**Syllabus**

**Subject code:** HRCM21-127

**Subject name:** Approaches to supporting adult learning and teaching

**Purpose of course:** The main goal of the course is to highlight the methodological solutions that can support the effective and successful learning process in the workplace, along the latest trends in training development. At the end of the course, students will possess a comprehensive understanding about training design and implementation, and about those conditions that affect efficiency. They will be able to use the system approach in training development and to make professionally informed decisions in the planning process.

Results and acquired competencies:

Knowledge:

* understands and highlights the advantages and disadvantages of diverse instructional design models
* possess extensive body of knowledge in the field of instructional strategies and methods
* recognizes and properly interprets the advantages and disadvantages of methods that explore learning characteristics

Abilities:

* is able to use the system approach in instructional design and training implementation
* is able to choose methods that fit to different goals, to support participants motivation, and activity, to help improving participants’ thinking, problem-solving and cooperation skills
* is able to cooperate consciously and effectively with peers in the implementation of the courses’ assignments

Attitude:

* during understanding of different processes, they are characterized by critical thinking and striving for analysis.
* they are committed to work with high quality

Autonomy, responsibility:

* the students feel responsible for outputs and peers during teamwork, contributes to effectiveness by synthesizing their professional knowledge
* the students represent their professional ideas with commitment, and trust in their knowledge

**Content of the subject:**

Major topics:

* Planning learning and development processes - contemporary models of instructional design
* Approaches to support learning (brain-based, evidence-informed, teacher-centered)
* Instructional strategies and methods
* Needs assessment and identifying learners’ characteristics
* The role of goals and learning outcomes in instructional design
* Instructional methodologies and techniques supporting learning
* Feedback, assessment, and evaluation

**Exam and evaluation system:** practical exam

The course is based on the methodological principles of flipped classroom. The students have to process the theoretical material connected to each topic that is going to be discussed and interpreted during class with different interactive tasks and caseworks. Meeting the requirements of the course is possible through classroom activity and preparation of the complex training plan ins small groups.

**Literature:**

* Scales, Peter (2018): Teaching in the lifelong learning sector. Open University Press.
* Dirksen, Julie (2016): Design for how people learn. New Riders.
* Stanley C. Ross (2019): Training and Development in Organizations. An essential guide for trainers. Routledge, New York.
* Neelen, M – Kirschner, P. (2020): Evidence-informed learning design. Kogan Page.