Guideline for an Inclusive Teacher: The FLOW Method

FLOW

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Prologue

Erasmus+ KA2 project FLOW: Fun, Learning, Opportunities, Well-Being

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One of the objectives of the Erasmus+ project FLOW: FUN, LEARNING, OPPORTUNITIES, WELL-BEING 2020-1-ES01-KA204-083267" KA204 FLOW was to create a reference manual for teachers and adult learners to support the learning process. A large variety of strategies and tools will be provided to adult educators to meet learners' expectations in the classroom. This ambitious and complex Project comprehends a large partnership and a series of different disciplines to be integrated into the classroom boots to promote the figure of the inclusive teacher. Teachers for adult learners want to increase adult learners´ well-being, creativity, and productivity. For this reason, we want to cultivate FLOW, a concept describing those moments when you are completely absorbed in a challenging but doable task.

Proficiency in other languages is a vital skill to expand the job pool and allow adult learners to climb the career ladder faster. Incorporating technologies in teaching and learning languages is an added value to educational processes. One of our goals is to help bridge the digital divide so that adult learners can acquire the necessary technological skills they will need to be successful in their learning processes. Improving technological skills and becoming digitally adept active citizens is another important challenge for both teachers and learners.

Taking part in this Project means sharing good practices so each partner will master a specific skill including formal, informal, and non–formal activities presenting new effective techniques and providing individual responses.

It involves developing an inclusive methodology to avoid dropout rates. The eight institutions, in this Strategic Partnership, are a point of reference for different necessary fields to carry out this Project. These institutions, in order to successfully implement the FLOW concept, will offer:

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🇹🇷	EFEMAKDENIZ GENCLIK VE SPOR KULUBU DERNEGI	Non formal activities for learning	Emniyet caddesi No:35/1 Konyaaltı- 07070 Antalya- TURKEY www.efemakdenizgenclik.com
🇭🇷	Ustanova za obrazovanje odraslih DANTE	Applied theatre tecniques	Wenzelova 2, 51000 Rijeka, CROATIA www.dante-ri.hr
🇨🇿	EDUCA - vzdelavaci centrum, s.r.o.	Collaborative work	Mlýnská 1410/46A, 46602 Jablonec nad Nisou, CZECH REPUBLIC www.educa-jbc.cz
🇸🇮	STEP Institut, zavod za psihologijo dela in podjetnistvo	Emotional intelligence	Kaminova 8, 1000 Ljubljana, SLOVENIA www.step-institute.org
🇷🇴	ACTA Center	Managing emotions	Sf. Apostol Andrei 81, 410333 Oradea, Romania www.actacenter.ro
🇪🇸	Escuela Oficial de Idiomas Estepona	Technologies	Calle Fuente de María Gil 11, 29680 Estepona, SPAIN www.eoiestepona.org
🇭🇷	Uciliste Studium - ustanova za obrazovanje odraslih	Gamification	I. G. Kovacica 3 32000, Vukovar, CROATIA www.uciliste-studium.hr

This project is a big step forward in offering a new methodology inclusive to adult learners. The aim of this action is to encourage learners to continue their lifelong learning. Dealing with adult learners of different abilities in class is an issue of major importance. This heterogeneity is the most challenging part of working as teachers today as it makes it a difficult task to support every learner's individualized learning. There is a lack of, and need for useful strategies to put in practice in a heterogeneous classroom to deal with individuality.

Considering this fact, an educational methodology that includes creativity and emotional intelligence, along with other features, is necessary. In the 21st-century classroom, teachers are facilitators and coaches of productive classroom environments where learners can develop the necessary skills to become highly motivated and empowered learners. This is a challenge teachers face in their learner-centered classes.

This Project aims to make institutions advance steadily in adjusting teaching to meet the needs of adult learners. By updating educational methods and implementing "the FLOW concept", both teachers and adult learners will reach the goal of participating in an excellent educational experience. We are heading for an inclusive and equitable quality education that will create a suitable workplace where learners will overcome their fears, anxieties, and difficulties.
By implementing motivating activities the learners will "flow" and the institutions will ensure and promote lifelong learning processes. The class will make them comfortable and happy and will create a sense of connection and classroom belonging. By acquiring new strategies the learners not only will reach their educational goals, but they will develop personal growth.

We will train each other, and we will agree to analyze situations that are difficult to handle in the classroom. They will propose new methodologies to turn negative emotions into positive ones, reach empowerment, and achieve a state of flow.

We want to develop and strengthen networks, grow on the international level, share good practices and methodologies, and confront points of view; in short, to reach academic excellence as a characteristic of good educational institutions in order to be a European reference in lifelong learning and innovative education. It´s worth it to consider the value of the multiplier effect of our education not only in our educational community but also in the rest of all citizens to reach a high-quality educational system.

The Europe 2020 Strategy establishes that continuing education and the development of competencies are key aspects that allow adult learners to improve their adaptation to changes and demands coming from the work environment and evolving society. Adult learning includes formal and non-formal education which enhances the contribution to social inclusion, active citizens, and personal development.

Hence, the objectives chosen for this Project are in coherence with the indicators of Education and Training 2020 (ET 2020):

- Lifelong learning and mobility: To increase motivation - especially among those with a low profile in competencies.
- Quality and effectiveness: To improve the quality of adult learners´ teachers and the teaching/learning process.
- Equality, social cohesion, and active citizenship: To encourage adult learners to take on the commitment of continuous training as a means to launch social integration and active participation.
- Creativity and innovation: To create good educational environments for adult learners and promote the use of technologies.

By improving adult teachers´ competencies, two important benefits will be developed in the classroom: the creation of an effective learning environment and appropriate learning experiences. It is also considered transversal competency which is an added value in teaching (also called "soft skills" or emotional intelligence). The competent teacher seizes every opportunity to encourage and motivate learners and believes that all of them CAN LEARN. --

-- Social inclusion in teaching means we value all the individuals and we can not leave any single learner behind.

In an inclusive classroom, the teacher offers different ways to meet learners´ needs. Our aim is to encourage autonomy and motivation among adult learners by introducing changes in the methodology, bearing in mind the Achievements under the "Renewed European Agenda for Adult Learning".

FLOW: FUN, LEARNING, OPPORTUNITIES, WELL-BEING PROJECT OBJECTIVES

Lifelong learning enables adult learners to voluntarily carry on with their pursuit of knowledge or resume their studies after an academic study leave. Our current society is developing into an increasingly plural society immersed in the European Union framework, and because of this, the education system cannot ignore this overall process. International mobility, for either personal or professional reasons, is a fact that entails a clear necessity to acquire communicative competence in foreign languages.

As part of our strategic planning process in this Project, all partners have used a SWOT (strengths, weaknesses, opportunities, and threats) analysis to discover the strengths and overcome challenges among adult learners. Then we can use the data a SWOT analysis yields to improve internal educational processes and workflows.

The main needs detected are:
- For institutions: A knowledge of how to dynamize and lead groups.
- For adult educators: To train them on the knowledge of feasible blocked-out situations in the teaching-learning process.
- For learners: We all want learners who require access to innovative personal and professional development, on the one hand, a high-quality education to avoid school dropout and, on the other hand, an education program that can meet expectations and promote employability.

This project intends not to give a global answer to adult learners when they are in the learning process but to put a distinct education forward that will consider learners' diversity as the fundamental goal: it will be focused on enhancing teaching-learning techniques to get a high-quality education helped by each individual's FLOW state to overcome any difficulty, mainly at second language acquisition, low self-esteem, emotional insecurity, anxiety and feelings of fear.

We should think about the classroom as a place of learning that can stimulate the teaching-learning process. Innovative teachers must have enough educational tools to make their classrooms a place where learners can learn and manage their emotions in order to yield effective learning outcomes. The goal is to increase the FLOW of positive emotions and reduce negative ones towards their own learning.

In the short term, the objective of this project is to keep emotions under control and make the learner's creativity more powerful. These strategies will be carried out:

Changing the symptoms: Using techniques such as relaxation and role-play. They must be part of the class routine and be put into practice before the appearance of negative emotions.
Changing the situation: Using collaborative work, group dynamics, and gamification. This technique will be used when negative emotions have already appeared. Teacher-learner and learner-learner communication is a key aspect of the classroom. This means establishing classes as a learning community that prioritizes low-profile learners at the center of their learning process and are the attendants of their own education.

It is necessary to highlight the habits that empower learners to communicate effectively. A positive emotional environment helps learners generate their emotional mood to interact dynamically. In the midterm, by accomplishing these two strategies, the students will reflect on their self-confidence and ability to enjoy the learning process, feel motivated, and fulfill their goals. They will avoid anxiety and frustration triggered by a lack of self-confidence.

Besides this project will develop two pending tasks in today's classes:

- How to get into the FLOW state and achieve it: Creativity minds
- The role of gamification: Creativity tools

In order to achieve the main goal of this project, an education based on cutting-edge programs that meet adult learners´ expectations will be necessary: in the first place a classroom where everyone has fun and feels welcome; in addition, a classroom where the learner improves and feels appreciated and, lastly, a classroom where the learner makes use of ICT–thus overcoming the digital divide as this is more perceptible among adult learners.

This project gains importance because it operates at a transnational level allowing the creation of joint initiatives of European educational organizations whose main objective is adult education. This international partnership will support and share peer learning as well as the exchange of good practices, teaching, learning methods, and educational tools. By confronting ideas, practices, and methods among European partners we will be able to move forward towards educational excellence. In the long term, our goal is the creation of a net as a point of reference for European teachers in adult education. The web will offer information about methodology and advances in adult education. As a result, we´ll get an educational framework that can promote modernization inside the institutions.

By reinforcing networks among partnerships, we´ll become aware of how far we have come and the road that still lies ahead inside the European Framework. By sharing and confronting ideas, practices, and methods among European partners we will be able to move forward towards educational excellence. In the long term, our goal is the creation of a net as a point of reference for European teachers in adult education. The web will offer information about methodology and advances in adult education. As a result, we´ll get an educational framework that can promote modernization inside the institutions.

FLOW: FUN, LEARNING, OPPORTUNITIES, WELL—BEING EXPECTED RESULTS

This project aims to enhance adult education teachers´ knowledge of innovative teaching techniques in order to create an ideal learning environment that can encourage the development of the learner´s healthy self-esteem. The learners will be the recipients of the entire process. Not only will they acquire communicative competencies and skills in the class but also they will face any challenge. Outside the class, they´ll learn to overcome issues related to knowledge acquisition using these innovative teaching techniques. FLOW is also
a project that tries to appeal to the conscience of teachers of their outstanding roles and competencies carried out in their classes to develop excellence in teaching.

By focusing on these innovative techniques, learners will not only apply them to their learning process but to their own personal development. These techniques will have a large scope of influence because they will give people the tools to become empowered leaders and actively involved citizens. Learners will overcome common limitations to new knowledge and competencies acquisition.

The project will produce both tangible and intangible results. The measurable results will affect the following target groups:

- Adult learners
- Adult teachers
- Educational leaders from participating organizations
- Local, national, and international communities can take advantage of the Project´s results.

The intangible results will make several fundamental knowledge acquisition areas more powerful for both teachers and adult learners. Participant teachers will acquire abilities and skills to later bring them to their classes. Adult learners will be the recipients of all these teachers´ acquired knowledge of the different Project topics.

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Intangible Results:

* Emotions Management: awareness of the importance use of emotional regulation strategies in education processes.

* Relaxation techniques and activities to enhance Flow

* Sessions dealing with emotional factors: Team dynamics-Collaborative work.

* Tasks that benefit the best development of social-emotional factors: Increase a well-being learning workplace.

* Awareness of the importance and the use of emotional regulation strategies in education processes.

* Use of applied theatre to stimulate students´ creativity.

* Empowerment through applied theatre techniques in the class.

* Intelligent use of emotional information processing. The turning of negative emotions into positive ones using theatre strategies.

* Gamification to stimulate learner creativity.

* Use of ICT apps that will benefit and develop learners´ emotional intelligence and creativity.

* For participating institutions: Modernization and a wide range of Collaborative European networks.

* For participating adult learners in blended mobilities:

* Increase learners´ international dimension

* Improve technological knowledge

* Enhance creativity

* Reach personal potential in the learning process

* Improve language skills

* European cultural knowledge, heritage, and traditions.

Chapter 1:

Non-formal Learning through Music

Flow in the Music Method

Music is one of the earliest forms of human expression. It has for many years been the vehicle for human emotions, a crucial element of the culture and tradition for different groups, a method of expressing an individual's worldview, and a way to identify oneself as an individual, but, at the same time, an element that formed communities. Therefore, it is only natural to use music in order to facilitate the learning process for all age groups, including adult learners.

However, researches conducted in the last five years across the EU, indicate that music is rarely used as a teaching and learning tool in the classroom and its potential in the field of foreign language learning is often overlooked. One of the studies showed that foreign language teachers rarely use music in their classrooms, and even when they do, it is used for learning motivation and learners are only passive listeners (The intercultural learning aspect or the aspect of intensive perception does not play almost any role for the teacher (Besedova, Stockova, & Soukupova, 2019).

The FLOW in music method, introduced throughout the FLOW: fun, learning, opportunities, and Well-being project is focused on different aspects of using music in adult education.

All of the mentioned roles of music in the classroom are especially prominent when it comes to foreign language acquisition. Using music in the classroom has both linguistic and cognitive value, it develops intercultural and communication skills and raises the motivation of learners. Music with lyrics is also useful for the development of vocabulary and grammar skills (Boothe & West, 2015)

Dance as a teaching method in adult education

According to multiple studies, dancing gives learners an opportunity for a fuller and deeper understanding of the culture. By integrating dance into the curricula, learners get the opportunity to learn about history, art, and other fields, aside from linguistics (Gardner, 2016). Dance in the adult education classroom can be perceived through two dimensions; cultural and cognitive.

The cultural dimension includes the ways in which dance can be used in order to teach about the culture, history, and art of areas where a certain language is spoken.

According to the FLOW project, dancing induces a variety of physical, but also psychological benefits. This activity creates a positive learning atmosphere that leads to more effective teaching and learning strategies and more successful management of the class.

Two different types of *flow* can be experienced through dancing:

- The Creative Flow; participants experience the feeling of freedom and individuality – they are not majorly affected by each other
- The Symbiotic Flow; The dancers are mutually dependent on each other.

A review of the studies that investigated the effect dance has on the aspects of participants' self, indicated that dance can benefit self-expression, self-efficacy, self-awareness, self-development, and self-confidence in adults. (Schwender, Spengler, Oedl, & Mess, 2018). Studies also suggest the beneficial impact of dance on the mental and emotional health of young adults, but those benefits are not yet widely recognized in the education system. For this reason, Project FLOW has the intention of investigating the positive aspects of incorporating music and dance into adult education, and sharing good pracitices in this field.

FLOW IN MUSIC I

EFEM was in charge of the training called **FLOW IN LISTENING TO MUSIC**. The focus of the training was on three different strategies for getting into the flow state: listening, dancing, and singing. These strategies can promote the empowerment of learners, confidence, and relaxation, and be used as icebreakers.

Activities
- Live concerts by Efem musical instruments.
- Workshops where the activities were carried out by the participants.

Results
Participants felt the effects on the emotional experiences at motivation to their learning process.

"FLOW IN MUSIC I"
TRAINING: FLOW IN LISTENING TO MUSIC
ORGANISED BY EFEM
LISTENING TO MUSIC IN A SECOND LANGUAGE IS METHODOLOGICALLY A WAY TO GET FUN, IMPROVE MEMORY, AND LEARN.

FLOW IN MUSIC II

EFEM was also in charge of **FLOW IN SINGING**. Singing is an important fact that will help teachers develop monitorization students´ skills. The brain retains information better when it is sung. The efficacy of singing is proved in the learning process. Singing can also be motivating enhancing attention focusing, and simply enjoyable for adult learners. The experience of flow during singing will bring benefits to the class.

Objectives
Language, listening, and pronunciation skills developed through singing.

- **Results**
- Create learning from a holistic perspective.
- Group feeling: We are in this together.
- Feel uplifted and happy.
- Feel-good brain and confidence.

"FLOW IN MUSIC II"
TRAINING: FLOW IN SINGING
ORGANISED BY EFEM
SINGING IS AN IMPORTANT FACT THAT WILL HELP TEACHERS DEVELOP MONITORIZATION STUDENTS´ SKILLS.
THE BRAIN RETAINS INFORMATION BETTER WHEN IT IS SUNG.

FLOW IN MUSIC III

EFEM was in charge of "FLOW IN SINGING". Singing is an important fact that will help teachers develop monitorization students´ skills. The brain retains information better when it is sung. The efficacy of singing is proved in the learning process. Singing can also be motivating enhancing attention focusing, and simply enjoyable for adult learners. The experience of flow during singing will bring benefits to the class.

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Language, listening, and pronunciation skills developed through singing.

Results

-Create learning from a holistic perspective.
-Group feeling: We are in this together.
-Feel uplifted and happy.
-Feel-good brain and confidence.

"FLOW IN MUSIC III"
TRAINING: FLOW IN DANCING
ORGANISED BY: EFEM
DANCING IS A WAY TO RANGE PHYSICAL BUT SPECIALLY MENTAL BENEFITS.
THIS ACTIVITY BRINGS A POSITIVE LEARNING ATMOSPHERE THAT LEADS TO LEARNING AND EFFECTIVE TEACHING AND MANAGEMENT OF THE CLASS.

Co-funded by the European Union

Erasmus+
Enriching lives, opening minds.

ACTIVITIES: FLOW IN MUSIC TOOLBOX

# Chapter 2:

Emotional Intelligence in the Classroom

An important aspect included in the flow concept is also the development of emotional intelligence and related skills in the participants. This training is focused on the enhancement of the competencies of trainers for building the emotional capacity of their learners by using different tools to work in accordance with their psychological needs.

The main goal is to equip participants with knowledge and skills to enhance both their own and their learners´ emotional intelligence in their private and professional lives. It will also teach them how to further develop their empathy and resilience and how to tackle conflicts.

During the training, the participants will get acquainted with five pillars of emotional intelligence:

- Self-awareness
- Self-management
- Motivation
- Empathy
- Social skills.

Besides this, the training includes tasks that benefit the development of the social-emotional dimension of participants to improve their functioning in the workplace and realize the importance of emotions and healthily dealing with them. The participants are going to learn what emotions are and what are their functions and benefits.
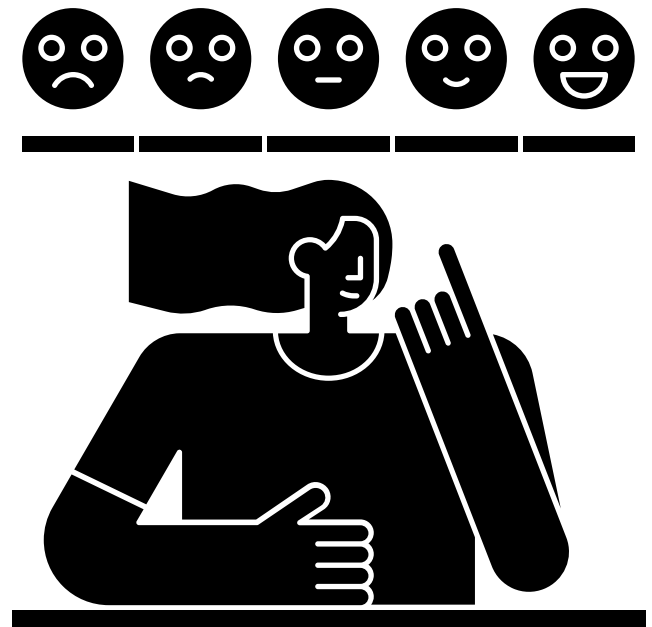
Further on, the goal is to learn how to recognize and manage emotions through thoughts and behaviors. An important factor is also the development of empathy and learning about giving feedback. What is also accentuated is the importance of using icebreakers and relaxation and mindfulness techniques in the classroom to create a more positive environment that suits the variety of needs of adult learners.

The other part of the training is focused on accentuating the importance of teachers' ability to steer adult learners toward emotion recognition and management. Strategies to deal with emotions in the classroom will help the learners develop an interest in the feelings of others, achieve goals, and resolve problems responsibly and effectively. Managing emotions is a critical leadership skill; for this reason, this training activity is also valid and useful for leaders. Positive team dynamics will be carried out to be more successful and get high-quality results. Several approaches to adjusting negative emotions to bring the positives back will be developed.

The program is designed interactively, along with discussions, and individual and collaborative exercises. Participants will receive materials with practical exercises and worksheets which will help them in the use of the acquired knowledge in their classes and strengthen the emotional intelligence competencies of their learners. In the end, each participant will prepare an action plan to use in their teaching.

Emotional intelligence

Being a teacher or trainer is not only about lecturing facts to students or learners. By spending time with our students (either in person or online) we have a unique position to have a direct impact on different areas of their lives. This is especially relevant in cases where learners do not have good role models in their lives. It is important they have someone who connects with them and supports them in the process of learning and developing emotional and social skills.

The high prevalence worldwide of stress among young people, the small rise in life satisfaction, and the synergy between learning and pleasant emotions all argue that teachers and trainers need to focus also on teaching the skills of emotional intelligence and the ability to establish emotional balance. We need teachers and trainers who can strengthen learners' abilities and skills to perceive, recognize, understand, and manage emotions as well as their ability to connect with others in a supportive and meaningful way.

Integrating knowledge and skills of emotional intelligence and empathy into the learning process has the power to improve student motivation, engagement, and accomplishment by helping them to manage intense emotions, encourage and savor pleasant emotions and optimism, increase emotional resilience, build empathy and meaningful social relationships, and find greater meaning and satisfaction in the learning process or learning environment.

Five pillars of emotional intelligence

Self-awareness

- understanding own emotions
- knowing WHAT you are feeling and WHY you are feeling it
- slow down, pay attention

- managing emotions
- adjusting emotions to a certain situation
- not hiding or burying feelings inside
- expressing emotions

Self-management

Empathy

- connection with other people's emotions
- understanding the emotions of others
- stepping into someone else's shoes
- responding to feelings

- communicating with people
- connecting with people
- using EI in skilled relationship

Social skills

Motivation

- self-motivation and motivation of others
- career and general life
- reaction to failures
- optimism

Empathy

One of the most profound qualities that define our humanity is our ability to connect with others on an emotional level. This begins with the capacity to sense and understand the feelings and emotions of those around us. By tuning into the emotional states of others, we can establish deeper and more meaningful connections, fostering trust and empathy.

Perspective Taking: This involves putting ourselves in someone else's shoes, imagining and understanding their situation, thoughts, and emotions. It enables us to see the world from different angles and promotes empathy, tolerance, and better communication.

Non-Judgmental Approach: To truly connect with others, it's essential to put aside judgment and preconceived opinions. Being non-judgmental means embracing open-mindedness and a willingness to accept people as they are, allowing for more authentic and less biased relationships.

Effective Communication: The ability to find a way to connect with people goes hand-in-hand with effective communication. It's about being a good listener and communicator, using both verbal and non-verbal cues to convey empathy and understanding. This skill forms the foundation of building strong interpersonal relationships.

Motivation to Support: Genuine connections are often deepened by our motivation to offer support and help when needed. This motivation to provide assistance to others not only strengthens relationships but also creates a sense of belonging and reciprocity in our social circles.

The Golden Rule: Lastly, at the core of meaningful human connection is the principle of treating others the way you want to be treated. This simple yet profound rule guides our actions and interactions, promoting kindness, respect, and consideration for one another.

"I've learned that people will forget what you SAID, people will forget what you DID, but people will never forget how you made them FEEL"
Maya Angelou

FLOW IN THE CLASSROOM

STEP INSTITUTE was in charge of **DEVELOPING EMOTIONAL INTELLIGENCE**. Developing emotional intelligence was the main objective of the first training to enhance the competencies of trainers for building the emotional capacity of their learners using tools to work with their psychological needs.

Objectives

The main goal is to equip participants with knowledge and skills to enhance both their own emotional intelligence and their learners' for private and professional life, as well as, how to tackle empathy and resilience and conflicts. During the course, the participants will get acquainted with five pillars of emotional intelligence: self-awareness, self-management, motivation, empathy, and social skills. Besides, there will be tasks that benefit the best development of social-emotional factors to increase well-being learning workplace and see the importance of emotions.

Methodology

The five-day program was designed interactively, along with discussions, and individual and team exercises. Participants received material with practical exercises and worksheets, to help them use the acquired knowledge in their classes and strengthen the skills of students´ emotional intelligence. In the end, each participant prepared their own action plan to use in their class.

ACTIVITIES: FLOW IN CLASSROOM – EMOTIONAL INTELLIGENCE TOOLBOX

Chapter 3:

The Application of Theater Techniques in the Language Classroom
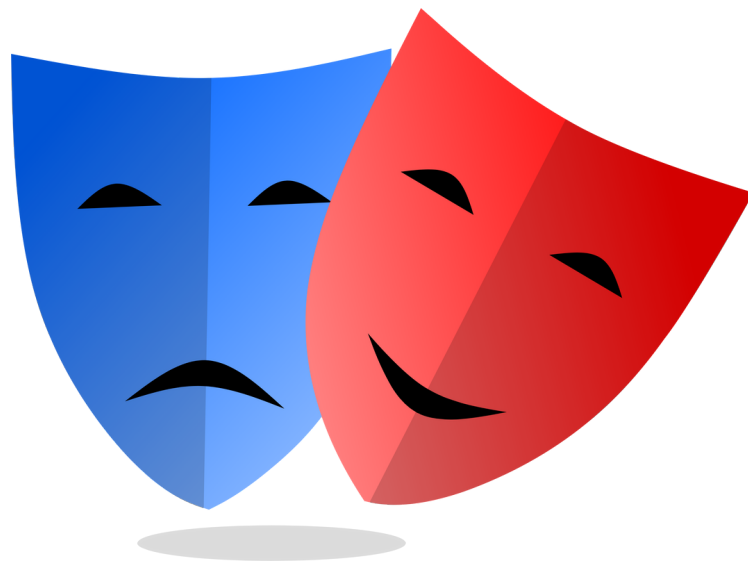
Theatre and Drama teaching is considered one of the most modern and productive ways of teaching foreign languages since it focuses on encouraging learners to use the target language from the very beginning under the guidance of their teachers. Speaking skills are developed from the very first contact with the language. Learners are this way immersed in the natural process of using a foreign language from the beginning.

Using theatre and drama techniques aims at valorizing the theatre as a place of intercultural exchange and mutual understanding through the creation of widely divergent human experiences and cultures that meet together through different ways of artistic expression.

The aim is to apply theatre and drama methods to stimulate learners´ creativity and empowerment in the classroom. A further aim is to develop teacher's skills and competences related to informal language teaching with the implementation of drama teaching methods.

The main objectives of using theatre methods in adult education in foreign language teaching are to:

- Develop skills of creating, piloting, monitoring, and evaluating a teaching activity based on informal language learning using drama teaching methods
- Develop skills of using all traditional tools and methods in a new way
- Define and identify key elements of interpersonal communication
- Understand the challenges and improve the skills of working with culturally diverse groups
- Develop cultural awareness and its impact on behavior, especially in communication

- Gain practical ideas on how to apply different communication strategies in different cross-cultural contexts
- Improve communication and presentation skills
- Experiment with innovative practices in the training and intercultural communication/social inclusion sector
- Experience artistic ways of personal expression and develop collaborative relationships with peers
- Enhance the skills of professionals and learners on equality, diversity, and inclusion in work and/or learning contexts.

Participants of the training will acquire knowledge on an innovative and transversal methodology applied in the fields of the arts, training, intercultural communication, and in working contexts, for the development of team building activities. They will also have the opportunity to experience first-hand contact with people from different contexts and can observe how the theatrical practice and improvisation method contributes to improving the --

participants' communication skills, inclusion through non-verbal language, and building relationships based on cooperation and mutual trust.

The teachers will be able to:

- Recognize and master group dynamics and heterogeneity of adult learners
- Recognize different and specific teaching styles and potential of learners, especially learners in an informal environment
- Develop critical thinking, reflexivity, and self-assessment
- Develop new teaching methods based on theatre and drama with special attention to teaching language to adult learners in informal environments
- Apply appropriate methods, techniques, and motivational strategies for teaching adults
- Stimulate learners´ creativity

Drama-based pedagogy (DBP)

Drama-based pedagogy (DBP) uses active and dramatic approaches to engage learners in academic, affective, and aesthetic learning through dialogic meaning-making in all areas of the curriculum (Dawson & Lee, 2016).

Its positive aspects include:

- Is a collection of teaching tools (including activating dialogue, theatre games as metaphor, image work, and role work) designed to be used in conjunction with classroom curriculum;
- Easily engage learners;
- Immediately help create an environment for focused inquiry and cross-curricular learning opportunities.
- Support a variety of learning styles
- Keep learners actively involved in the learning process

It is an improvisational, non-exhibition, process-centered form of drama in which participants are guided by a leader to imagine, enact, and reflect upon human experiences

WHEN is it used?

- Introduce a new concept or theme,
- Practice knowledge
- Check for knowledge
- Extend learner's learning
- Explore a character's motivations
- Infer a story's outcome
- Illuminate facts and concepts

WHERE is it used?

- Re-create presentations of new scientific ideas,
- Examine tensions in literature,
- explore events leading up to major historical moments,
- Solve math story problems literally,
- Debate controversies related to actual topics,
- Learn a language,
- Practice techniques to resolve conflicts,
- Improve self-esteem, combat racial or gender stereotypes, manage anger, etc.

FLOW IN THEATRE PERFORMANCE

APPLIED THEATRE TECHNIQUES were introduced by DANTE. Theatre and Drama teaching is considered one of the most modern and productive ways of teaching foreign languages since it focuses on encouraging learners to use the target language from the very beginning under the guidance of the teachers.

Speaking skills were developed from the first contact with the language. From the very beginning, learners plunge into using natural language. Working on and with theatre and drama techniques aims at valorizing theatre as a place of intercultural exchange and mutual understanding, by making widely divergent human experiences and cultures meet together through different ways of artistic expression.

The aim is to apply theatre and drama methods to stimulate learners´ creativity and empowerment in the classroom. A further aim will be to develop teacher's skills and competencies related to informal language teaching with the implementation of drama teaching methods.

- Enhance the skills of professionals and learners on equality, diversity, and inclusion in work and /or learning contexts.

Participants acquired knowledge of an innovative and transversal methodology, applied in the fields of the arts, training, intercultural communication, and working contexts, for the development of team-building activities.

Participants will have the opportunity to experience first-hand contact with people from different contexts and can observe how the theatrical practice and improvisation method contributes to improving the participants' communication skills, including through non-verbal language, and building relationships based on cooperation and mutual trust.

Objectives

- Develop skills in creating, piloting, monitoring, and evaluating a teaching activity based on informal language learning using drama teaching methods

- Develop skills in using all traditional tools and methods in a new way
- Define and identify key elements of interpersonal communication
- Understand the challenges and improve the skills of working with culturally diverse groups
- Develop cultural awareness and its impact on behavior, especially in communication
- Gain practical ideas on how to apply different communication strategies in different cross-cultural contexts
- Improve communication and presentation skills
- Experiment with innovative practices in the training and intercultural communication/social inclusion sector
- Experience artistic ways of personal expression and develop collaborative relationships with peers

The teachers acquired the competence to:

- Recognize and master group dynamics and heterogeneity of adult learners
- Recognize different and specific teaching styles and potential of learners, especially learners in an informal environment
- Develop critical thinking, reflexivity, and self-assessment

"FLOW IN THEATRE PERFORMANCE"
TRAINING: APPLIED THEATRE TECHNIQUES
ORGANISED BY DANTE
THEATRE AND DRAMA TEACHING IS CONSIDERED ONE OF THE MOST MODERN AND PRODUCTIVE WAY OF TEACHING FOREIGN LANGUAGES SINCE IT FOCUSES ON ENCOURAGING LEARNERS TO USE THE TARGET LANGUAGE FROM THE VERY BEGINNING

ACTIVITIES: FLOW IN THEATRE PERFORMANCE TOOLBOX

Chapter 4:

Emotion Managament in Adult Education

Managing emotions

Emotions normally occur after we have interpreted the situation. If we are able to change thoughts that lead to certain information, emotion will not occur (or will disappear). When emotions are already present, it is necessary to accept them and experience them. If we don't block them, they will eventually lose their power and disappear.

Managing emotional reactions Choose how and when to express emotions Be open, notice & accept à it IS a BIG deal for me Aim for regulation, not repression Play to your strengths Name it. Receive a message. Pause, take a break, and create a distance. Reframe it. Interrupt yourself! What am I feeling right now? What happened to make me feel this? Why can it be good that I feel this now? What is emotion telling me? does the situation have a different explanation? What do I want to do about these feelings? Is there a better way of coping with emotions?

Emotion management refers to understanding other people's emotions, providing empathy for what they feel, and having the ability to self-regulate emotions in such a way that you can improve your quality of life.

At any moment, people experience certain emotions, in different proportions. In any particular context, with certain people. Almost certainly people have certain thoughts or attitudes regarding the respective situation. These thoughts or attitudes will determine the appearance of a certain emotional state.

In addition to emotional states, people can also have emotional traits. Every emotion lived or experienced is accompanied by physiological changes in a person's body and physical changes in appearance.
How do emotions "feel"?

Emotions can be accompanied by a wide range of sensations and physical changes. In the case of anger, the face turns red, the heart beats faster and the pulse intensifies.

Through such and similar ways, emotions make us aware of how people, ideas, and the environment affect us. In other words, they reveal to us what is important to us.

By becoming attentive to our emotions, we more easily understand our reactions to ourselves and to those we interact with. By understanding the body's reactions to emotions, we can more easily understand how we deal with emotions. Not everyone experiences emotions the same way.

The ability to accept other people's reactions is an indication of the fact that one is aware that others may experience unique and special physical sensations - separate and quite different responses from our own. Emotions affect us in many ways.

There are two types of relationships: out-group relationships and in-group relationships:

a. **The out-group relationship** is based on formal communication and involves those relationships that derive strictly from the obligations in the employment contract and those roles that clearly follow from the job description.

b. **The in-group relationship** includes relationships based on the negotiation of role responsibilities under the conditions of mutual trust, respect, and sympathy.

During the activity in class, teachers practice with adult learners both in-group and out-group roles.

FLOW IN EMOTIONS

EMOTIONS MANAGEMENT was a training organized by ACTA. It is important that teachers are able to steer adult learners toward emotion recognition and management. Strategies to deal with emotions in the classroom will help the learners develop an interest in the feelings of others, achieve goals, and resolve problems in a responsible and effective way. Managing emotions is a critical leadership skill; for this reason, this training activity is valid and useful for leaders. Positive team dynamics will be carried out to be more successful and get high-quality results.

Methodology

Several approaches to adjusting negative emotions to bring the positives back will be developed. The training course is structured in 5 sessions and focuses on different practices useful in managing (negative) emotions, balanced by the necessary theoretical support. It is an interactive and participative workshop, with a practical approach. The aim is to get the participant acquainted with a set of practices that can be beneficial in the classroom both directly (as exercises to be used as tools) and indirectly (as self-management tools). The training will blend practices from performing arts (perforMA, Ecology of Movement and dance), psychology (emotional and dream diary), yoga, and street art. It will also briefly introduce two systems that bring a fresh perspective on the emotional dimension of the being: Human Design and Gene Keys. It is all tied up together by the concept of flow and breath as the quintessential key.

Objectives
- Identify your emotions and others.
- Learn how to communicate better to others.
- Connect people through empathy.
- Better Team-Work.
- Better environment.

- Understanding the benefits of keeping an emotional diary and the dream's function to bring to consciousness different emotions
- Understanding the mechanism (physiology) of emotions
- Understanding how and why BREATH is the key to dealing with negative emotions;
- Learn a few breathing techniques
- Understanding of emotional somatization and the importance of body movement practices in order to release negative or repressed emotions
- Practice of yoga and ecology of movement for emotional balance and flow
- Practice of meditation for mental and emotional balance;
- the practice of arts (drawing, street art, dance, performing arts) for emotional expression, exchange, interaction, balance, and flow.
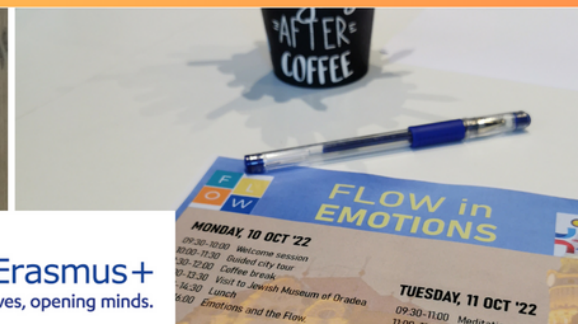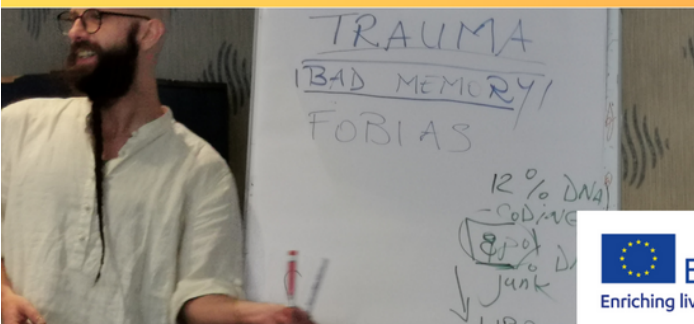
ACTIVITIES: FLOW IN THEATRE PERFORMANCE TOOLBOX

Chapter 5:

The Value of Coaching in Adult Education

Coaching through Peer Observation

Peer observation has been identified as a key method of promoting collaboration between language teachers. While the requirements in time and effort invested by the institution need only be minimal, the benefits achieved can be considerable. A small amount of teacher training input is required to "set the ball rolling", but, after that, it should be self-perpetuating. Initial reluctance on the part of teachers soon dissipates as the benefits become apparent. Teachers gain an increased sense of belonging and feel their work is valued by colleagues and organizational management. They also gain valuable insight into how to improve their teaching practice. Peer observation is defined as the exchange of experience between two practitioners on equal terms through non-judgmental observation according to established principles and guidelines.

Why an institution should promote peer observation among teachers

If an institution wishes to improve the quality of teaching and learning, it should promote peer observation. Peer observation increases the sense and level of professionalism and encourages a collaborative culture. This is crucial in institutions where teachers work on different premises or for different companies and who may not otherwise have a chance to meet their colleagues.

Why teachers should take part in peer observation

Peer observation is an excellent opportunity to improve and refresh teaching in an informal and non-threatening way by working with colleagues. Teacher can benefit from the experience, skills and knowledge of their peers in relation to different teaching styles, use of resources, sharing materials,

classroom management, using technology, differentiation strategies, evaluation, assessment, and other issues. Peer observation helps teachers to reflect on their own teaching practice. Consequently, this could enhance the learning experience for learners. Participants will feel they are a valued member of a team with something positive to contribute.

Rationale and purpose

Peer observations are undertaken for the following reasons

<u>Institutional</u>

- To promote a collaborative culture
- To increase the sense and level of professionalism
- To contribute to improving the quality of teaching and learning
- To ensure teachers feel valued within the organization

<u>Individual</u>

- To increase a sense of belonging and self-esteem among teachers
- To contribute to the professional development of teachers
- To encourage reflective practice among teachers in order to improve teaching

- To enable teachers to benefit from the experience, skills, and knowledge of their peers in relation to, for example, different teaching styles, use of resources, classroom management, use of technology, differentiation strategies, evaluation and assessment, developing teacher-student rapport
- To enable teachers to work together to find solutions to deal with classroom challenges
- To improve teachers' practice in order to enhance the learner experience

Context

- In order for peer observation to be effective;
- There needs to be a common understanding within an organization of what constitutes effective teaching and learning
- Participation is not obligatory but encouraged
- It needs to be effectively and positively promoted within the organization
- It should be clearly distinguished from other forms of observation including those

- Where judgments are made about a teacher's practice
- Participating teachers should have the option to take both roles

Key principles

Peer observations should take place according to the following key principles.

<u>Essential aspects</u>
Peer observations must:
- be constructive
- be non-judgmental
- include a confidentiality agreement between participants, with no consequences on
- the working-contract
- be peer to peer; i.e. teacher to teacher, curriculum manager to curriculum manager
- include the following three stages:

1) Pre-observation discussion: purpose of the visit, theme, length, time
2) Observation: with an introduction of the observer at the beginning of the lesson,
explanation of the purpose of the visit and no participation in the lesson by the
observer
3) Follow-up discussion: focussing on reflection and transferring into practice

<u>Recommended aspects</u>
Peer observations should:
- include giving and receiving feedback
- result in discussion leading to positive change if needed
- be informally evaluated
- lead to the development of an action plan for improvement
- be considered as an element in wider action research, into solving difficult situations in the classroom.

Benefits for teachers

Peer observation provides a teacher with the opportunity to have a clearer opinion of what good teaching is through exchanging experiences with other teachers on classroom practice
and management. It can provide support in relation to questions or problems from an external perspective on teaching. Moreover, the teacher may gain insight into other teaching approaches, styles, and strategies in order to develop new ideas with more confidence and inspiration. Teachers can pick up useful tips and hints on how to improve their teaching. This way they may reflect and identify their own specific training needs. They will feel supported as interest has been shown in heir personal and professional development.

Benefits for organizations

Peer observation provides the organization with many benefits. Firstly, it increases the quality of the teaching and learning experience. Next, it contributes to a more collaborative working atmosphere. Ideally, the teachers will have a chance to become more autonomous as they will support one another. Peer observation also creates opportunities for responding to some of the teachers´ needs and concerns. Through this simple, effective, and inexpensive tool, which enhances teachers´ satisfaction, the organization will gain more professional teaching staff.

Giving and receiving feedback

The following chart provides guidance on giving and receiving feedback in the context of peer observation.

When giving feedback; When receiving feedback;

- Create an open welcoming atmosphere
- Start by asking how the teacher felt
- Be objective; describe what you saw without making judgments

- Stay on the peer level, not on a superior level
- Give oral feedback immediately after the lesson
- Ensure feedback is a two-way process; a dialogue, and not a monologue; ask questions rather than make statements
- Structure your feedback, covering all aspects of teaching and learning (as agreed beforehand)
- Give time to think and reflect
- Agree on the aim of the observation
- Show interest in what the observer has to say
- Listen to the observer without interrupting
- Be open to discussion; it is not personal
- Ask questions and ask for clarification if needed
- Explain rather than justify your point of view
- Explore any discrepancies that arise
- Reflect on what happened
- Reflect on future practice
- Remember that feedback can be accepted or not
- Finish on a positive note whether you agree or disagree

Three Approaches to Positive Communication

In this section, we will be considering 3 different approaches to providing feedback following
peer observation. The methods chosen are:

– The SAPA model
– The sandwich approach
– The coaching approach

These methods were introduced to us through presentations and workshops, and participants considered the positive and negative aspects of each approach. After the 3rd meeting where the methods were introduced, the participants implemented and evaluated a process of feedback to teachers, based on the proposed models.

Austrian SAPA model

This approach involves a narrative of the observation, which means as an observer you are only describing what you see and hear.

The peer observes the lesson and relates to the observee what he/she has seen. The aim is to provide a mirror for reflection and ultimately share good practice. He/she tries to be objective without making suggestions, presumptions, or judgments. There is a list of criteria agreed by both parties and they can choose which of the criteria they want to focus on.

Positive aspects of the approach:

- works with peers on the same level (teacher – teacher/manager – manager)
- can be used by a manager for a graded observation (but in the end the manager
- would make some suggestions)
- can be applied for new teachers or during mentoring
- is a good practice for job shadowing
- can be used as a basis for further development
- can enable teachers to set themselves future goals
- observers and observees can establish and preserve good relationships between each other
- reduces the potential for conflict

Potential challenges of the approach:

- The two parties should have a similar understanding of good teaching
- The observer should stick to the observation and focus on the agreed criteria
- Only three or four points from the observation should be selected
- Ensure time for reflection during the feedback session
- Ensure the observer is nonjudgemental
- For an observer, it might be difficult to get the message because people often expect direct positive or negative feedback

The Coaching Approach in Peer Observation

The coaching method in peer observation helps you to reflect on your teaching practice and identify aspects you would wish to improve. In order to achieve this, reflective questions are asked. You should bear in mind that in the coaching method, the teacher himself/herself is the initiator of the process; the coach is only there to support. Reflective questions are open-ended questions, for example, "How did you feel about your lesson?", "What would you do differently if you taught it again?", "What went well during the lesson?", etc. To assume the role of the coach, you should have undergone training.

There are three stages of the coaching process:

1. Pre-observation talk
The focus of the observation is agreed on, some basic information about the lesson is given and the post-observation meeting is agreed on.
2. Lesson observation (coach should not interfere in the lesson)
3. Post-observation talk for which the G-R-O-W approach is used:

G: Goal (agreed on in the pre-observation talk); maybe, another goal will be established from the observation.

R: Reality: This phase helps the teacher to realize details of the lessons by asking questions ("How did you think the lesson went", etc.) The coach then describes the lesson, too. The teacher identifies a few main aspects that he or she could improve on.

O: Options: The coach helps the teacher to reflect on the teaching and identify alternative ways of reaching the relevant goals.

W: Will: The coach asks questions to help the coachee find out whether the set goals are realistic. They discuss possible obstacles and what external tools the coachee might use to overcome them. They also talk about how motivated the coachee really is to make changes.

In order for this process to be successful, this talk should not be the end of discussions. The teacher tries to implement what has been agreed on with the coach and further actions can be agreed on. (a re-visit or another talk in the future)

Goals should be SMART: Specific, Measurable, Achievable, Realistic, Time-bound.

Positive aspects of the approach:

- A lot of space for self-reflection: the goals come from the coachees themselves
- The coachee "owns" the process and takes full responsibility for it
- It is flexible: it can be used in a limited amount of time or repeated infinitely
- The coachee focuses on a few main aspects of their teaching only, which allows
- Them to actually reach their goals
- The coachee plans a clear path to reach their goals (What? How? When?)
- This process might also trigger reflection on the part of the coach, leading to his/her own self-development

Potential challenges of the approach:
– Proper training is needed, especially for the colleague assuming the role of the coach

The Sandwich Approach

The sandwich approach is a feedback method of giving feedback regarding the positive and formative aspects of the observation.

The process presents the results of the observation by means of alternative layers of good practices and areas that require improvement.

It is suitable for every kind of institution and for hierarchic and peer observations.

The main aspects of this approach:

- Objective
- Non-competitive
- Non-threatening
- Supportive
- The ground rules should be clear for both parts
- It should be a two-way process
- This method may be predictable for the tutor

<u>Positive aspects of the approach:</u>

- very sensitive
- supportive
- non-threatening atmosphere
- enables the observer to focus on the good aspects of the lesson
- suitable for new tutors

<u>Potential challenges of the approach:</u>

- One of the participants doesn't know the rules
- Insufficient good teaching and learning aspects were observed
- Lack of objectivity while observing or while giving feedback
- Lack of initial criteria (benchmarks)
- Doesn't enable the observer to challenge poor practice
- Could be seen as a means of delivering bad news

FLOW IN EDUCATION

INTEGRATING COACHING INTO THE CLASS was introduced by EOI SAN ROQUE . Educational coaching is paramount in order to work with adult learners because classes will turn into collaborative workspaces on a daily basis. This means an institutional change proposing the determination to leave our comfort zone; by doing this, teachers' and learners´ possibilities will be broadened. Developing a coaching culture with new training actions will model the characteristics of an outstanding school.

Objectives

Adult education teachers will take on the challenge and become educational coaches. The main aim of a coach is to support their educational community, in a space of respect, to find their own way forward, and to help articulate their feelings and strengths to achieve their goals. The teacher-coach educational style is a pairing of great value as will support others in their own learning journey and be reflective to create a learning pathway that will be successful. A culture of self-awareness and self-belief that will foster the right conditions for learning will be created.

Methodology

The methodology is to develop teamwork, teacher leadership, and group dynamics. Sessions end with a complementary reading of a specific tale summarising the message of the distinction.

ACTIVITIES: FLOW IN COACHING FOR ADULT LEARNERS

Methodology

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ACTIVITIES: FLOW IN COACHING FOR ADULT LEARNERS

Chapter 6:

Technological Skills in Adult Education

Technology has changed the process of language learning due to the number of useful resources available and easy access to them. The impact of flow experiences in ICT indicates that the flow concept is experienced while performing a technology-based activity ranging from visual design, online research, editing, gap filling, and recording.

To supply teachers with the necessary tools to make learners develop their creativity and use ICT to maximize their knowledge about new apps and platforms that make the learning process more attractive, interactive, and effective.

New Technological Applications to Enhance Language Learning

Language education has always been a challenging endeavor, requiring significant effort, time, and practice. However, recent advancements in technology have opened up new possibilities to improve the language acquisition process.

Several innovative technological applications can enhance language learning such as language learning apps where we can find a vast variety of them including artificial intelligence and online language exchange platforms. By examining the benefits and limitations of these applications, we can better understand their potential to revolutionize language education.

Language learning apps have gained immense popularity in recent years due to their convenience and accessibility. Apps like Duolingo, Bamboozle, LearningApps, Kahoot, the use of QR codes, etc. provide interactive and gamified experiences, making language learning engaging and enjoyable. These apps offer various features such as vocabulary exercises, grammar lessons, and speaking practice, all accessible on smartphones and tablets. Research suggests that language learning apps can be effective in improving vocabulary retention and basic language skills (Lui, Chen, & Chen, 2017). However, they may lack personalized feedback and fail to address more advanced language proficiency requirements.
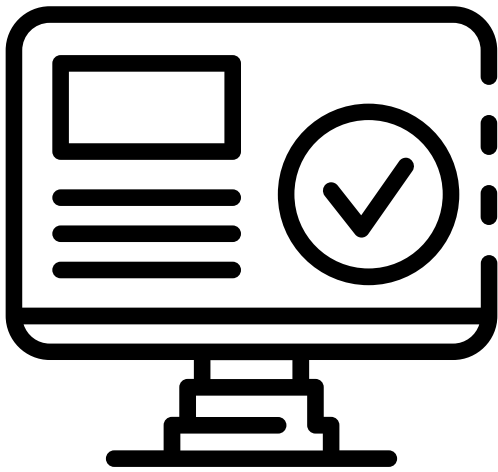
1QR Codes in Language Learning:

QR codes have gained popularity as powerful tools for language acquisition. By scanning QR codes with smartphones or tablets, learners can access multimedia content, exercises, and additional resources related to specific language learning topics. For instance, teachers can create QR codes linked to audio recordings, videos, or websites that provide authentic language input (Pettis, 2018). Learners can engage with real-life language examples, practice pronunciation, and expand their cultural understanding. QR codes enable learners to access relevant and contextualized language resources, promoting autonomous learning and active engagement (Rashid, 2017).

Kahoot:

Kahoot is an interactive quiz-based app that engages learners through game-based learning. Teachers can create and share language-related quizzes or use existing quizzes available on the platform. Learners can participate individually or in teams, answering questions in real time using their devices. Kahoot motivates learners through competition and immediate feedback, fostering active learning and reinforcing language knowledge (Krebs, 2019). The app also allows teachers to track learners' progress and identify areas that require further instruction. The gamified nature of Kahoot makes language learning enjoyable, encouraging participation and enhancing language retention.

Bamboozle:

Bamboozle is a versatile app that offers customizable language-learning games, such as flashcards, matching exercises, and word searches. Teachers can create their own games or use pre-existing templates to engage learners in various language activities. The interactive and visually appealing--

--nature of Bamboozle enhances vocabulary acquisition, word recognition, and spelling skills. Through repeated exposure to language patterns and meaningful practice, learners can internalize linguistic structures and improve their overall language proficiency (Lam, 2020).

LearningApps:

LearningApps is an online platform that provides a wide range of interactive language-learning activities. Teachers and learners can create and share language exercises, such as gap-filling exercises, quizzes, or crosswords (Hockly, 2021). These interactive activities allow learners to practice grammar, vocabulary, and reading comprehension skills in an engaging manner. LearningApps fosters independent learning, as learners can access the platform at their own pace and revisit activities to reinforce their understanding. The platform also offers a collaborative element, enabling learners to share their created exercises with peers, promoting peer learning and interactivity (Myles et al., 2017).
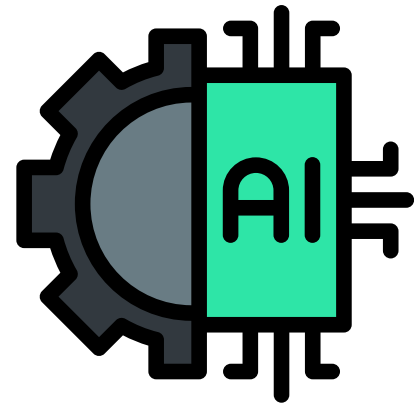
Artificial Intelligence-Powered Chatbots:

AI-powered chatbots have emerged as valuable tools for language learners, providing personalized conversational practice and instant feedback. These chatbots use natural

language processing algorithms to simulate human-like conversations. Platforms like HelloTalk and Tandem facilitate language exchange between native speakers and learners worldwide, promoting authentic and contextual language practice. Research shows that AI-powered chatbots can significantly improve speaking and listening skills,

as learners receive immediate feedback on pronunciation, grammar, and vocabulary usage (Lee & Kim, 2017). Nonetheless, chatbots may lack the ability to provide nuanced responses and cultural insights that human interactions offer.

Online Language Exchange Platforms:

Online language exchange platforms connect language learners across the globe, enabling them to practice their target language with native speakers. Platforms like iTalki and ConversationExchange offer virtual language exchange opportunities through video calls, text chats, and voice messages. Language exchange fosters cultural understanding, improves speaking proficiency, and provides authentic real-world practice. Studies suggest that online language exchange can boost learners' confidence and motivation, as they receive guidance and support from native speakers (Zhang, 2020). However, finding suitable language partners and maintaining consistent practice can be challenging.

These innovative technological applications have emerged as valuable tools in the realm of language learning offering engaging and interactive learning experiences that promote active participation, vocabulary acquisition, and overall language proficiency. They provide learners with instant access to authentic language resources, fostering autonomous learning and cultural understanding. They also incorporate gamification and interactivity into language learning, making the process enjoyable and motivating. By harnessing the power of these technological applications, language learners can enhance their language skills in an immersive and engaging manner enhancing their language acquisition journey.
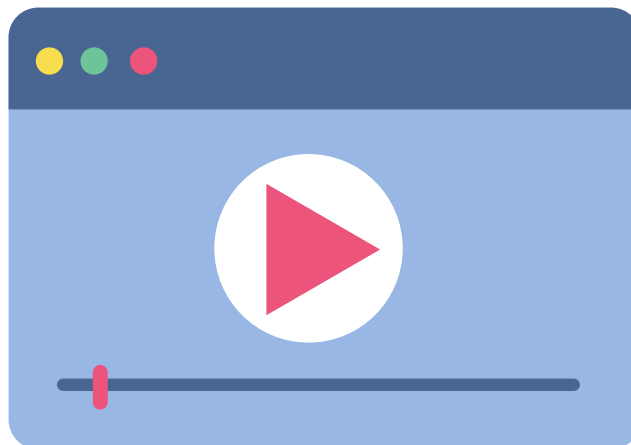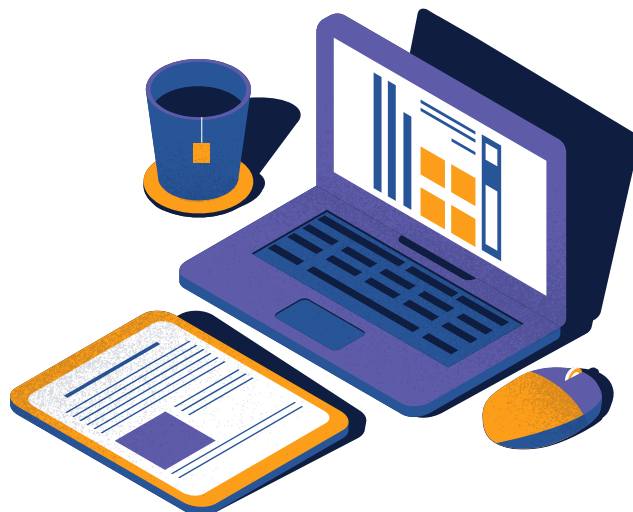
FLOW IN TECHNOLOGY

INTEGRATING TECHNOLOGY SKILLS INTO THE CLASS was introduced by EOI ESTEPONA. Technology has changed the process of learning languages due to the number of useful resources available and easy access to them. The impact of flow experiences in ICT indicates that flow is experienced while performing a technology-based activity ranging from visual design, online research, editing, gap filling, and recording.

Objectives

To supply teachers with the necessary tools to make learners develop their creativity and use ICT to maximize their knowledge about new apps and platforms that make the learning process more attractive, interactive, and effective.

Methodology

Basic concepts on how to enhance learners´ creativity, and use of ICT will be explained. Different ways to boost engagement, collaboration, and use of ICT apps will be shown. Teaching practice sessions will be designed and participants will learn about a wide range of available tools for technology management to encourage creativity and increase motivation in adult learners. The tools will introduce innovative dynamics.

Results
-Technologically-enhanced class activities
-Bank of teaching resources, apps, and tools

"FLOW IN TECHNOLOGY
TRAINING: DEVELOPING TECHNOLOGY SKILLS
ORGANISED BY EOI ESTEPONA
TECHNOLOGY HAS CHANGED THE PROCESS OF LEARNING
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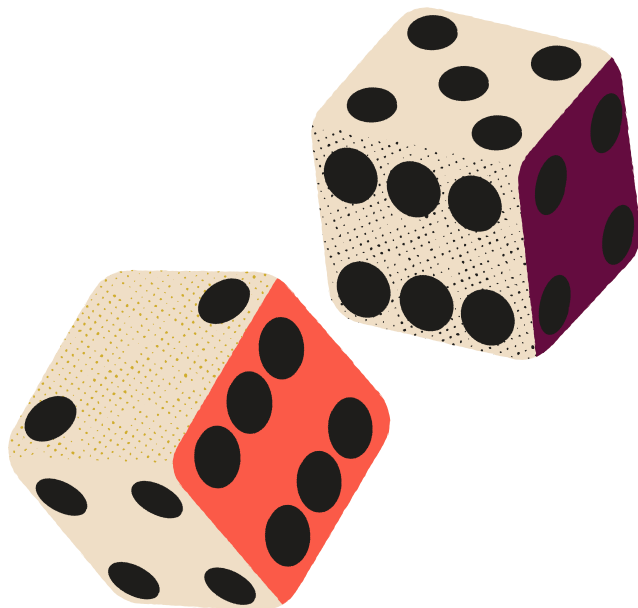AVAILABLE AND EASY ACCESS TO THEM.

## ACTIVITY: TECHNOLOGY IN ADULT EDUCATION

Chapter 7:

Gamification in Adult Education

The importance of learning through play is often neglected in adult education but it is a strategy important for both teachers and learners because it creates a more engaging environment for both teachers and learners. This part of the program focuses on both the theoretical input as well as the practical part of game-based learning. . It gives insight into how to successfully implement games in the classroom and how to use them to facilitate a successful learning process.
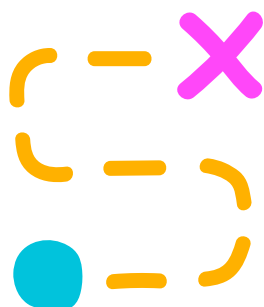
Gamification is the inclusion of elements of games into learning and teaching. It is part of learning by doing or the experiential learning approach. The main objectives of incorporating gamification into adult education are the development of problem-solving skills, negotiation, better communication skills, critical and creative thinking, and teamwork skills.

Gamification makes the teaching and learning process interactive and fun, improves knowledge retention, increases motivation, and encourages creativity. Some of the gamification strategies that are most commonly used and also covered through the training are reward systems, points, leader boards, competitions, progress bars, treasure hunts, and many others.

The ultimate goal of the course is to introduce teachers to the gamification concept and for them to enhance their professional skills through types of games for team building, the building of trust, content consolidation and revision, exploration, and development of creativity. They should also learn how to implement game-based learning into their teaching understand the mechanics of the games and development of the ability to gamify the contents of the curricula to make the learners' experience of education more engaging.

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START

Increased Engagement:
 Gamification brings an element of fun and excitement to the learning process, capturing the attention and interest of adult learners. Incorporating game mechanics, such as challenges, rewards, and competition, motivates adults to actively participate and remain engaged throughout their learning journey.

Enhanced Motivation:
Games are known to tap into intrinsic motivators, such as achievement, mastery, and autonomy. By integrating game elements into adult education, gamification provides adults with clear goals, immediate feedback, and a sense of progress. This boosts their motivation to learn, persist through challenges, and achieve their learning objectives.

Active Learning:

Gamification promotes active learning, where adults actively participate, experiment, and apply their knowledge in a simulated environment. Through interactive challenges, problem-solving activities, and decision-making scenarios, adults can reinforce their understanding, develop critical thinking skills, and apply their knowledge in practical contexts.

Personalized Learning:

Gamification can be tailored to the individual needs and preferences of adult learners. By providing choices, allowing learners to set their pace, and adapting the difficulty level based on their progress, gamified experiences can be personalized to meet the unique learning styles and abilities of adults, enhancing their learning effectiveness.

Collaboration and Social Interaction:

Gamification can facilitate collaboration and social interaction among adult learners. By incorporating multiplayer components, team-based challenges, or leaderboards, encourages adults to work together, share knowledge, and engage in friendly competition.

This creates a sense of community and fosters peer-to-peer learning.

Long-Term Engagement:

Gamification has the potential to promote long-term engagement and sustain adult learners' interest over time. Through the use of progressive challenges, unlockable content, and ongoing rewards, gamified experiences can keep adults motivated and committed to continuous learning, supporting lifelong learning goals.

Gamification has proven to be a highly effective approach in foreign language learning for adults. By integrating game elements into language learning platforms and activities, gamification makes the process more engaging, interactive, and enjoyable.
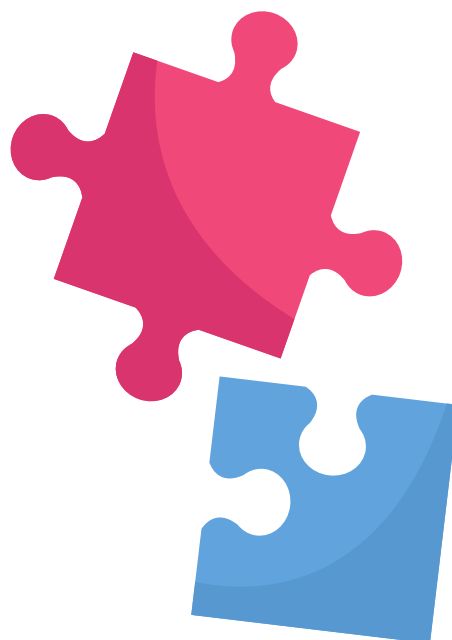
Gamification in Foreign Language Learning

One key aspect of gamification in foreign language learning is vocabulary acquisition. Traditional methods of memorizing word lists or using flashcards can be mundane and uninspiring. However, gamified language learning platforms present vocabulary in a more interactive and dynamic way. Through games such as word matching, picture association, or virtual quizzes, adult learners are motivated to actively engage with the language and reinforce their vocabulary retention. The element of competition or achievement, such as earning points or unlocking new levels, further enhances motivation and engagement.

Grammar and sentence structure are also effectively taught through gamification. Instead of relying solely on textbook exercises or repetitive drills, gamified language learning platforms offer interactive exercises and challenges.

Immediate feedback and progress tracking help learners identify areas for improvement and build language accuracy over time.

Furthermore, gamification encourages social interaction and collaboration among language learners. Online language learning communities or virtual classrooms provide opportunities for adults to engage with peers, practice conversation skills, and receive feedback from native speakers or language tutors. Language challenges, group activities, or leaderboards foster a sense of competition and camaraderie, creating a supportive and motivating learning environment.

In conclusion, gamification in foreign language learning for adults brings excitement, interactivity, and motivation to the language learning process. By incorporating game elements, vocabulary acquisition becomes more engaging, while grammar and sentence structure practice becomes more dynamic and practical. The social aspect of gamified language learning platforms fosters collaboration and peer support, further enhancing the language learning experience. With gamification, adult learners can embark on their language learning journey with enthusiasm and achieve greater proficiency in a more enjoyable and effective way.

Tips for a successful integration of gamification into the adult education classroom:

1) Define clear learning objectives: Before incorporating gamification or games, clearly outline the learning objectives you want to achieve. Align the game elements with these objectives to ensure they support the desired learning outcomes.

2) Choose relevant game elements: Select game elements that are relevant to the learning content and objectives. These elements could include points, badges, leaderboards, levels, challenges, or rewards. Ensure they are meaningful and contribute to the learning experience.

3) Provide clear instructions: Clearly communicate the rules, mechanics, and goals of the game to the learners. Make sure they understand how the game relates to the learning material and how it aligns with their educational goals.

4) **Offer progressive challenges:** Design games that gradually increase in difficulty or complexity. This helps maintain learner engagement and ensures a sense of accomplishment as they progress. Offering different levels or stages can provide a sense of progression and motivate learners to continue.

5) **Encourage collaboration and competition**: Incorporate opportunities for both collaboration and healthy competition among learners. Group activities, team challenges, or multiplayer games can foster cooperation and create an interactive learning environment.

6) **Provide immediate feedback:** Games excel at providing instant feedback, which is essential for the learning process. Offer immediate feedback on learner performance, highlighting areas of improvement and celebrating successes. This feedback loop keeps learners engaged and motivated to continue learning.

7) **Offer rewards and recognition:** Implement a system of rewards and recognition, such as virtual badges, certificates, or points, to acknowledge achievements and progress. Celebrating milestones and accomplishments can boost motivation and create a positive learning atmosphere.

8) **Allow for customization and personalization:** Provide learners with options to customize their learning experience within the game. This could include selecting avatars, choosing pathways, or adjusting difficulty levels. Allowing personalization increases learner autonomy and engagement.

9) **Integrate games with other instructional methods:** Combine games with traditional instructional methods to create a blended learning approach. Incorporate discussions, reflections, and debriefing sessions to reinforce the connection between the game experience and real-world applications.

10) **Evaluate and refine:** Continuously evaluate the effectiveness of the gamification and game-based learning approach. Collect feedback from learners, assess learning outcomes, and make necessary adjustments to improve the experience

FLOW IN GAMIFICATION

GAMIFICATION TO STIMULATE LEARNER CREATIVITY was a training organized by AEI STUDIUM from Croatia. It is important for both teachers and their learners to know how to play in their lessons and create learning content that is more engaging. This training will focus on both theoretical inputs as well as the practical part of gamification-based learning. It will give insight on how to successfully implement games in the classroom and how to use them. The training is aimed at those who want to learn how to play more in their lessons and encourage participation in the classroom.

Methodology
Learning by doing approach, presentation of examples of good practice, theoretical input

Objectives
- Understanding of the concept and strategies for implementation of gamification.
- Developing communication, collaboration, presentation, problem-solving, negotiation, critical and creative thinking skills.
- Providing and exercising creative ideas and practical resources for successful implementation and responsible use of game-based learning.
- Enhancing professional skills through types of games for team building, building of trust, content consolidation and revision, exploration and development of creativity.
- Understanding the mechanics of the games and development of the ability to gamify the contents of the curricula in order to make the learners experience of education more
- engaging.
- Recognizing activities and awarding them learners will acknowledge their achievements easily by receiving basic or custom badges.
- Leader board - gamification technique in which the learners have the power to compete with each other while practising skills and improving their learning.

Results

- Increases learner engagement.
- Makes Learning Fun and interactive.
- Improves knowledge retention.
- Increases motivation
- Encourages creativity

ACTIVITIES: FLOW IN GAMIFICATION

Chapter 8:

Group Dynamics for Learner Motivation and Collaborative Learning

Collaborative learning is a dynamic educational approach that harnesses the collective knowledge and experiences of adult learners. It goes beyond traditional lecture-style teaching, encouraging active participation, critical thinking, and mutual support among students.

Why Collaborative Learning Matters for Adults?

Adult learners come to the classroom with diverse life experiences and expertise. Collaborative learning recognizes and leverages this diversity, fostering an inclusive and engaging environment. It empowers adults to:

Build Critical Skills: Collaborative learning cultivates essential skills such as communication, teamwork, and problem-solving, which are valuable in both personal and professional contexts.

Enhance Retention: Actively participating in discussions, group projects, and peer teaching enhances information retention and deep understanding.

Cultivate a Learning Community: Collaborative learning promotes a sense of belonging and encourages learners to support one another in their educational journey.

Peer learning takes collaborative learning a step further by emphasizing the role of peers as educators. In adult education, peer learning can be a powerful tool for fostering knowledge exchange and personal growth.

# Collaborative Language Learning in Adult Education

Collaborative learning is of paramount importance in adult language learning for several compelling reasons. Firstly, it fosters a dynamic and interactive environment that simulates real-life communication situations, thereby enhancing practical language skills. Adults benefit from the opportunity to engage in authentic conversations with peers, improving their speaking and listening abilities

Secondly, collaborative learning promotes cultural exchange, exposing learners to diverse perspectives and language nuances, which is crucial for a well-rounded understanding of a language. Furthermore, it nurtures a sense of community and motivation among learners, as they support and encourage each other's progress. Lastly, collaborative learning taps into the collective wisdom of the group, allowing adults to learn from their peers' experiences, share effective learning strategies, and collectively overcome challenges. In essence, collaborative learning empowers adults in their language journey by combining individual efforts with the rich tapestry of collective knowledge and interaction.

Importance of Collaborative Learning in Language Acquisition

- **Enhanced Communication Skills**: Collaborative learning provides a platform for adults to engage in meaningful dialogues, improving their speaking and listening skills through regular interaction with peers.

- **Cultural Understanding:** Adults can gain cultural insights and sensitivity by interacting with classmates from diverse backgrounds, expanding their comprehension of language context and subtleties.

- **Motivation and Accountability:** Collaborative settings often create a supportive and motivating atmosphere where adults feel accountable to their peers, promoting consistent language practice and participation.

- **Variety of Learning Resources**: Group members can share various resources, such as books, websites, or study materials, increasing access to different learning tools and approaches.
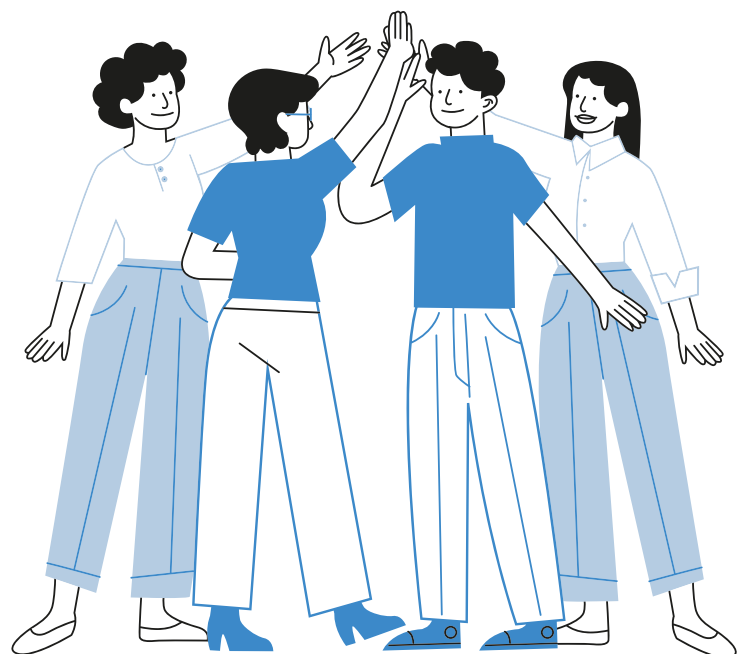
- **Practical Application:** Collaborative activities allow adults to apply language skills in practical scenarios, which is essential for real-world language proficiency.
- **Error Correction:** Peers can offer valuable feedback and correction, helping adults identify and rectify language mistakes more effectively than self-study.
- **Camaraderie and Confidence**: Building relationships with fellow learners can boost confidence and alleviate the fear of making mistakes, encouraging active participation in language activities.

- **Diverse Perspectives:** Collaborative learning exposes adults to diverse language accents, dialects, and expressions, preparing them for versatile communication in various contexts.
- **Social Networking:** Adults can expand their social networks through language learning groups, potentially leading to new friendships and professional connections.
- **Sustainability:** Collaborative learning often results in more consistent language practice, increasing the likelihood of long-term language proficiency maintenance.

In addition to the previously mentioned benefits, collaborative learning in adult language acquisition offers the advantage of adaptability and flexibility. Adult learners often have varied schedules and individual learning preferences. Collaborative learning can accommodate this diversity by allowing participants to set their own pace, choose suitable learning materials, and tailor the experience to their specific needs.

FLOW TOGETHER I

COLLABORATIVE WORK was organized by EDUCA. The idea is to promote collaborative professional development among language teachers to improve the quality of language teaching and enhance the success of learners In courses.

Methodology
There are several means to develop collaboration among the teachers in the institution. eg peer observation approaches to positive communication, feedback, organizational culture, and networks.

Objectives
-Different approaches to providing feedback following peer observation.EDUCA will share our experience and mixed approach.

Results
- Increased creativity and out-of-the-box thinking.
- Increased learning possibilities.
- Enhanced stakeholder relations.

"FLOW TOGETHER I"
TRAINING: COLLABORATIVE WORK
ORGANISED BY EDUCA
THE IDEA IS TO PROMOTE COLLABORATIVE PROFESSIONAL
DEVELOPMENT AMONG LANGUAGE TEACHERS TO IMPROVE THE
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LEARNERS ON COURSES.

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Enriching lives, opening minds.

FLOW TOGETHER II

COOPERATIVE WORK FACE TO FACE was introduced by EDUCA. The main topic was how peer exchange and shared-learning offer solutions to everyday problems and questions all teachers have to deal with in the classroom.

Methodology

A small amount of teacher training input is required to "set the ball rolling '' but it should be self-perpetuating after that.

Objectives

Peer observation provides the teacher with the opportunity to have a clearer opinion of what good teaching is through exchanging experiences with other teachers on classroom practice and management. It can provide support in relation to questions or problems from a peer'sperspective. Moreover, the teacher may gain an insight into other teaching approaches, styles and strategies in order to develop new ideas with more confidence and inspiration.

Results

- Peer observation has been identified as a key method of:
- Promoting collaboration between language teachers.
- Learn to work as a team.
- Teachers become learners at times, and learners sometimes teach.
- Students learn skills for resolving conflicts when they arise.
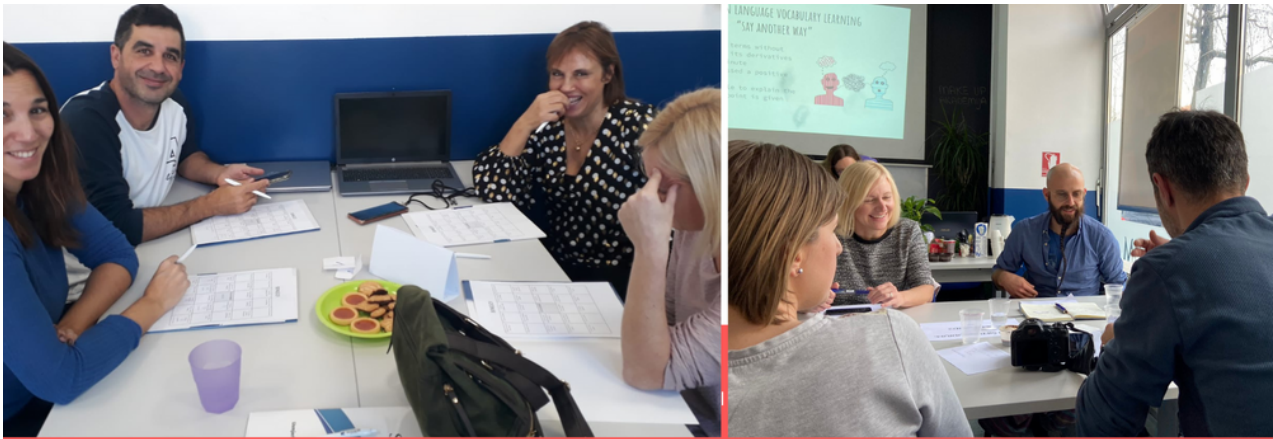
"FLOW TOGETHER II"
TRAINING: COOPERATIVE WORK FACE TO FACE
ORGANISED BY EDUCA
PEER-EXCHANGE AND SHARED-LEARNING OFFER SOLUTIONS
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QUESTIONS ALL TEACHERS HAVE TO DEAL WITH IN THE
CLASSROOM.

ACTIVITY: COLLABORATIVE WORK

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ADDITIONAL RESOURCES

- Dr. Alan Watkins: BREATHE (P1): https://youtu.be/q06YIWCR2Js
- Dr. Alan Watkins: BREATHE (P2): https://youtu.be/Q_fFattg8N0
- Dr. Bruce Lipton: Biology of Belief (London Real, P1): https://youtu.be/GCG1zj3mxOw
- Dr. C.G.Jung: The Power of the Unconscious and the Importance of Dreams: https://youtu.be/-6G9IWa3XiI
- Sensitive Dance: https://www.danzasensibile.com/en/
- My Body Graph: https://www.mybodygraph.com
- Gene Keys: https://www.genekeys.com
- Mindfulness for kids: https://www.youtube.com/watch?v=70j3xyu7OGw
- How emotions are made: https://www.youtube.com/watch?v=0gks6ceq4eQ
- Breathing exercise: https://www.erasmuspluscourses.com/blog/breathing-meditation-for-you-and-your-students