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*Me - A teacher?*

A guide for teachers within the liberal adult education field

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TEACHER?



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## Introduction

You've been entrusted with the role of being a teacher within the liberal adult education field. What does this mean to you? Do you feel like a teacher? Would you like to be a participant in your own course?

This guidance booklet is supposed to function as a material that you as a teacher can use in your daily work. Teachers in the liberal adult education field might feel lonely at times. With this guide we would like to provide you with some company and support you in your work.

Although some material on theoretical issues can be found in this booklet, we are nevertheless primarily focusing on offering you some practical advice. One of our foremost goals is create an opportunity for reflection. Our target group is mainly new teachers, but also more experienced teachers are welcome to, and might benefit from reading this guide. No directions related to topical or organizational matters can be found in the booklet, our intention is rather to make this material applicable for all teachers within the liberal adult education field.

In this material, we presuppose that the student is being enabled to participate both in the implementation and finalization of the courses. We also presuppose that especially the social interaction plays an important part of the activities within the liberal adult education field. One could say that the group itself is the teacher's most important resource. If the social interaction and atmosphere is favourable, it also means that the students can learn from one another. But pedagogy is not an accurate science form and therefore all the assertions made in this guide are open for discussion. There is no right or wrong. The assessments are always related to for example the situation itself or the teacher's own preconceptions.

We use the terms student, the learning part or course participants which in this material are all synonymous. In our discussion of adult pedagogy and adult learning we presuppose that the principles of adult pedagogy can also be applied to youth and partly, to children.

We use the term teacher as a common term to refer to the person who is in some way responsible for the realization of the course, even though the people playing that role do not necessarily identify themselves as teachers.

The making of this material has been made through the Kunnig project Kompetensforum with funding from the Regional State Administrative Agencies.

### **WHAT'S YOUR OPINION ABOUT THIS GUIDE?**

The content in this guide is not set in stone. Our wish is to develop and enhance this material. You can give your response to the staff of Bildningsalliansen – the organization for non-formal adult education in Swedish in Finland.



We would like to thank the pilot group which has offered their viewpoint on the material in the final stages of the development process, Principal Gunborg Gayer at Helsinki Adult Education Centre for proofreading, organizer Annika Staffans at Korsholm Adult Education Centre for designing the layout and fine arts teacher Kristina Skoog at Korsholm Adult Education Centre for the illustrations. The development and responsibility for this material nevertheless lays on the undersigned.

We wish you success and happiness in your role as a teacher!

*Annika Turunen, Ann-Maj Björkell-Holm, Ilze Jundze-Lundegran and Marie Granbacka*



# 1

## 1. An introduction to liberal adult education and pedagogy

The purpose of the first part of this guide is to function as an overall introduction to the themes mentioned in the heading above. We want to explain to you what liberal adult education is. Why does this form of activity exist? We also offer an overview on what we regard as the premises for a pedagogical method conditioned to suit adult peoples' needs. Have you considered whether there are any differences between teaching children and teaching adults?

### 1.1 What is liberal adult education?

You who are currently reading this guide might have already taught or will teach a course for an organization operating within the liberal adult education field. Five different associations can be found within this field, namely adult education centers, folk high schools, sports institutes, study centers and summer universities. Over one million people attend liberal adult education classes in Finland every year.

The **adult education centers** can be found in one form or another in all of Finland's municipalities. Adult education centers can also be labelled worker's institutes, institutes or likewise. These institutes provide courses that the students can participate in apart from their ordinary day jobs, studies or other activities. The courses on offer can for example deal with language learning, health and fitness, cooking or handicrafts.

At the **folk high schools** one often is enrolled at least one year as a full-time student, but the schools can also arrange various shorter courses. The length of the courses ranges from one weekend to a full week. Folk high schools also offer dormitory living for their students.

The primary purpose of the **summer universities** is to provide Open University courses on a regional level, but other types of courses are also arranged, e.g. in-service training, language courses and finally, refresher courses for those graduating from secondary schools.

The **sports institutes** are also boarding schools which offer full-time education. As the name indicates, the sports institutes offer education that further fitness, well-being and health.

The **study centers** operate on a national level. They organize courses and lectures either independently or in cooperation with different member organizations. Through the study centers a specific group can also apply for support in order to e.g. create a study circle.

The need for “folk education” (Sw. folkbildning) and “folk enlightenment” emerged at the time when the Nordic countries underwent a democratization process. Folk education is specific to these countries, even though similar activities also exist in other nations. The adult education centers are an institute form that only exists in Finland.



Fri bildning och fritt bildningsarbete



Folkbildning



Folkeoplysning



Folkeoplysning



1) liberal adult education [usually, but also:] 2) non-formal adult education 3) informal adult education 4) popular adult education)

Liberal adult education is not regulated by curricula set down by the State or the municipalities. The organizations formulate the targets and course curricula themselves. From these premises the teacher and the students can create their own aims for the courses. The purpose of liberal adult education is to support democratic action by offering opportunities for personal development in a social environment.

1 § The target of liberal adult education is to further the individuals' diversified development, well-being and welfare, and to further democracy, pluralism, sustainable development, cultural diversity and globalism. The trademark of liberal adult education is represented by studies of the student's own choosing, of belonging and active participation.

*Act on Liberal Adult Education*

Aside from revenues acquired from the course fees, non-formal adult education is also funded by the State. The responsible body, often a municipality or a foundation, can also contribute to the funding.



### WHAT'S YOUR OPINION?

What is the most important purpose of liberal adult education today?

## 1.2. What is pedagogy?

In everyday speech the term pedagogy refers to a compilation of methods used in order to teach someone something. In scientific terms this aspect of pedagogy is called didactics. Pedagogy again refers to the science of learning in a wider context. Pedagogy is not merely concerned with teaching and the teacher's role in an official school environment. One could rather say that learning can happen anywhere where two or more persons meet, and hence the role of the teacher is not necessarily needed in order for the learning process to take place.

### CONCEPT DEFINITION

(according to Henry Egidius's Termlexikon i pedagogik, skola och utbildning (Studentlitteratur, 2006))

#### **Didactics**

The art of teaching, the science of arranging, implementing and evaluating educational methods, the "how, why and what" of education

#### **Pedagogy**

The science of education, qualification, studies, instructional theory and personal development; also the art of teaching; to be able to explain something in a way so that those taking part in the tuition are able to comprehend it

#### **Special needs education**

The science of education, and formation of schooling for children [or adults] experiencing difficulties in taking part of tuition due to disabilities, dyslexia or illnesses

#### **Adult education methods**

Theories about different ways of organizing and carrying out studies for adults; development and practical methods for carrying out tuition conditioned to suit the needs of adults, andragogy (synonym)



Illustration: Kristina Skog

The term pedagogy is derived from the Greek *paidagōgēō*, which literally translated means "to lead the child". The pedagogue in ancient Greece was the slave, who accompanied the pupil (a boy) to school. Perhaps the pedagogues of the modern world may identify themselves with the role of the person leading and accompanying the pupils, the course participants, or the students in the learning process.



In some regards one could argue that teaching adults is vastly different from teaching children, but one could also always discuss how vast this difference actually is. The fact is that a group consisting merely of adults is usually heterogeneous. The participants can vary from 20-year-olds to seniors, being of very diverse backgrounds and having different levels of previous knowledge.

On the subject of teaching adults, teachers tend to agree with many or at least several of the following assessments:

- Adult learners can, and usually want to participate in developing the course, both in regard to content and working methods.
- Adult learners have a wider experience which influences how they regard the subject being taught. This collection of experiences can be used to enrich the whole group.
- Adult learners usually have a preconception on how they learn the material the best. Through diversifying the teaching everyone in the group may experience that the teaching suits them the best.
- Adult learners may also have negative experiences from the educational area that may obstruct them in the learning process.
- A group of adult learners is often heterogeneous, especially in regard to prior knowledge, age, interests and the level of ambition.
- Adult learners usually participate in the course of their own free will and share a common interest with the other course participants. This makes it possible to create a good atmosphere within the group itself.
- Adult learners can attitude-wise be picky and critical – they demand more.
- Adult learners usually struggle with a lack of time. Therefore higher demands may be put on the teaching methods because there is a lingering expectation in the background to use the time effectively.
- Adult learners want to use the acquired knowledge here and now.

In regard to adult education methods within the liberal adult education field one could suggest that this concerns something else than standard school tuition. To participate in liberal education is important. It is also important that the participants feel comfortable and involved in the group. The shared experiences of the group are an important resource – the teachers do not have to know it all.




### WHAT'S YOUR OPINION?

In what way do you think adult people learn things?

Is it easier or more difficult for adults to learn compared to youngsters?

Do you have any previous conception of the term pedagogy? Has the text above changed your conception of it?



## 2. Education within the liberal adult education field

In the second part of this guide we will deal with several different aspects of teaching and managing a course. Here we will provide the reader with general hints and tips that may serve as food for thought before a course starts as well as during the duration of the course. Part of the preparation and the implementation of the course still largely depends on the group, the topic being taught and the teacher's experience and personality. What sort of questions do you as a teacher within the liberal adult education field need to think of?

### **2.1 Planning**

The teacher has to make a general outline before the course starts according to the course description as issued by the educational institution. The planning will go much easier if the teacher gathers information about the course participants before the course starts. It could be useful to at least browse through the participant list and strive for learning the names as quickly as possible.

The teacher is responsible for keeping the course structured throughout the learning period. Despite this it is still important to discuss the course structure with the participants both during the beginning and partly under the duration of the course. What are the expectations of the course participants? What is their previous knowledge? The teacher can in accordance with the participants to a great extent decide what kind of topics should be dealt with in the course.

Planning a lesson can be done very differently. You should at least try to keep in mind what kind of material is being taught, what kind of methods you should use as well as keeping in mind the time limit of the different elements. The planning will help you to create a basis for rich and varied teaching.

**PLEASE KEEP THE FOLLOWING POINTS IN MIND DURING THE PLANNING PROCESS**

- Why? The aim of the course
- What? The content of the course
- How? Teaching methods
- How long? Time management

**HERE'S AN EXAMPLE ON HOW YOU CAN PLAN YOUR COURSE:**

<i>Theme</i>	<i>Time</i>	<i>Content</i>	<i>Working method</i>	<i>Aim</i>	<i>Material</i>
The theme for the teaching	Approximate time for this element	The content of the teaching. Theme split into several elements.	What is the working method and how are the participants grouped together? What does the teacher do?	The aim with this element	Resources and material
	Time reserved for this element	Part 1 of the theme. Part 2 of the theme.	The working method, preferably different from the previous element	New aim, building on previous aim	New needs?
Following theme		The new part of the following theme.			

- Plan the first lessons before the course starts. The wishes of the group should be kept in mind when planning the course.
- The content should correspond with the course description – one should only diverge from the topic if the group wishes it, and after having reached an agreement with the organizer.
- Try to fit in variation and breaks into the teaching so that the participants are enabled to study in different ways without getting bored.
- Try to focus on time management. What is the appointed time for the different elements? What can you skip if there is not enough time? Do you have more activities planned for the course if there is extra time to be found?
- It is important to show who you are and what your working methods are already from the beginning when the course starts. One hint is to use methods that will activate the course participants.
- Keep in mind that the participants should be able to relate the content of the course to their own personal experiences.
- After the lesson ends it is advisable to write down any new thoughts that can be discussed further on in the course, this will make the planning go easier.



## WHAT'S YOUR OPINION?

What is the core of the course that you are going to teach in accordance with the course description?

What are your very first lessons going to look like?

Do you agree that the first lessons are important for the advancement of the rest of the course?

Is there any kind of information that is crucial for you to acquire before the course starts? If so, how can you acquire that information? What kind of information can you obtain from the first course meeting?



## 2.2 The group as a resource

If the teacher is strongly committed to the subject it also means that his/her enthusiasm will affect the participants. Try to incorporate both heart and humor into your teaching. As a teacher you have a key role in regard to affecting the atmosphere of the group. The group is the largest separate resource during a course.

An important target with the first course meeting is that the participants are able to form their own opinions about the course. As a teacher you can ask the participants to voice their own expectations in order to avoid disappointments during the course. After the first meeting the participants should be in the clear whether they want to continue partaking in the course or not. Some courses may demand a more extensive introduction to the subject while other courses can commence immediately after the teacher has presented him-/herself and the content.

Through declaring a mutual aim for the course you begin to create a sense of involvement within the group. The democracy within the group can also serve as a dilemma for the teacher – who has the right to, and has the privilege to decide what and when? There are no easy answers to these questions, but as a teacher one should at least use the course description as a general guideline as well as try to keep to what the group has agreed together. It is good to keep in mind that the ones voicing their opinions the loudest do not necessarily reflect the overall opinion of the rest of the group.

### AIMS FOR THE FIRST GROUP MEETING

- That the teacher learns something about those participating in the course
- That the students learn something about the course and the teacher
- That the group forms a mutual aim for the course
- That the students learn whether they want to continue taking part in the course or not

## INTRODUCTION GAMES/ ICEBREAKERS

### **Name games**

Each and every one take turns with combining their names with a certain movement. The following person should always repeat the previous names and thereafter tell their own names in combination with a movement. There are several variations to this game; e.g. combining one's name with an animal, an adjective or something completely different.

### **Interview**

The participants take turns interviewing each other in pairs and thereafter present their study partner.

### **Things that unites us**

The participants collaborate in pairs and try to for example to find five points that unites them.

### **Prepared presentation**

The course participants tell something about themselves by finishing sentences given to them by the teacher, for example: "I like...", "I have been to..." et cetera.

Everyone takes turns in telling something about themselves while a match is burning.

You can throw a ball between you. The one holding the ball is entitled to talk while the others listen.

The first course meeting has an effect on how the atmosphere in the group develops. It is important to encourage a dialogue between the teacher and the students. This dialogue makes it possible for everyone to express themselves and also to get to know each other. The first lesson makes it possible to create a sense of belonging and well-being.

### **A successful study group is characterized by**

- an open, relaxed and comfortable atmosphere
- a sense of mutual respect between teacher and student
- that everyone is active and motivated
- that the course aims and the working methods have been accepted by everyone
- everyone's opinions and values being respected
- possible conflicts being openly discussed



## WHAT'S YOUR OPINION?

In what ways will you enable the group to influence the content of the course?

How much will you let the group influence the content?

How do you think that you personally can contribute to a sense of community in the group?

## 2.3 You as a teacher

After the initial planning has finished, the course and the concrete teaching methods are starting to draw near. How can one perceive oneself as a teacher?

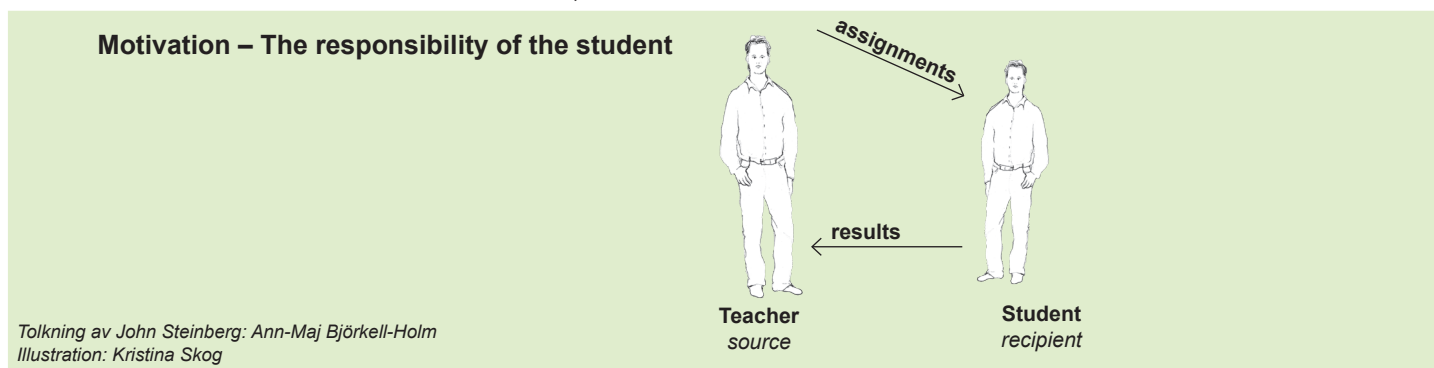
As a teacher you don't have to pretend, you need only to be yourself. You can feel completely comfortable with your experience, your knowledge and personality. You don't need to know it all. Believe in your ability to lead the course. A course plan that is well thought out can serve as an important factor for finding your own comfortable role as a teacher. If you have a good plan to fall back upon you can also safely diverge from it from time to time.

How you choose to teach depends on how you perceive learning as well as on what you are to teach. The participants in a group are often from very diverse backgrounds and they may also have different preferences in regard to how they learn something the best.

There's not only one specific teacher role. Here we will present three viewpoints on knowledge, learning and the relationship between the learning part (i.e. the student) and the teacher. This version has been created in accordance with John Steinberg's description in *Pedagogdoktors handbok* from 2006 (see suggestions on further reading in part 3).

### Mediation pedagogy

Mediation pedagogy can be described as traditional teaching. According to this method learning is connected to the classroom itself. The teacher mediates the knowledge through lectures and by reading out loud. The teaching aids here have a central role. The learning starts with a review of the theory in general terms before going into more practical matters. The memorization of the students is evaluated through essays and tests. The teacher gives the students assignments and the student performs. The teacher is the source of knowledge while the student is the passive recipient. It is up to the student to find the motivation to learn, not the teacher.



Mediation pedagogy is a form of story-telling. It has many important qualities to it which shouldn't be underestimated, especially if the lecturer is knowledgeable and dedicated to the topic. Everyone can tell stories – in this case mediation pedagogy can be regarded as an easy method. The problem is that not everyone is a natural speaker. Furthermore, the learner's own abilities to take the initiative are not supported by mediation pedagogy.

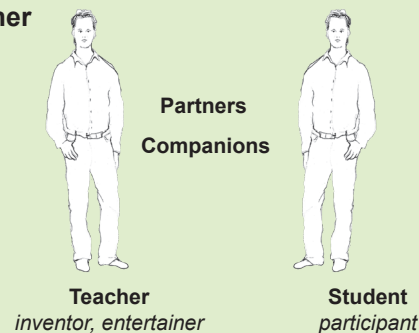
### Assumptions

- The teacher plays a central role in the learning process
- The teacher chooses the method
- The teacher mediates the content
- Details comes first, the broad picture later
- Theory comes first, application later
- The students listen, read and write
- Important for the students to prove their capabilities

## Motivational Pedagogy

In motivational pedagogy knowledge is acquired by playing. The teacher uses many different methods and teaches the material through making for example demonstrations as well as implementing the methods in question. The students may work together as a team or with their own exercises. The teacher could be described as an inventor and entertainer who is taking responsibility for motivating the participants. The student is an active participant, a partner and companion. The course can be completed by making for example an exhibition, group work or through other practical implementations.

### Motivation – The responsibility of the teacher



Tolkning av John Steinberg: Ann-Maj Björkell-Holm  
Illustration: Kristina Skog

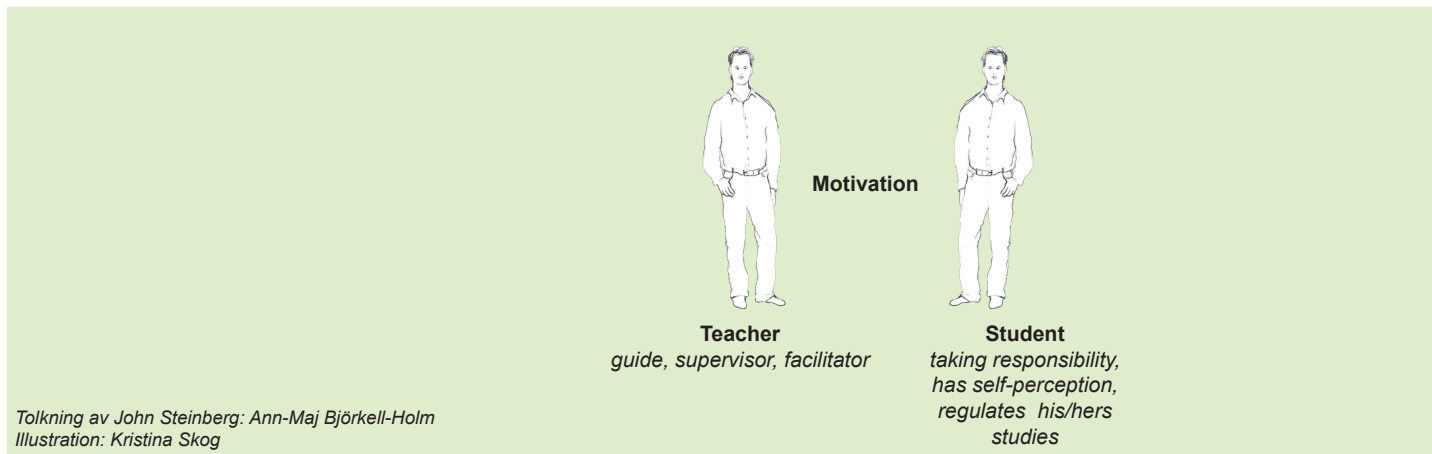
The strength of motivational pedagogy lies in the assumption that learning should be fun and that the teacher should facilitate learning rather than just teach. One disadvantage to this method is that it demands a lot, perhaps too much, of the teacher.

### Assumptions

- Learning is fun
- Variation facilitates the learning process
- The teacher plays an important role in inspiring the students
- Motivation plays a key role in the learning process
- Making use of different methods to test the student's capabilities
- Active participation is important

## Process-based Pedagogy

According to the principles of process-based pedagogy, not all learning takes place in the classroom, but to a great extent in other places. In process pedagogy, the classroom is viewed as a meeting place. Learning happens through problem solving and active participation, i.e. through one's own activities and experiences. The teacher assumes the role of a guide, supervisor and facilitator. The guiding principle is that the student is the one taking responsibility, has self-perception and is able to regulate his or her own learning. The motivation is to be found within the participant. The course can be completed with the students making displays, presentations or through writing some sort of course diary.



The strength of process pedagogy is that it enables the participants to acquire knowledge through solving problems in cooperation with others. The challenge for the teacher is primarily to create a well-functioning structure and assume the main responsibility for the work to progress successfully.

### Assumptions

- Motivation is an inherent need to be found in everybody and ultimately leads to active participation
- The participants are able to take responsibility for their own learning
- Learning is a constant process
- The participant actively formulates his/her needs and questions

## WHAT'S YOUR OPINION?

What are the good and the bad sides to the three models?

In which one of Steinberg's models do you feel most "at home"? Which method suits you and your subject the best?



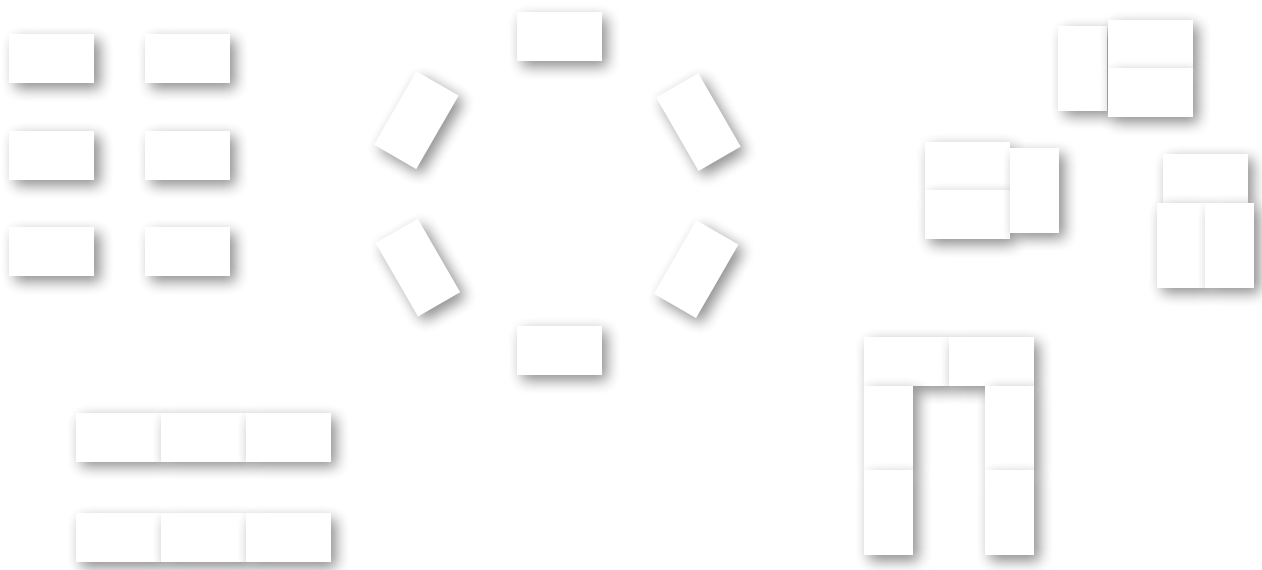


## 2.4 Tips and hints for the classroom

### A BASIC STRUCTURE FOR THE COURSE MEETINGS

- Begin by repeating what was done at the previous course meeting
- Inform the students about the subject for the day
- Carry out the program for the day
- Briefly summarize today's lesson
- End the class with informing about the subject for the following lesson

It could be of use to give some thought to the organization of the classroom. It is of great importance whether the students sit in a circle, in rows, and so on. Sometimes it could also be a good idea to make the students switch places by reorganizing the furniture in the classroom.



*Are the desks always needed?*



- The easiest way create variation in the classroom is for the teacher to switch place. What happens if the teacher stands in the middle of the room instead of in front of the class?
- The teacher can encourage the students in an art class for example to sit in one part of the room if they want feedback and in another part if they'd like to work undisturbed.

Group work creates variation and can also contribute to creating a sense of companionship within the group. You can make the division into groups or pairs in many different ways. It can be done at random but also more systematically taking the students' different levels of knowledge into account. When the students are working in groups, it's also important for the teacher to have an active role, walking around and taking part of the discussions. It's about expressing an interest and showing respect for the participants and the work being done in the group. The group work is always concluded by the participants accounting for and summarizing the discussions being held. The summary can consist of anything from a few words from the teacher to the groups holding an account in front of the class – all depending on the purpose of the group work.

One way of dividing the participants into groups is for the teacher to cut out images. The teacher then hands out the clip-outs and the participants receiving the same images form a group.



In order to make plain lectures more interesting it could be a good idea to learn how to create neat electronic presentations. If you don't want to or have any ability to try it out yourself, you can always take a course at the nearest adult education center and learn how to create e.g. PowerPoint presentations.

It's always inspiring if the course material is being varied. You can for example implement music, literature, film and theater into your teaching. The students tend to appreciate some form of program breaking with the everyday, e.g. a visitor talking about a subject being discussed in the course. Aside from the classroom, the learning can happen in other places. You can for example make study visits or arrange a picnic. Careful planning and the work's finalization make the excursions successful.

Don't forget to compliment your students!  
Pay attention to progress. Remember to give positive individual feedback to all the participants at some time during the course.



### Advice for solving problem situations

Most of the time, the students are nice and inspiring people who are trying their best to agree with one another. Problems may still arise on occasion.

Here follows some possible problem situations and suggestions on how you as a teacher can work with solving them:

- New participants may feel left out in an old and well-established group – try to pay special attention to the new arrivals and encourage the old participants to help them.
- The participants have different levels of previous knowledge and it's difficult to adjust the teaching pace to suit everybody – use the course description and the middle level of the class as a basis here. Explain that you can't make unreasonable time for individual participants. Some of the participants can eventually be given other assignments to work with. Those knowing more about the subject can also function as a resource for the whole group if you let them share their knowledge in a well-structured way.
- If a participant always is too silent or too loud – let everyone take their turn speaking or try to limit the discussions to smaller groups. If the organization of the classroom may have an effect the discussions, try to reorganize the room and monitor the sitting order of the students.
- It's difficult for the teacher to stand in front a group consisting of many critical adults. It can be challenging to be examined in that way. Trust your knowledge! Don't be afraid of admitting that you don't know the answer to a particular question. You can always ask whether someone in the group knows the answer. If not, you can promise to find out until the next time the group meets (and also do so).
- By treating the problems in a constructive manner, you can, as a teacher, help the group with solving the issues in order for everyone to enjoy the course.
- One cannot always do everything or solve every problem that shows up. In these circumstances it's important to contact the executive teacher or the principal in order to discuss the problems.



### WHAT'S YOUR OPINION?

How would you like to motivate the participants in your course?

How do you ensure that everyone gets something out of the course?

Spend some time reflecting on who's speaking in class and how much. Is the speaking time divided to your satisfaction?

Is it possible for all of the participants to be content with the course?

## 2.5 Assessment

Assessment doesn't need to be anything complicated. It can be done for example by discussing. Furthermore, it doesn't necessarily need to be done at the end of the course. On the contrary, it could be a good idea to arrange an assessment session in the middle of the course. At this time, there's still a possibility to make changes using the wishes of the course participant as a point of reference.

Assessment is often about the course participants putting a grade on how well they think the course has been realized and whether or not the teacher has succeeded in teaching the material. As a teacher you can nevertheless introduce self-assessment into the curriculum, where individual participants can think about their own effort. As a matter of fact this is a logical course of action, closely following the process of the group and the participants having been encouraged to participate in planning the course program, as well as sharing their experiences. Why then, shouldn't the participants in the course not be able to evaluate themselves?

The responsibility for ensuring that course assessment is being conducted lies primarily with the organizer or course institute. Therefore it's best for a new teacher to inquire about how assessment is done within the organization. Often there's an already prepared evaluation form to be found. As a teacher one is entitled to demand that the organization upholds some sort of assessment praxis. As a teacher, you're also entitled to take part of the evaluation results.

In order to gain new ideas and suggestions on developing the course it may also lie in your interest as a teacher to receive feedback directly from your participants. In order for the assessment to be meaningful, it should have a clear purpose and not only be conducted "just because" it comes with the process.

### *SOME IDEAS FOR A GROUP ASSESSMENT SESSION*

- **Plus, minus, interesting:** A simple assessment structure is created by asking the participants to give some thought to what has been positive, negative and interesting during the course.
- **Three things that were good, three that could have been better:** This is another way of creating a structure for the response. One can vary the structure in many different ways using different formulations, e.g. through applying a grading scale (very good, good, bad, very bad) and so on.
- **What knowledge will you be able to implement?** It could be useful to ask the participants about what they think will happen after the course, in order to remind them that the content of the course is not merely bound to the classroom itself. The question can be posed in many different ways (What will you remember about the course?, et cetera).
- You can certainly also find other ways of leading an assessment session that suits your situation better!

The assessment session can be conducted with the whole group directly or in smaller groups in advance. One can start off with the participants writing down their thoughts on small pieces of paper – either separately, in pairs, or in a small group. After having done this the participants can group their scraps of paper together into a shared compilation. In connection to this process, each participant or group can present their own thoughts.

It may be easier for the participants to give negative feedback if they at first are allowed to discuss in smaller groups, meaning that no one needs to take sole responsibility for the negative part of it. This can also contribute to the making of constructive criticism. Whether or not the feedback is positive or negative, you shouldn't forget about asking for the reason behind it.

In an assessment context negative comments may arise about the teacher's effort. Dare to refuse paying attention to comments that in your opinion are ill-founded. If the need arises you can turn to the principal in order to discuss the situation. The feedback you receive, also the negative one, can support you in your ongoing development as a teacher.



## WHAT'S YOUR OPINION?

When is assessment needed?

Which assessment models do, in your opinion, suit your course the best?

Who do you choose to turn to if you receive negative criticism?

# 3

## *Your continuing role as a teacher*

Has this guide altered your view on your role as a teacher? We wanted to offer you a brief introduction to liberal adult education and pedagogy, practical hints and tips for the instructional process and also to encourage you to self-reflection. We also want to provide you with information on how you can continue to develop as a teacher.

As a teacher, you have the possibility to develop within the context that your organizer provides for you. Can you discuss pedagogical matters with any other teachers? Other teachers are able to provide a lot of support, even though you all might teach different subjects to different groups. One way for teachers to take part of each other's knowledge and to support one another, is through job shadowing. This is when one or several teachers participate in someone else's lecture. The lecture is subsequently discussed, eventually using an already prepared form as a basis for the discussion.

Another way to develop as a teacher is if the principal at your organization offers the opportunity to participate in pedagogical discussions. At best, pedagogical discussions will be organized by the principal systematically and regularly.

The umbrella organization for non-formal adult education in Swedish in Finland, Bildningsalliansen, offers in-service training for different groups in the liberal adult education field. Some of the courses are free of charge for the participants. You can ask your employer for help with the funding if the course charges a tuition fee. Bildningsalliansen also informs about in-service training on pedagogy being organized by other operatives. For more information, go to **[www.bildningalliansen.fi](http://www.bildningalliansen.fi)**. It's also worth considering the possibilities of participating in in-service training provided for teachers by the European Union. More information can be received from Bildningalliansen or via **[www.cimo.fi](http://www.cimo.fi)**.

If you're interested in studying pedagogy as a scientific subject, you can participate in Open University courses, which are being organized in different parts of Finland's Swedish-speaking area. All of the Open University courses can be found at **[www.avoinyliopisto.fi](http://www.avoinyliopisto.fi)**, search for example "pedagogy". Both Åbo Akademi University and Helsinki University offer courses in pedagogy in the Swedish language.

Swedish language studies in pedagogy leading to a teacher's certificate in Finland are provided solely by the Faculty of Education at Åbo Akademi University in Vasa.

An interest organization supporting teachers in Finland is Finlands Svenska Lärarförbund (FSL). You can find up-to-date information on inquiries regarding salaries and your rights and obligations as a teacher on **[www.fsl.fi](http://www.fsl.fi)**.

We hope that you've received some good ideas to bring with you to your work. First and foremost, we hope that we have inspired you to self-reflection on your role as a teacher.

**We wish you good luck with your continuing development as a teacher in the liberal adult education field!**

## Suggestions on further reading

In the list below you can find suggestions on further reading. There's a fair amount of literature to be found concerning children's tuition which might also interest those teaching adult learners. Nevertheless we have here chosen literature which offers a more comprehensive view on, or is clearly related to adult education. Please note that all of the books listed below are in Swedish.

Dysthe, Olga (ed.) 2003. *Dialog, samspel och lärande*. Lund: Studentlitteratur AB.

Ellström, Per-Erik, Gustavsson, Bernt & Staffan Larsson (eds.) 1996. *Livslångt lärande*. Lund: Studentlitteratur AB.

Granö, Matts & Wallén, Björn. 2003. Bli något eller någon? *En finlandssvensk folkbildningsodyssé*. Skrifter utgivna av Svenska Folkskolans Vänner, Vol 167.

Hedin, Anna & Svensson, Lennart (eds.). 1997. *Nycklar till kunskap: Om Motivation, Handling och Förståelse i Vuxenutbildning*. Lund: Studentlitteratur AB.

Hård af Segerstad, Helene, Klasson, Alger & Ulla Tebelius. 2007. *Vuxenpedagogik – att iscensätta vuxnas lärande*. Lund: Studentlitteratur AB.

Marton, Ference & Booth, Shirley. 2000. *Om lärande*. Lund: Studentlitteratur AB.

Rogers, Jenny. 2003. *Hur du undervisar vuxna – och gör det bra!* Natur & Kultur.

Stensmo, Christer. 2000. *Ledarstilar i klassrummet*. Lund: Studentlitteratur AB.

Steinberg, John, 2006. *Pedagogdiktorns handbok: så lyckas du underlätta vuxnas lärande*. Natur & Kultur.





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