In this case person can perceive meaningless both the work and oneself.

Burnt-out people lose interest in the people they work for. In addition a burnt-out trainer can become cynical towards trainees, accusing them of causing difficulties. Persons performance decreases significantly and there might be thoughts about quitting the job. Frustration with burnout can also manifest as anxiety, irritability and health problems.

What causes burnout?

So far, the researchers have not come to a clear conclusion what exactly causes burnout. It is generally believed that there is a certain contradiction between persons expectations and what the job can offer. Studies have shown that burnout is certainly related to the following circumstances.

- **Increased workload.** Workload means productivity as well as time and energy. Increased workload involves increasingly intensive work and rising demands for its results and its quality. Often it has to be achieved with limited resources.

- **Insufficient preparation**. One of the causes of burnout might be insufficient preparation. Its not the lack of professional knowledge and skills, but people skills, for example how to deal with resistance, how to work with less motivated participants and the so-called difficult participants.

- **Excessive focus on the problem.** Training is usually provided in order to solve or prevent any problems. What is good is given less attention or even ignored due to time pressure.

- **Lack of positive feedback**. Naturally, after teaching a person has a desire to hear how he is doing and either the training was beneficial. Unfortunately, feedback is mostly received only at the end of the training course. In this way, the trainer does not have too many success experiences at work.

- **Inability to bring the change.** Trainers want to improve and change the world through their work, but there is no rapid change and the trainer might feel ineffective because they do not see the immediate results.

What to do about burnout?

Burnout affects not only the person themselves, but also everyone with whom the person interacts. That is why it is extremely important for the trainer to pay attention attention to your condition so as not to damage the relationship.

The main strategies used by the trainer in dealing with burnout could implement:

- Be aware of the problem

- Think about what caused the burnout

- find ways to deal with yourself

- Ask for help.

Here are some options for help:

- **Limiting the training load.** It affects the quality of training not only what happens in the training group, but also pre- and post-work. It all takes some time to stay while unnoticed - sometimes even by the trainer himself. This can result in constant overwork.

- **Possibility to take time off.** Taking time off does not mean only taking breaks or taking vacations, but also the possibility to vary the work.

Estonian experience

If needed, it is possible for the trainers to take some time off for some period and substitute it with work where is not so much interaction and communication with other people. For example preparing the study materials, textbooks etc. Its also possible to vary that maybe one semester will be with greater teaching hours and next semester will be less teaching.

- **Participation in training.** Stress and burnout training is mostly helpful. In addition to the training, it is also an opportunity for consultations with colleagues and supervisor and help you find useful tips for your daily work.

- **Development of special interests.** Studies have shown that one successful method of preventing burnout is the development of so-called special interests that provide an opportunity experiment, create and get a change in a unique, personal way besides normal work. This could be, for example, specialization the development of some new methods, launching special programs or projects, etc.

- **Support network.** Well-functioning a social network can prevent burnout. A network to which we can rely on both professionally and emotionally when necessary. The size of the network does not matter. It is important that support is available when needed.

Exercise

Discuss with your fellow trainers which of the previous methods for preventing burnout could work in your institution. It would be useful to include your boss into this discussion.

Used literature

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