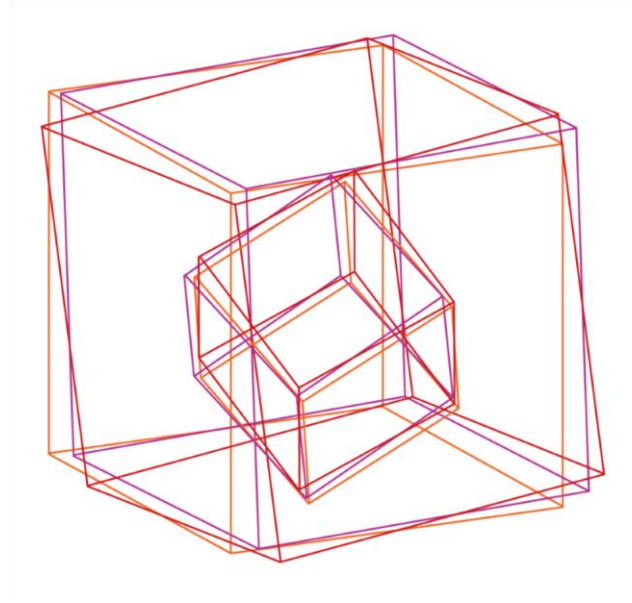


# Activating Methods in Adult Education



# OVERVIEW

- Why Activating Methods?
- Shallow and Deep Learning
- Key Questions for Planning and Designing Events
- Reading and Flexing as Pedagogical Competence
- Methods at a Glance
- Recommendations

Teaching and learning is a process that should be designed actively, a process in which teachers and learners jointly contribute to its success. (Beer/Meisel, 2006)

When planning and implementing an event, it is important to pay attention to self-responsibility and to facilitating learning, and to promote an active role in the teaching/learning process. (Siebert, 2006)

# Foot voting

I have a great deal of experience in planning & designing events.

I regularly use activating methods in my events.

Activating methods also work very well in intercultural contexts.

# Methodos (Greek) = the way



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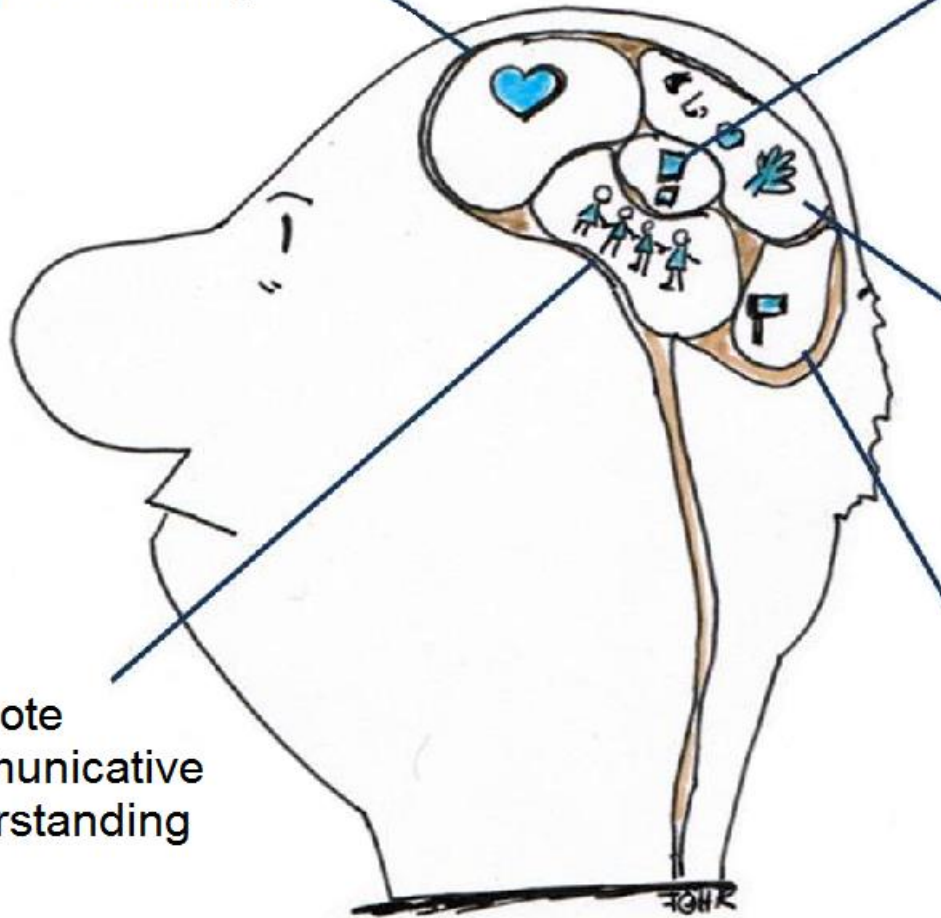
**Technology**  
**Arts Sciences**  
**TH Köln**



# Why Activating Methods?

Stir emotions that support learning

Recall memories, experience and prior knowledge



Stimulate the acquisition of new knowledge and sensory perception

Set the body in motion

Promote communicative understanding

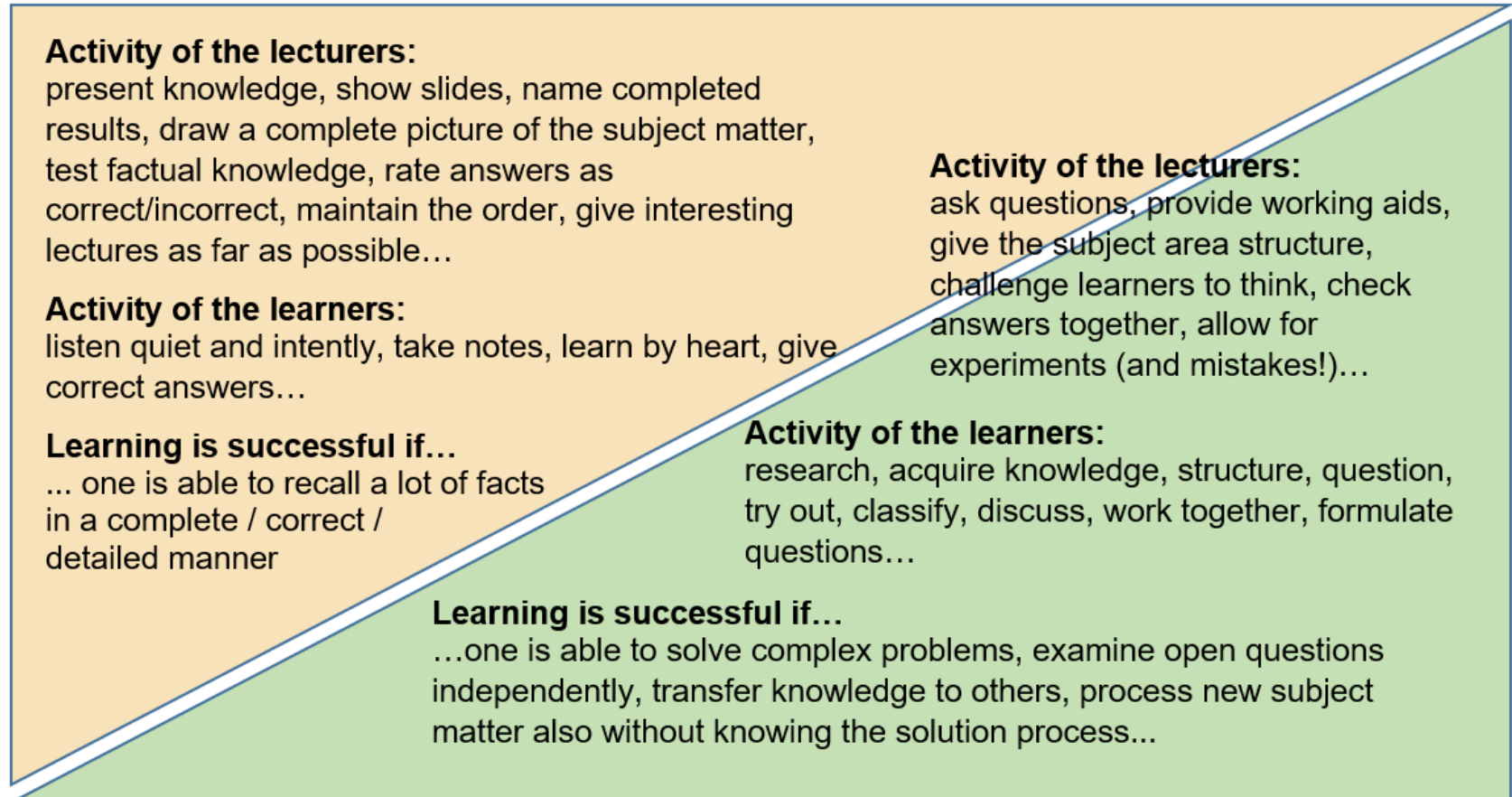
# Promoting Shallow and Deep Learning

Declarative knowledge: Knowledge about something

Procedural knowledge: Knowledge about how something works

Shallow learning

Deep learning



Source: Wunderlich, 2016

# Definition

Learning outcomes are “statements of what a learner knows, understands and is able to do on completion of a learning process. They are defined in terms of knowledge, skills and competence”.

European Commission. 2008. *European Qualifications Framework for Lifelong Learning (EQF)*. Luxembourg: Office for Official Publications of the European Communities.

[http://ec.europa.eu/education/pub/pdf/general/eqf/broch\\_de.pdf](http://ec.europa.eu/education/pub/pdf/general/eqf/broch_de.pdf) (Last accessed on December 11, 2011)



## **Learning goals**

What will the participants be able to do after attending the event?



## **Constructive Alignment**

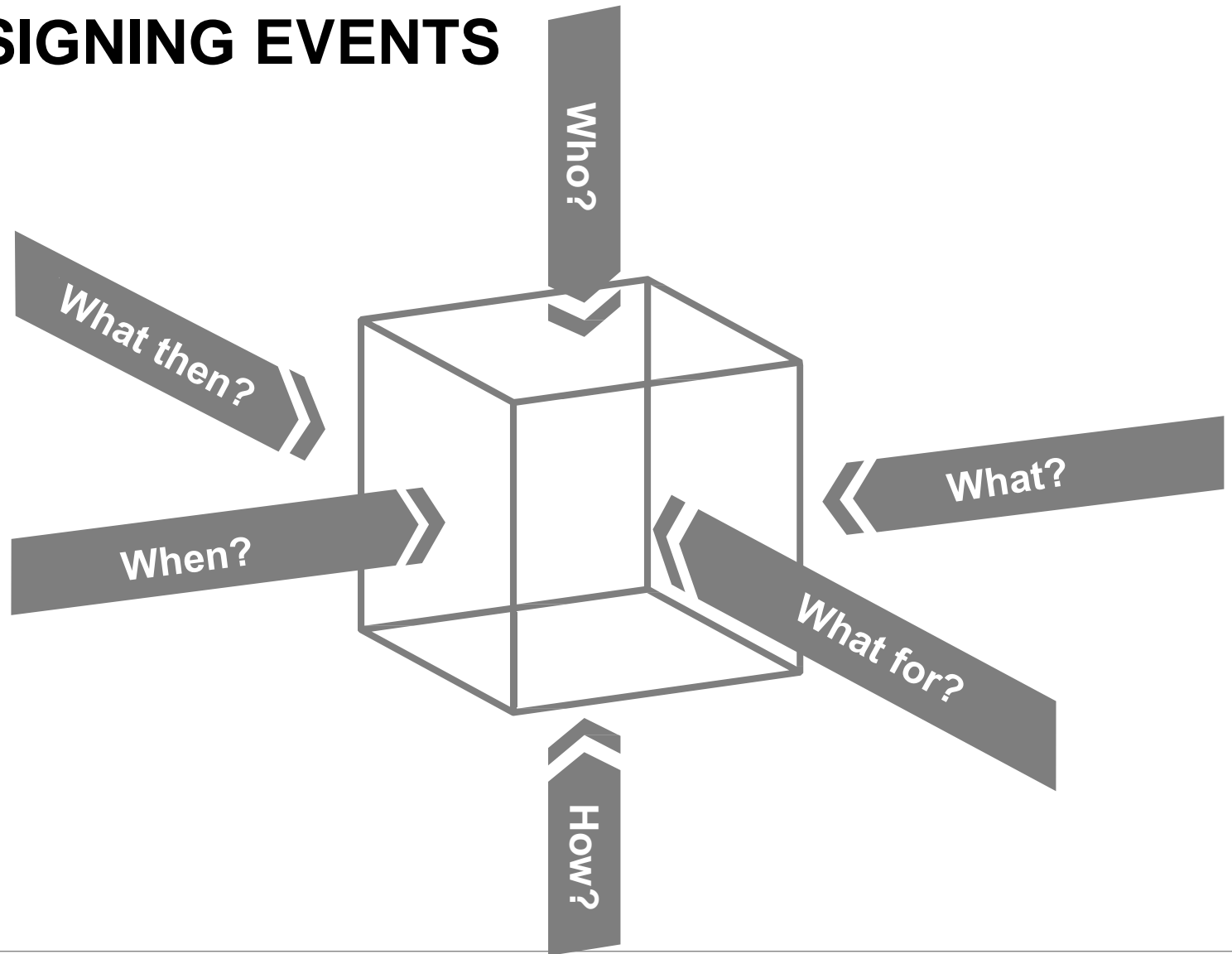
### **Testing methods and learning transfer review**

How can the achievement of learning outcomes (test/transfer ...) be examined?

### **Teaching and learning methods**

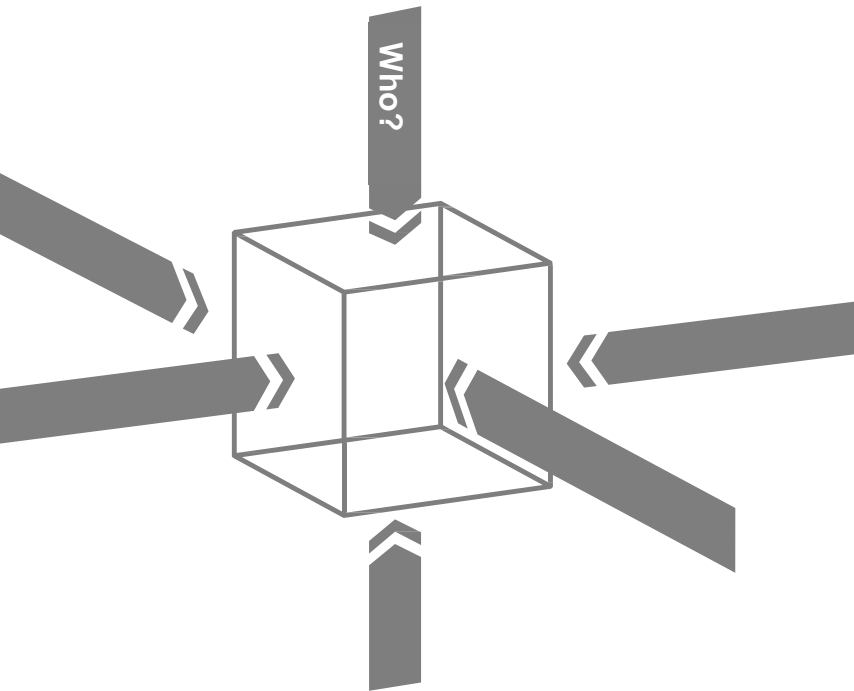
Which teaching and learning methods lead to the achievement of the intended learning outcomes?

# KEY QUESTIONS FOR PLANNING AND DESIGNING EVENTS



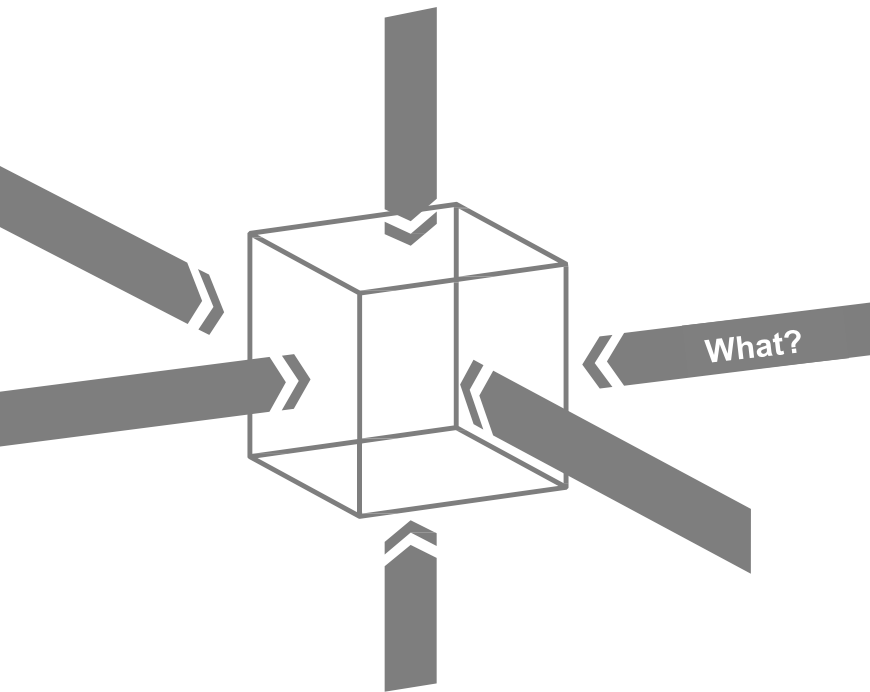
## Target group

# Who?



- a. What do I know about the participants (group size, experience, interests, etc.)?
- b. How do I want to encourage participants to deal with the topic (inform, make curious, stir up, make reference to current events, formulate points for discussion, gather questions from participants)?
- c. What does the learning group need in order to be able to work (introductory phase, clarity about learning goals, feedback on past record of performance, conflict moderation)?

# What?

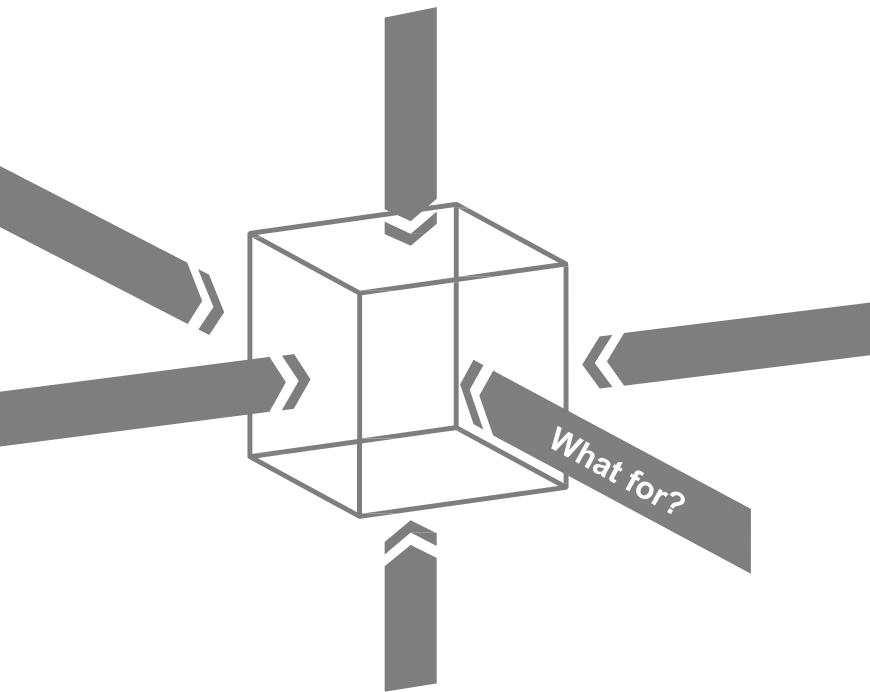


## Topic

- a. What topic do I want to address?
- b. What topic do I take up?
- c. What level of prior knowledge can I expect?

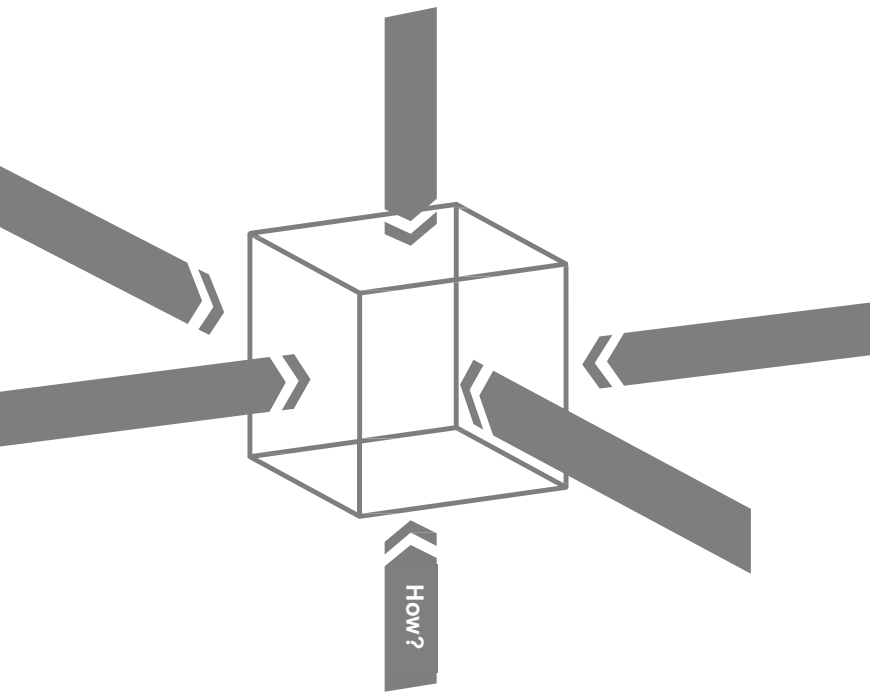
# What for?

## Learning goal and methodology



- a. What learning goal does the event focus on?
- b. What purpose does learning serve and what practical applications are there?

# How?

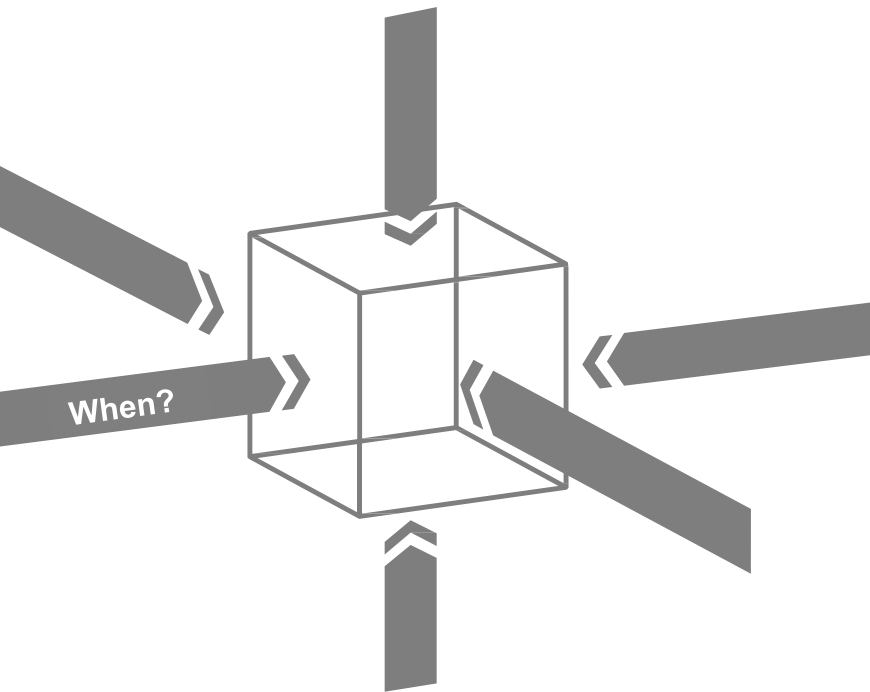


## Methodology

- a. How do I introduce the topic: lecture, question, film, text, etc.?
- b. How should the participants process this information? (listen/watch, research, read, work on their own, questions)? What methods are suitable for further exploring the topic or for examining it in-depth?
- c. What materials do I need?



# When?



## Choosing appropriate times

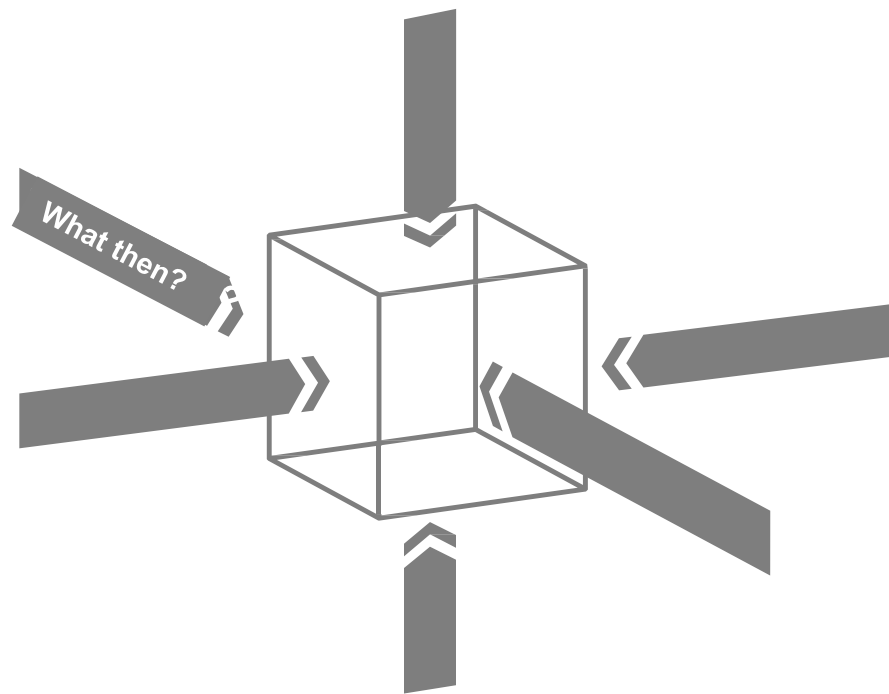
- a. In which phase in life, season, at which time of day ('time slot') is the topic suitable for the participants?
- b. How much time is needed?

## What then?

a. How are the results documented (as handouts prepared in advance or during face-to-face sessions with media such as flip charts, cluster, lists, based on photo documentation, in films prepared by the participants, learning portfolios, wikis, logs)?

b. How will the next (learning) steps be determined (in consultation with the participants, specified from my side)?

c. How will the transfer be accompanied (by me, at peer level, by external colleagues)?



# Reading and Flexing As Pedagogical Competence

**Reading** = assess a group or course situation;  
Underload and overload, non-verbal signs or learning  
difficulties

**Flexing** = react properly to any given situation; if  
necessary, change the concept, spontaneously suggest  
other methods, even if they were not planned

cf. Siebert (2006), p.13

**Pay attention to the following  
when reading and flexing:**

**WHAT?**

**TOPIC**

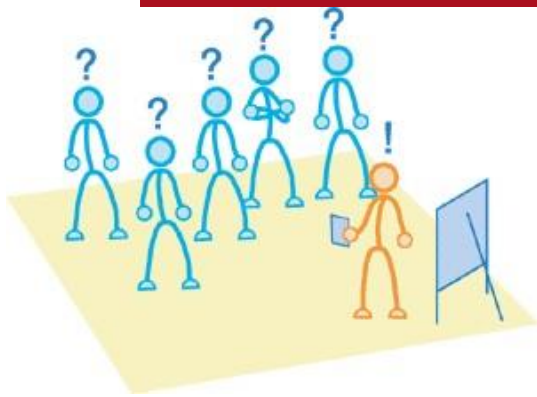
**WHAT WITH?**

**METHOD**

**WHAT FOR?**

**GOAL**

# METHODS AT A GLANCE



## METHODS FOR GETTING TO KNOW EACH OTHER

### COURSE OF ACTION

- Methods that help participants get to know each other

### SUITABLE FOR

- The start of an event
- Networking among participants

### PAY ATTENTION TO

- Specific features of the group
- Group size
- Time frame
- Useful method to stimulate networking among participants





# LECTURE METHODS

## COURSE OF ACTION

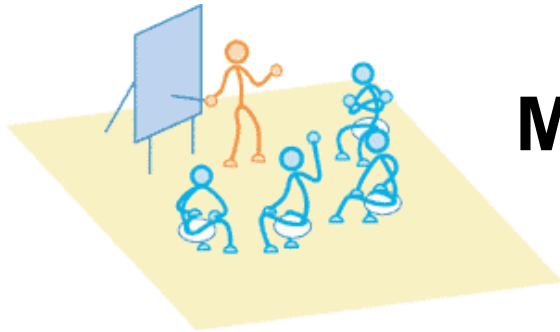
- The teacher or a participant gives a lecture, depending on:
  - topic,
  - purpose,
  - equipment and
  - group
- Where applicable, media supported teaching (projector, videos, flip charts, handouts, etc.)

## SUITABLE FOR

- Strongly controlled input

## PAY ATTENTION TO

- Clear structure, not too long presentations at a time
- Link to the preparation phase
- Good content, quantity and structure preparation, as well as confident use of media required



# MODERATION METHODS

## COURSE OF ACTION

- Moderate and structure input, questions and results in the group (e.g. brainstorming with clusters, metaplan method, mind-mapping, soft analysis, problem reversal)

## SUITABLE FOR

- Jointly developing results and reflections

## PAY ATTENTION TO

- Choose the right questions to ask to the group without giving the impression that the answer is predetermined.
- Bear group dynamics in mind.

# INDIVIDUAL WORK METHODS



## COURSE OF ACTION

- Participants work individually on work or reflection tasks

## SUITABLE FOR

- Concentrated work on topics, reflection
- Help develop and work out own ideas
- Link to own knowledge base

## PAY ATTENTION TO

- Assign clear tasks, include feedback.
- Provide means for support if participants don't manage to cope with the tasks.



# QUICK AND EASY PEER TO PEER METHODS

## COURSE OF ACTION

- Methods that get participants talking to each other (e.g. buzz groups, speed dating, think-pair-share, flashlight sessions, group discussions etc.)
- Depending on the method, provide a written description in advance

## SUITABLE FOR

- Reflection and detailed study of input. Attention grabber as intermediate step during longer inputs or straightforward seeking of opinion leaders
- Getting participants acquainted with one another. Can serve as a first step towards activation if the concept cannot be converted quickly into practice.

## PAY ATTENTION TO

- Depending on the method, possible without preparation of materials.
- Good time management, clear questions and closing review are essential.



## TIME-CONSUMING AND COMPLEX PEER TO PEER METHODS

### COURSE OF ACTION

- All group work methods (e.g. expert puzzle, future workshops, open space, snowball methods, role-playing, poster discussion etc.)

### SUITABLE FOR

- Intensive stages in the analysis of complex topics. Address reflection and deep learning.
- Team processes are experienced and may be addressed explicitly. Members of a group get to know each other better.

### PAY ATTENTION TO

- Good preparation (materials, course of action, goals etc.) as well as confident use of methods are required. Supervision over group processes (time and, if necessary, conflict management) is often useful.
- It is important for teachers and participants to give feedback.



# PEER COUNSELLING METHODS

## COURSE OF ACTION

- Methods that enable learners to counsel each other (Peer Consultation, Dialogue Walk, Reflecting Team, Development Star etc.)

## SUITABLE FOR

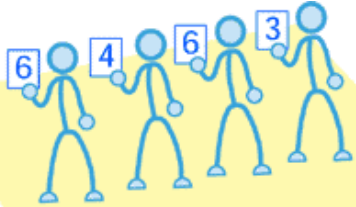
- Topics that require reflection and individual development paths. These methods encourage respectful peer interactions and draw consistently on the resources of the learners.

## PAY ATTENTION TO

- A trustful environment that allows for the further processing of thought-out elements is needed.



# FEEDBACK METHODS



## COURSE OF ACTION

- Methods that allow participants and lecturers to provide feedback (flash feedback, scaling questions, questionnaire, Moderation: I liked...; My recommendations for improvement are...

## SUITABLE FOR

- Feedback sessions during the event, at the end of the day or at the end of the event

## PAY ATTENTION TO

- An open environment is required.
- Observe feedback rules.
- Feedback should be accepted and implemented.

**WHICH METHODS DO  
YOU CONSIDER TO BE  
THE MOST  
APPROPRIATE FOR  
FUTURE EZA MEETINGS**



**APPLY THE *WHAT-WHAT*  
*WITH-WHAT FOR*  
STRUCTURE**



# Some recommendations

## Getting to know each other:

- Scaling technique

## Work on new content/ Link to prior knowledge

- Mind mapping
- Poster sessions

## Exchange of experience:

- Scenario technique
- Peer consultation
- For and Against Debate
- Think-Pair-Share

## Voting:

Scaling techniques

## Feedback:

- Target method
- Barometer
- Traffic light method
- One Minute Paper
- Metaplan method

I liked.../ My  
recommendations for  
improvement are...

**In a nutshell:**

**Activating methods are not an end in themselves, but must be meaningfully integrated in the overall concept.**

**THANK YOU**

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Image source: [www.e-teaching.org](http://www.e-teaching.org)