InterAct

LEARNING PROGRAMME

Innovative Adult Education Theories and Practices

10-DAY COURSE

50 learning hours | Course programme

Innovative Adult Education Theories and Practices – 10-Day Course

Introduction and Description

This 10-day intensive course provides a comprehensive exploration of contemporary theories, innovative practices and pedagogical approaches in adult education. Drawing on humanistic, constructivist, transformative and experiential learning traditions, the programme examines the complex realities of adult learning in diverse social, cultural and institutional contexts. Participants engage with the foundational principles of adult education—including andragogy, learner autonomy, critical reflection, social change through education and transformative learning—and consider how these concepts shape the role, responsibilities and identity of today's adult educator.

The course brings theory to life through a series of interactive workshops, communication and facilitation training, group dynamics analysis, microteaching sessions and two educational study visits to local adult education organisations. Participants investigate the barriers and motivators that influence adult learners' engagement, examine the anatomy of the first meeting and the establishment of learning agreements, and study the interpersonal and organisational factors that support effective adult teaching and learning. Through arts-based and experiential activities, they explore the role of aesthetic experience in transformative learning and the importance of building inclusive, motivating and learner-centred environments.

Additionally, the programme integrates structured reflection, collaborative problem-solving, and practice-based research to help participants develop innovative techniques for communication, group facilitation, museum-based learning and authentic assessment in adult education. By the end of the course, each participant will design and present an original adult education activity or programme component that reflects contemporary theoretical insights and is ready for implementation in their own professional context. The course supports educators in developing reflective, analytical and practice-oriented competencies that are essential for effective facilitation in the rapidly evolving field of adult education.

Methodology and Assessment

The course is delivered through experiential and participatory methodologies that reflect the principles of contemporary adult education. Participants engage in interactive workshops, collaborative group tasks, communication simulations, reflective dialogue, arts-based activities, and guided study visits to observe real adult learning environments. Theory is continually linked to practice through micro-teaching, case discussions and structured reflection. Assessment is formative and ongoing, based on active participation, reflective contributions, peer and facilitator feedback, and the development and presentation of a short adult learning activity or concept that demonstrates the application of course theories and techniques.

Learning Objectives

By the end of the course, participants will be able to:

Knowledge and Understanding

• Demonstrate a solid understanding of key theories in adult education, including andragogy, transformative learning, experiential learning and education for social change.
• Identify internal, external and institutional barriers that affect adult learners' motivation, participation and persistence.
• Explain the characteristics of adult learners and the implications these characteristics have for learning environments, communication approaches and teaching design.
• Analyse the role of adult education institutions and non-formal learning spaces—including museums—in promoting lifelong learning and cultural engagement.

Application of Adult Education Theories and Facilitation Skills

• Apply principles of andragogy, transformative learning and experiential learning when planning and delivering instructional activities.
• Facilitate effective communication in adult education settings using active listening, questioning techniques, feedback processes and dialogue-based methods.
• Design and deliver engaging microteaching sessions that demonstrate clarity, structure, learner involvement and theoretical grounding.
• Implement strategies for addressing barriers to learning and increasing learners' intrinsic motivation and sense of ownership.

Group Work, Communication and Classroom Facilitation

• Analyse group dynamics and apply group work theories to strengthen cooperation, participation and positive relational climate.
• Facilitate learning groups by recognising roles, managing conflict, supporting diverse participation styles and creating inclusive group processes.

• Use communication techniques, non-verbal strategies and reflective dialogue to guide adult learners through challenging discussions or transitions in learning.

Planning, Innovation and Learning Design

• Develop adult learning sessions or programme components that integrate innovative teaching techniques, experiential tasks, aesthetic experiences and real-world application.
• Create lesson plans and learning activities for microteaching that reflect appropriate theories, learner needs and professional contexts.
• Integrate museum-based learning and other non-formal educational spaces into adult education planning.

Reflection, Professional Identity and Growth

• Reflect critically on personal facilitation style, communication patterns and assumptions about adult learners.
• Use peer feedback and reflective journaling to expand professional awareness and instructional flexibility.
• Demonstrate commitment to ongoing professional development and innovation in the field of adult education.

Preparation

After registration participants will receive pre-course questionnaire which will be used by the trainer to learn about participants' teaching backgrounds and to assess their exact needs. Before the beginning of the course a basic reading list will be suggested to participants to prepare for the training. Participants will also be asked to prepare a presentation about themselves, their professional context and their culture. The presentation will be presented on the first day of the course to facilitate networking opportunities. Participants will receive information about the country they are going to visit in order to prepare them for their cultural experience.

Follow up

After the course participants will be asked to share what they have learned with the rest of the staff in their schools. Further books and articles to deepen the topic and contacts with some other practitioners all over Europe and in the world will be suggested by the trainer. The methods shared and explored and the bibliography given will allow the participants to complete and improve their educational path.

Certificate

Certificate complies with the guidelines of the Erasmus+ programme and includes the topic, number of didactic hours, dates and location of the course. We can list the record of learning outcomes on the Europass Mobility Document on request of participants. In case a participant requires a specific format of certificate we can accommodate that if requested at least one week before the start of the course. It is necessary to attend at least 80% of the hours in order to receive the certificate.

Accommodation

We do not directly offer accommodation and subsistence and participants are responsible for organizing it by themselves.

Paperwork

We also provide all the support with paperwork you might need for your Erasmus+ project documentation such as mobility agreement and registration letter.

Fee: 800 €

Cancelation policy

We have a flexible cancellation policy in force at the moment and you can cancel your registration up to 30 days before the course and receive a full refund. In case you don't cancel the registration more than 30 days before you will not receive any refunds, but you will be able to choose to attend any other confirmed course session later (within 6 months) without any additional costs. In case you are not able to travel, your school can send someone else to take instead of you and you can change the details of the participant any time before the start of the course at no additional cost.

TENTATIVE PROGRAMME (50 didactic hours - 5*45min per day) Monday to Friday	
Day 1	INTRODUCTION, FOUNDATIONS OF ADULT EDUCATION & CULTURAL

	EXCHANGE
09.00 - 09.45	Welcome, Introductions & Group Formation
09.45 - 10.30	Course Overview & Learning Agreement
10.30 - 11.15	Cultural Exchange
11.15 - 11.30	Break
11.30 - 12.15	The Anatomy of the First Meeting
12.15 - 13.00	Basic Concepts & Characteristics of Adult Learners
Day 2	ADULT EDUCATION THEORIES AND TRANSFORMATIVE FRAMEWORKS
09.00 - 09.45	Barriers to Learning
09.45 - 10.30	Overview of Adult Education Theories
10.30 - 11.15	Andragogy: Adult Learning Model
11.15 - 11.30	Break
11.30 - 12.15	Social Change Through Education
12.15 - 13.00	Transformative Learning Theory
Day 3	COMMUNICATION IN ADULT EDUCATION
09.00 - 09.45	Elements and Key Features of Communication
09.45 - 10.30	Communication Methods and Techniques
10.30 - 11.15	Communication Skills for Facilitators
11.15 - 11.30	Break
11.30 - 12.15	Feedback as a Pedagogical Tool
12.15 - 13.00	Applied Communication Practice
Day 4	EDUCATIONAL VISIT TO A LOCAL ADULT EDUCATION INSTITUTE
09.00 - 09.45	Review of visit goals and observation tasks and assigning observation roles
09.45 - 10.30	Guided tour and observation of classrooms, resources and learning environments
10.30 - 11.15	Interviews with staff (part 1)
11.15 - 11.30	Break
11.30 - 12.15	Interviews with staff (part 2)

12.15 - 13.00	Linking observations to theories
Day 5	PRINCIPLES OF GROUP WORK AND GROUP DYNAMICS
09.00 - 09.45	Theories and Principles of Group Work
09.45 - 10.30	Characteristics of Learning Groups
10.30 - 11.15	Group Dynamics
11.15 - 11.30	Break
11.30 - 12.15	Roles in the Group
12.15 - 13.00	Facilitating Healthy Group Processes
Day 6	INNOVATIVE ADULT TEACHING APPROACHES
09.00 - 09.45	Foundations of Transformative Learning Through Aesthetic Experience
09.45 - 10.30	Transformative Learning Through Aesthetic Experience Model
10.30 - 11.15	Transformative Learning Through Aesthetic Experience Hands-on Activity
11.15 - 11.30	Break
11.30 - 12.15	The Role of the Adult Educator
12.15 - 13.00	Effective Adult Teaching Techniques
Day 7	EDUCATIONAL VISIT TO A LOCAL ADULT EDUCATION ORGANIZATION
09.00 - 09.45	Defining earning objectives and focus questions and assigning roles for observation
09.45 - 10.30	Observations of programmes and teaching strategies
10.30 - 11.15	Observations of learner support mechanisms and community engagement
11.15 - 11.30	Break
11.30 - 12.15	Interviews with staff
12.15 - 13.00	Comparison between institutional approaches from Days 4 and 7.
Day 8	MICROTEACHING, REFLECTION & EDUCATOR DEVELOPMENT
09.00 - 09.45	Introduction to Microteaching
09.45 - 10.30	Microteaching Lesson Plans
10.30 - 11.15	Presentations of Microteaching

11.15 - 11.30	Break
11.30 - 12.15	Feedback, Reflection & Revision
12.15 - 13.00	Individual Project Work
Day 9	LEARNING IN MUSEUMS AND NON-FORMAL SETTINGS
09.00 - 09.45	Introduction to Museum-Based Learning
09.45 - 10.30	Guided exploration focusing on adult learning approaches
10.30 - 11.15	Activities in the Museum (part 1)
11.15 - 11.30	Break
11.30 - 12.15	Activities in the Museum (part 2)
12.15 - 13.00	Applying museum-based methods to participants' own contexts
Day 10	FINAL OUTPUTS, PRESENTATIONS & CLOSING
09.00 - 09.45	Preparing the final presentations and individual support (part 1)
09.45 - 10.30	Preparing the final presentations and individual support (part 2)
10.30 - 11.15	Final presentations and feedback
11.15 - 11.30	Break
11.30 - 12.15	Evaluation & Reflection
12.15 - 13.00	Validation of learning outcomes and certification

*This is only a tentative timetable. The exact hours or the course might differ and will be announced for each session 2 weeks before the start. However, there will always be a total of 5 didactic hours per day and all will be in line with the Erasmus+ quality standards. The trainer might slightly modify the content in response to the needs of the group.
**Cultural and social programmes will be organized in addition to the academic programme. The exact cultural and social programme depends on the location, season, weather, etc.