Learning Guide: The following is an outline of how this course / workshop will be conducted, with suggested best practices for Adult participants. The Learning Guides for all units open on the first day of class. Please review all Learning Guides to access the readings, review assignments, etc.

Course Requirements:

Discussion Assignments & Response Posts/Ratings: Some units in this course require that you complete a Discussion Assignment.

Written Assignments & Assessment Forms: Most units in this course does not require that you complete a Written Assignment (case study, research paper, etc.).

Group Activities: During this course, you will be required to complete work as part of a small group. Group work is an important component of your coursework, as it allows you to deepen relationships with classmates, and gain a more thorough understanding of the topics presented in this course

Course Forum: The Course Forum is the place to raise issues and questions relating to the course. It is regularly monitored by the instructors and is a good place to meet fellow students taking the same course. While it is not required to participate in the Course Forum, it is highly recommended.

Course Policies:

Grading Components and Weights: Each graded component of the course will contribute some percentage to the final grading scale, as indicated here:

Discussion Assignments	20%
Written Assignments	30%
Group Activities	25%
Reflective Portfolio Activities	25%
TOTAL	100%

Course Honesty and Integrity

When you submit any work that requires research and writing, it is essential to cite and reference all source material. Failure to properly acknowledge your sources is known as "plagiarism" – which is effectively passing off an individual's words or ideas as your own. Any materials cited in this course should be referenced using the style guidelines established by the American Psychological Association (APA).

Code of Conduct

INBIE expects that participants to the courses conduct themselves in a respectful, collaborative, and honest manner at all times. Harassment, threatening behaviour, or deliberate embarrassment of others will not be permitted.

Instytut Badań i Innowacji w Edukacji

ADULT EDUCATION FOR INCLUSION AND DIVERSITY

Rethink, Refresh, Reinvent

☐ Improve learning performance
☐ More active participation in society
☐ Enhance intercultural awareness

Czestochowa – Poland
2.12.2019 – 12.12.2019

INBIE 02122019: Adult Education For Inclusion and Diversity

Duration: 80h / 10 days

Prerequisites: To be a teachers / trainer who provide instruction to adult learners and are looking to advance their general knowledge, exchange good practices and gain know how from experts on Adult education.

Training Description: This course / workshop will focus on improving the quality of adult learning professionals. Participants to the course gain theoretical knowledge, research skills and the ability to apply adult education principles while teaching. They will improve their cultural and competences to adapt to the particular needs of adults, and find out how to motivate adults to share their professional experiences and help them learn through discussions, collaboration and practical activities.

Required Textbook and Materials: Workshops developed and implemented at "Research and Innovation of Education Institute" [INBIE] use open educational resources and other materials prepared by INBIE staff with free permissions for educational use [http://research.inbie.pl/papers.html]. Therefore, students are not required to purchase any textbooks or sign up for any websites that have a cost associated with them. The main required textbooks for this course are available at http://publisher.inbie.pl/bib/index.html, and internet and can be readily accessed using the provided links. There may be additional required/recommended readings, supplemental materials, or other resources and websites necessary for lessons; these will be provided for you in the course's General Information and Forums area, and throughout the term via the daily course unit areas and the Learning Guides.

Textbook: Even though this course does not contain a main textbook; INBIE recommend to all participants to read the final report "Key competences for adult learning professionals -Contribution to the development of a reference framework of key competences for adult learning professionals" written by B.J. Buiskool, S.D. Broek, J.A. van Lakerveld, G.K. Zarifis, M. Osborne [This study has been financed by European Commission, DG EAC] available free of charge at: http://conference.pascalobservatory.org/sites/default/files/ Keycomp 0.pdf

Software Requirements/Installation: Pbworks platform will be used for practical assignments.

Learning Objectives and Outcomes:
Theoretical and practical issues on migration and integration
By the end of this the training process, participants will be able to:
- Planning and organizing activities and strategies to support the integration of migrants and refugees.
- Adequate authorization measures in the fields of education, social life, working life, etc.
- Establish, adapt and implement tools, approaches for empowering refugees.

- Utilize and apply cultural theory concepts to educational institutions to ensure equitable access to learning environments and inclusive practices.
- Design and adapt curriculum components and instructional settings in the multicultural, multilingual learning environment to promote and enhance cultural awareness and sensitivity.
- Develop and implement technology-enhanced learning opportunities, in consideration of the individual needs of each student, to include adaptive and assistive technologies.
- Assess and analyse learner needs in diverse and inclusive settings through inquiry-based procedures to teach content and optimize learning.

Training Schedule and Topics: This course / workshop will cover the following topics in ten learning sessions, with one unit per day. In the morning will be delivered the theory and in the afternoon the practical part.

Day 1: adult education in, between and for stronger communities
Method: Lectures / Workshops

Day 2: open and distance education as a device for sustainable adult education
Method: Lectures / Workshops

Day 3: self-reflection as a tool for inclusive learning and teaching
Method: Lectures / Workshops

Day 4: mentorship programs for workplace inclusion and learning
Method: Lectures / Workshops

Day 5: collaborating with learners in critical thinking and citizenship
Method: Lectures / Workshops

Day 6: adult newcomers following second-language courses
Method: Lectures / Workshops

Day 7: transitions and the role of community-based learning
Method: Lectures / Workshops

Day 8: adult education and the building of a common culture
Method: Lectures / Workshops

Day 9: exploring the transformative potential of art to develop an inclusive view of the world and society
Method: Lectures / Workshops

Day 10: validation of prior learning: an effective means to foster social and labour market inclusion
Method: Lectures / Workshops

Lectures: 9:00 to 13:00 - Workshops: 14:00 to 18:00