

Curriculum Community Education Facilitator



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Module 3

Learning Approaches



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Erifo, Italy

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1. Summary

This module is organized in 3 learning outcomes, and its goal is to improve learning and teaching abilities. This is one of the key competences identified by the European Parliament and by the Council of the European Union (2006/962/CE), essential to knowledge development: learn to learn.

It is suitable for those looking to work in the Community Education Sector or those currently working in the Sector who are seeking to gain a formal knowledge base. This Module is one out of the six that comprise the Community Education Facilitator Group Award.

The Module has a notional delivery time of 12 hours, normally delivered over two consecutive days. Other delivery formats are acceptable.

Learning Outcomes (Summary)

- LA 1 - Meeting learners' need
- LA 2 - Learning approaches
- LA 3 - Innovative techniques to foster learning opportunities

2. Framework Conditions

2.1 Recommended Entry

Entry is at the discretion of the delivering centre.

This Module is designed to be delivered as the third module in the Group Award. It can also be delivered as a stand-alone Module

2.2 Credit Value

This Module is worth one credit towards the five credits required to achieve the Community Education Facilitator Group Award

2.3 Evidence Requirements for this Unit

Achievement of this Module will be determined by attendance, participation and on completion of the tasks within the Module. A Practical assessment will take place at the end of each unit.

2.4 Recommended Prior Knowledge and Skills

While there are no prescribed prior knowledge and skills for this Module, it would be beneficial for candidates to have good written and oral communication skills and good interpersonal skills. It would also be beneficial if candidates had some work experience either in a paid or voluntary capacity.

2.5 Guidance on the Content and Context for This Unit

This Module is developed to be delivered as part of a trans-international initiative. Therefore, the Module must be tailored to meet the needs of each country; particularly in matters dealing with legislation, societal structure, educational system and any other pertinent National issues.

2.6 Guidance on Learning and Teaching Approaches for This Unit

It is important that a supportive learning environment is created and that in delivering this Module there should be a balance between teacher led and candidate-centred tasks. The Unit content can be taught using a variety of methods including:

- ◆ Lectures
- ◆ Group discussion
- ◆ Group presentations
- ◆ Case studies
- ◆ Worksheets
- ◆ Speakers
- ◆ Use of ICT such as media clips, websites etc.

3. Learning areas

3.1 Learning Area 1 - Meeting Learners' need

- a) Different types of intelligence: Gardener's Multiple Intelligences Theory
- b) Learning styles
- c) Kolb's Experiential Learning

3.2 Learning Area 2 Learning approaches

- a) Learner-centred education
- b) Informal learning

3.3 Learning Area 3 Innovative techniques to foster learning opportunities

- a) Creative Classrooms
- b) Techniques to build educational games
- c) Teacher as a mentor leader

4. Support Notes

4.1 Learning Area 1

a) Different types of intelligence: Gardener's Multiple Intelligences Theory

Candidates shall become familiar with the idea that people think and learn in different ways. To this end, they will be introduced to Gardner's theory of Multiple Intelligences. Gardner affirms that there is not a general, unified capacity for learning and thinking and identifies 9 different types of intelligence: naturalist, musical, logical-mathematical, existential, interpersonal, bodily-kinaesthetic, linguistic, intra-personal, and spatial. People usually do not have only one type of intelligence but a combination of them. Through this unit, candidates will learn how to identify and recognise them.

Learning styles: VAK style; Metacognitive approach

Kolb's Experiential Learning

3.1 Learning Area 1 - Meeting Learners' need

In the first learning area, students will learn how to recognize and identify different types of intelligences and learning styles. This ability will allow them to diversify and adapt their own method to involve people and groups toward a specific goal; they will learn to pay attention to specific cases where the learning style of an individual doesn't fit the procedures adopted; finally, they will learn how to introduce elements which are compatible with different styles.

3.2 Learning Area 2 - Learning Approaches

In the second learning area students will learn new approaches to meet learners' need. They will get familiar with learner-centred and informal education. They will be able to identify and recognize different learning approaches. They will learn to adopt and re-use elements from these new approaches. They will learn to adapt such approaches to specific situations and needs.

3.3 Learning Area 3 - Innovative techniques to foster learning opportunities

In the last learning unit, participants will be instructed about how to adopt behaviours which facilitate learning processes both at personal and group level. Moreover, they will be instructed about how to use methodologies aimed to socialization and environment building in classroom.

5. Delivery Schedule

Learning area 1: Meeting Learners' need – 4,5 h

| time | content | teaching method | teaching material |
|-------|----------------------------------|---|--|
| 1:15 | Different types of intelligences | - Exercise - Input - Group discussion | - Handout - ppt presentation - MI tests |
| 01:30 | Learning styles | - Group discussion - Exercise - Input - Group work | - Handout - ppt presentation - VAK tests |
| 01:15 | Experiential learning | - Pin board - Input - Group discussion | - Handout - ppt presentation - poster and game cards |
| 00:30 | Closing and Debriefing | Group discussion | |

Learning area 2: Learning Approaches – 3 h

| time | content | teaching method | teaching material |
|-------|---------------------------|--|--|
| 01:45 | Learner-centred education | Input Group work | - Handout - ppt presentation - game cards |
| 00:45 | Informal learning | Input Pin board Group discussion | - Handout - ppt presentation - poster and game cards |
| 00:30 | Closing and Debriefing | Group discussion | |

Learning area 3: Innovative techniques to foster learning opportunities - 4,5 h

| time | content | teaching method | teaching material |
|-------|---------------------------------------|---|---|
| 01:00 | Creative Classrooms | Group activity Input Group discussion | - Handout - ppt presentation - poster |
| 02:00 | Techniques to build educational games | - Input - Group work | - Handouts - ppt presentations - game cards |
| 01:00 | Educator as mentor leader | - Input - Group activity and discussion | - Handouts - ppt - exercise sheet |
| 00:30 | Closing and Debriefing | | |

6. Description of Learning Areas

| LEARNING AREA 1 | |
|---|---|
| Title | Meeting learners' needs |
| Main contents | Different kinds of intelligence: Gardner's Multiple Intelligences Theory Learning styles: VAK Kolb's Experiential learning |
| Key competences | The learner will learn basic notions to diversify his own method to involve people and groups toward a specific goal; he will learn to pay attention to specific cases where the learning style of an individual doesn't fit the procedures adopted; finally, he will learn how to introduce elements which are compatible with different styles. |
| Abilities | Knowledge |
| To be able to recognize different learning styles and characteristics | Different types of intelligence |

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| To be able to help people understanding why some tasks appear easy and some others seem more complex. | Cognitive Mechanisms Learning styles |
| To be able to support people in choosing effective strategies to learn and solve problems with respect to the context and the characteristics of the task. | |
| Select working environment according to different cognitive styles | |
| To be able to support people in discovering strategies to improve their learning abilities | |
| Target | Community professionals and aspiring community operators |
| Prerequisites | EQF level 5/6 |
| Duration | 4-5 hours + 10 of individual study |
| Methodology | Frontal lessons, Group activities Group discussion |
| Evaluation | Practical assessment - identify a tester learning style and the appropriate strategy |

LEARNING AREA 2

| | |
|------------------------|---|
| Title | Learning approaches |
| Main contents | a) Learner-centred education b) Informal learning |
| Key competences | Students will learn new approaches to meet learners' need. They will get familiar with learner-centred and informal education. They will be able to identify and recognize different learning approaches. They will learn to adopt and re-use elements from these new approaches. They will learn to adapt such approaches to specific situations and needs |

| Abilities | Knowledge |
|---|--|
| To be able to identify and recognize different learning approaches | <ol style="list-style-type: none"> 1. Characteristics of Person-centred Education 2. Characteristics of Informal learning. 3. Techniques to put in practice different learning approaches |
| To be able to choose the learning approach that suits the best a specific situation | |
| To be able to engage people actively in the learning process | |
| To be able to provide a learning experience that responds to the needs of the learner | |
| Target | Community professionals and aspiring community operators |
| Prerequisites | EQF level 5/6 |
| Duration | 3 hours + 6 of individual study |
| Metodology | Frontal lessons Work project |
| Evaluation | Practical assessment: Design a lesson using a learner-centred approach |

| LEARNING AREA 3 | |
|------------------------|--|
| Title | Innovative didactic to foster learning opportunities |
| Main contents | <ol style="list-style-type: none"> a) Techniques to build educational games b) Creative Classrooms c) Mentorship and Leadership techniques |
| Key competences | Adopt behaviours which facilitate learning processes both at personal and group level. Understand main characteristics of the relationships in a group Identify criticalities in the relation framework and the learning process Use methodologies aimed at socialization and environment building in classroom |

| Abilities | | Knowledge |
|--|--|---|
| Identify methods and solutions to realize the activities and organize them in relation to the time | | <ol style="list-style-type: none"> 1. Characteristics of a creative classroom 2. Theories and motivational techniques to support learning processes 3. Rules and constants to build an educational game 4. Phases and techniques of the management of educational games 5. Characteristics of a leader 6. Characteristics of a mentor |
| Shape project ideas according to the characteristics of both target groups and learning environment | | |
| Design didactic supports and tools to stimulate the learning process and its evaluation, both ongoing and at the end. | | |
| Identify – consistently with the designing activity – the key elements of the learning units, in terms of didactic goals, expected results, methodologies, technological and material resources. | | |
| Develop proactive leadership and mentorship attitudes | | |
| Target | Community professionals and aspiring community operators | |
| Prerequisites | EQF level 5/6 | |
| Duration | 4-5 hours + 10 of individual study | |
| Methodology | Frontal lesson Work project | |
| Evaluation | Practical assessment – design an educational game - TABLES | |

