MANAGEMENT OF ADULT LEARNING ACTIVITIES

THE STAGES IN LEARNING

1. Creating a Learning Environment

2. Planning and making the Structure together

3. Diagnosing the learning needs

4. Formulating the learning objectives

5. Designing the learning pattern

6. Implementing the learning activities

7. Evaluating

A. CREATING THE ENVIRONMENT FOR LEARNING

1. Preparation of the equipments and learning activities

   At the beginning of the learning process, the facilitator/tutor prepares opening activities. In specific s/he focuses on the readiness of learners. For instance:
   - Participants are told to write down the problems they are facing.
   - They are told to read.
   - The participants collect data about their activities (work) and,
   - Then they are left to write their needs or their expectations from the learning.
   - They write their identities and address etc.

2. Physical arrangement

   This activity is done to specifically make the learning environment safe to the learners and the facilitators/tutor, that is; sitting arrangement/chairs, tables, white-board/black board, LCD, ventilation/light , preparation of the learning materials, computers, slides etc.

3. Opening activity
   At the opening, there are usually some activities carried out which include;
   - Introductions (of the facilitator and also the learners),
   - Orientation about the learning activity (*learning contract*),
   - If the participants are many, they can be divided into small groups,
   - Explanation about the learning materials to be used by the facilitator/ tutor.

B. PLANNING AND CREATING THE LEARNING STRUCTURE TOGETHER

The ideal situation in the learning process is the formation of a small groups before the learning starts. Each group should make sure that every individual in the group participates in all the planning phases of each learning activity, for instance:

- Determining the Method for Learning,

- Assignments, practicing,
- Evaluation of learning,
- Determining of the learning aids etc.

Each group has a leader chosen in a democratic way by the members of the group. It is this chosen leader who is responsible for all the activities which take place either in their specific groups or in class.

C. DIAGNOSING THE LEARNING NEEDS

3 To evaluate the gap between the model and the prevailing condition

2 To evaluate the competence of participants

1 To develop a model for the required behaviour or for the required competences

Phase I Developing a Competence Model

a. Research
b. Consideration of experts
c. Analysis of activities
d. Group participation
   - *Research findings and expert considerations*
   - *Participant field observation*
   - *Presentation in class by experts*
   - *Interview s carried out by experts in community*
   - *Learner's experience and their observation findings*
   - *Leadership and training experiences*

Self Diagnosis

No.	Questions	Skala Rendah — Tinggi				
		1	2	3	4	5
1	How far are you satisfied with your findings?					
2	Does the group clearly understands the objectives of this meeting and group work?					
3	How far do the group members often listen to one another?					
4	In which activity did you contribute to today's group assignment?					
5	How far was your idea accepted and applied by the group?					
6	How far does an individual or some members in your group dominate the group discussions?					
7	How far do you revenge because of some group members domination of the group discussions?					
8	How far do group members prepare themselves (for instance to read) for the meeting?					
9	How far does the group organise itself in doing the assignment?					
10	What is your opinion about the group's use of foreign assistance?					
11	How open does your group perceive problems and conflicts ?					

Phase III, Providing Evidence of the Present Performance

An Example of the Lecture Evaluation Sheet

No.	Component of Skills	Evaluation									
		Low									High
		1	2	3	4	5	6	7	8	9	10
1	Vocabulary (Use of Words)										
2	Clear expression										
3	Emphasis										
4	Volume (Sound)										
5	Movement of hands (Body Expression)										
6	Logic										
7	Facts										
8	Illustration										
9	Humor										
10	Opening										
11	Closing										
12	Positioning oneself before the audience										
13	Remarks										

D. FORMULATION OF THE LEARNING OBJECTIVES

Functions	Relevant Competences	Level of Competence				Proposed Learning Experiences
		A	B	C	D	
Planning, supervision, and evaluasi kegiatan belajar	1. Understanding of the principles in curriculum development				x	
	2. Supervision skills				x	Training of laboratory supervision and consultancy
	3. Ability in the formulation of the learning objectives			x		Guided study
	4. The ability to choose and use several methods for specific learning objectives (abilities)			x		Training about the methods for actualization, training about the lesson learning skill
	5. The ability measure learning out comes		x			Training of measurement and evaluation
	6. The ability to motivate and guide learners			x		Practice and method of guidance
	7. Understanding and skills to use group dynamics in learning		x			Training on group dynamics

Keterangan : A = tidak tahu   B = kurang tahu   C = sedang   D = tahu

TYPOLOGIES OF FORMULATING OBJECTIVIES

Behaviour Aspects	Content
Knowledge Development about..	1. 2. 3. 4. 5. 6. 7.
Developing Understanding about..	1. 2. 3. 4. 5.
Developing Skills in….	1. 2. 3. 4. 5.
Developing Attitude to…	1. 2. 3. 4.
Developing Values about…..	1. 2. 3.