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| **UNIT TITLE AND NUMBER: Unit 3 Learning process assessment** |
| **INTRODUCTION**:  People approach learning in different ways. Each person has a preferred way of learning suited to personality and socio-cultural background. The term **Learning Style** covers a wide range of approaches, models, theories and methods which are outside the scope of this unit. The Unit shows that knowledge about learning styles can help teachers to take learner differences into consideration when planning classroom tasks and activities. We will learn more about the basic learning styles and listen to learners talking about their own experiences. Learners may prefer a visual (seeing) or auditory (hearing) or kinaesthetic (moving) or tactile (touching) way of learning [1], [2], [3], [4].  For the learning process assessment we propose a **Six Thinking Hats** tool which enables structuring and making the process of learning assessment more efficient [5]. It will help learners to think about what they have learnt/experienced/achieved, and finally to think about ways in which the learning process can be improved and enriched.  The **Single Method Evaluation Technique** will be introduced and implemented. It helps to identify if the learning content of the unit was: Well-known/Contradictory/New/Notclear.  We also propose reflection on the impact of age and ageing on the way that people learn in later life; discussion about the learning needs of people who do not participate in groups. We recommend watching **Six Adult Learning Principles** [6] and reading the **MATURE Research Report** [7] about outcomes from learning (pp. 47-48).  **RESOURCES:**  [1] Trainer notes, In Service Teacher Development, Learning styles 1 – Definition, <http://www.teachingenglish.org.uk/sites/teacheng/files/LearningStyles_1_Complete_0.pdf>  [2] Grundtvig Partnership LISTEN Learning Innovating Styles and Active Citizens, <http://utwpg.gda.pl/LISTEN/>  [3] Learning Styles I: Visual, Auditory, and Kinesthetic, <http://www.youtube.com/watch?v=delk5NnqXbs>  [4] Identify your learning style, <http://www.youtube.com/watch?v=tEpdFL1gYX0>  [5] Grundtvig Partnership LISTEN – Thinking Hats Assessment, http://utwpg.gda.pl/2013LISTEN/LISTEN-Thinking-Hats.ppt  [6] Adult Learning Principles <http://www.youtube.com/watch?v=Cu_PpkqWJGA>  [7] MATURE Research Report, pp. 47-48, <http://matureproject.eu/research-report> |

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| **LEARNING OUTCOMES**:  After studying this unit, participants will be able to:   * To describe Learning Styles: visual, auditory, kinaesthetic, and tactile. * To identify their own Learning Style. * To apply Six Thinking Hats methodology.   To use Single Method Evaluation Technique |
| **UNIT CONTENT**: *Teaching; tasks and activities that will lead to the acquisition of the unit’s learning outcomes* |
| **Am I a teacher, would I like to be teacher?**  This unit will start from the Ice Breaker described below.  Put Henry Ford’s statement on a board or flipchart.  “Whoever stops learning, either at 15 or 25 or 80 years is an old man. Whoever teaches always stays young”.  Discuss in pairs – Have you ever been a teacher? How did you like being a teacher? Would you like to be a teacher? If yes, what can you teach others?  **Presentation about “Learning Styles” and exercise “Identify your learning style”**  Start from the presentation using resources [1] and [2] and go on with the exercise described below.  In order to identify learning styles prepare 4 cards for each learner:  Card 1  ...look at the teacher's face intently  ...like looking at wall displays, books etc.  ...often recognise words by sight  ...use lists to organise their thoughts  ...recall information by remembering how it was set out on a page  Card 2  ...like the teacher to provide verbal instructions  ...like dialogues, discussions and plays  ...solve problems by talking about them  ...use rhythm and sound as memory aids  Card 3  ...learn best when they are involved or active  ...find it difficult to sit still for long periods  ...use movement as a memory aid  Card 4  ...use writing and drawing as memory aids  …learn well in hands-on activities like projects and demonstrations  Let learners chose the most preferable learning style and identify as follows  Choice 1 - Those who prefer a visual learning style  Choice 2 - Those who prefer an auditory learning style  Choice 3 – Those who prefer a kinaesthetic learning style  Choice 4 - Those who prefer a tactile way of learning.  Collect statistics: on a board or a flipchart– each learner should tick her/his learning style.  Older adults, whatever their circumstances, have spent a lifetime ‘learning’ different things but they often underestimate their learning capabilities or think that ‘learning’ is not for them. An exercise such as the one above helps people who are newly returned to learning both to recognise that they do know how to learn and to articulate ways in which they like to learn. Reflection about personal experiences of learning is an important first step in challenging negative attitudes to it and in building confidence and self-esteem.  **Introducing “Six Thinking Hats” tool for evaluation learners progress**  Six thinking hats is a method developed by Dr Edward de Bono who is credited with inventing the term’ lateral thinking’.  The introduction to the Six Thinking Hats tool can be supported by a slide presentation [3]. However whether or not a slide presentation is used the following aspects should be covered: “We will be using Edward de Bono’s Six Thinking Hats tool to help us to think about what we have learnt/experienced/achieved, and finally to think about opportunities how the learning process can be improved and enriched”.  **Group Work**   * Set up areas with tables and chairs that will enable several people to work together. * Ask participants to break into groups and to move to the set up areas. * Take into account that there should be enough space between groups to allow each group to concentrate on their own thinking. * Ask one member of the group to act as “reporter” for the group. * Each group has a hat in the same colour at the same time and contributions from each group are collected one by one. * The whole process is controlled by blue hat subgroup. * Make sure the descriptions of the different hats are clearly visible to everyone:  1. White hat: factual, describes what is there. 2. Red hat: intuitive, expresses how one feels when one sees the object. 3. Green hat: creative, comes up with ideas. 4. Black hat: negative, sees what is wrong with everything. 5. Yellow hat: positive, sees what is good in everything. 6. Blue hat: controls the process, runs the discussion.   Ask the groups to consider the following ‘problem’ and suggest answers that correspond with their hats: ‘*We need to increase participation in learning groups by older adults’*. Ask for feedback from the reporters of each group. Ask the group as a whole to discuss the issues and solutions they have heard.  De Bono’s hats is a successful tool for effective problem-solving. It requires participants to address issues from a number of different perspectives in order to develop a rounded response. Life and being older generate problems of all kinds; older adults who suffer disadvantage encounter more than their fair share of problems. Problem-solving is a critical life skill; analysing a challenging situation, looking at it from a variety of angles, coming up with a solution that makes sense to the individual are competences that contribute to well-being and autonomy in later life. This exercise makes best use of the experience of the participants to demonstrate how they already possess the key components of a skill (problem-solving) that is fundamental to life and learning. As such it is in the best tradition of experiential and active learning.  **Single Method Evaluation technique**  Participants are asked to mark the text as:  • Text that confirms what they already knew mark with **√**  • Text that contradicts or differs from what they knew or believed that they know will mark with **–**  • New information, unexpected will be noted with **+**  • Text not clear about which questions will be noted with **?**  **An evaluation template:**   |  |  | | --- | --- | | **Mark the text below with one sing** | **√** or  **–** or **+** or **?** | | Learning Styles Recognition |  | | Six Thinking Hats Methodology |  | | Single Method Evaluation |  |   This kind of evaluative exercise promotes a view of learning as a process which includes: acknowledgement of what is already known; reflection on and review of what the individual thinks s/he already knows; the acquisition of new knowledge and the recognition that not everything new makes immediate sense. Understanding what learning is can be a first step in challenging misconceptions of it. Branding learning positively is part of a number of strategies to be adopted by those seeking to engage the disaffected and/or disadvantaged. Negative views of learning can become entrenched in older generations when poor school experiences lead to narrow-mindedness. |