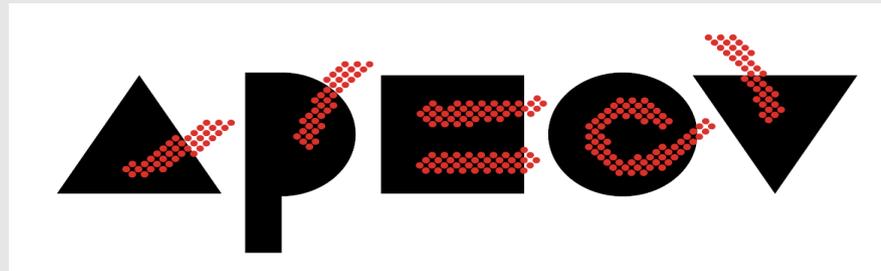


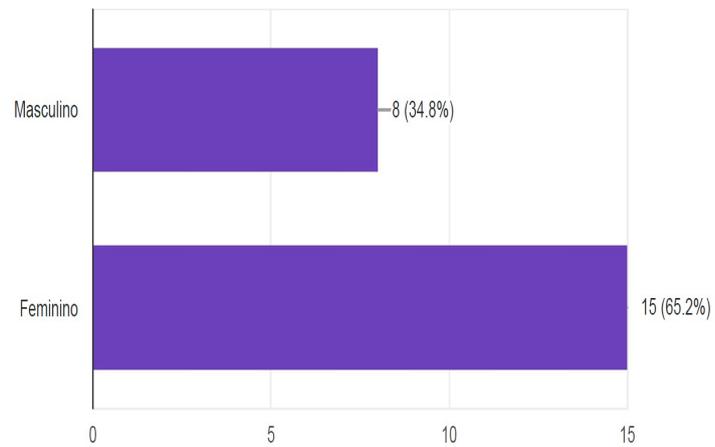
Results of the Questionnaire Portugal



23 Respondents Educators

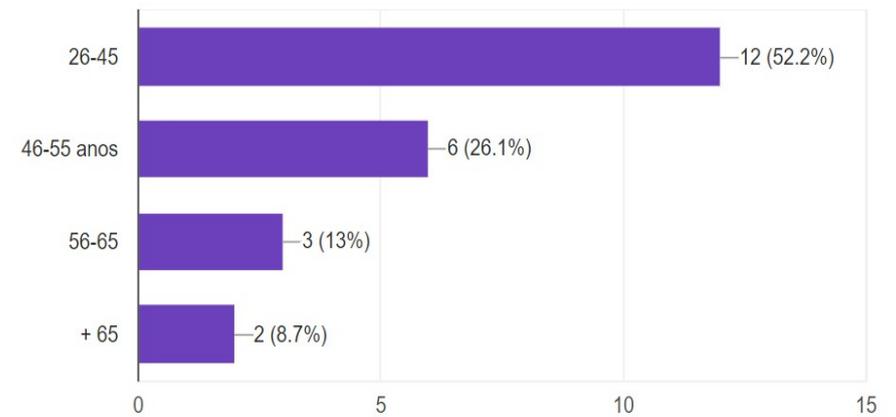
Genero

23 responses



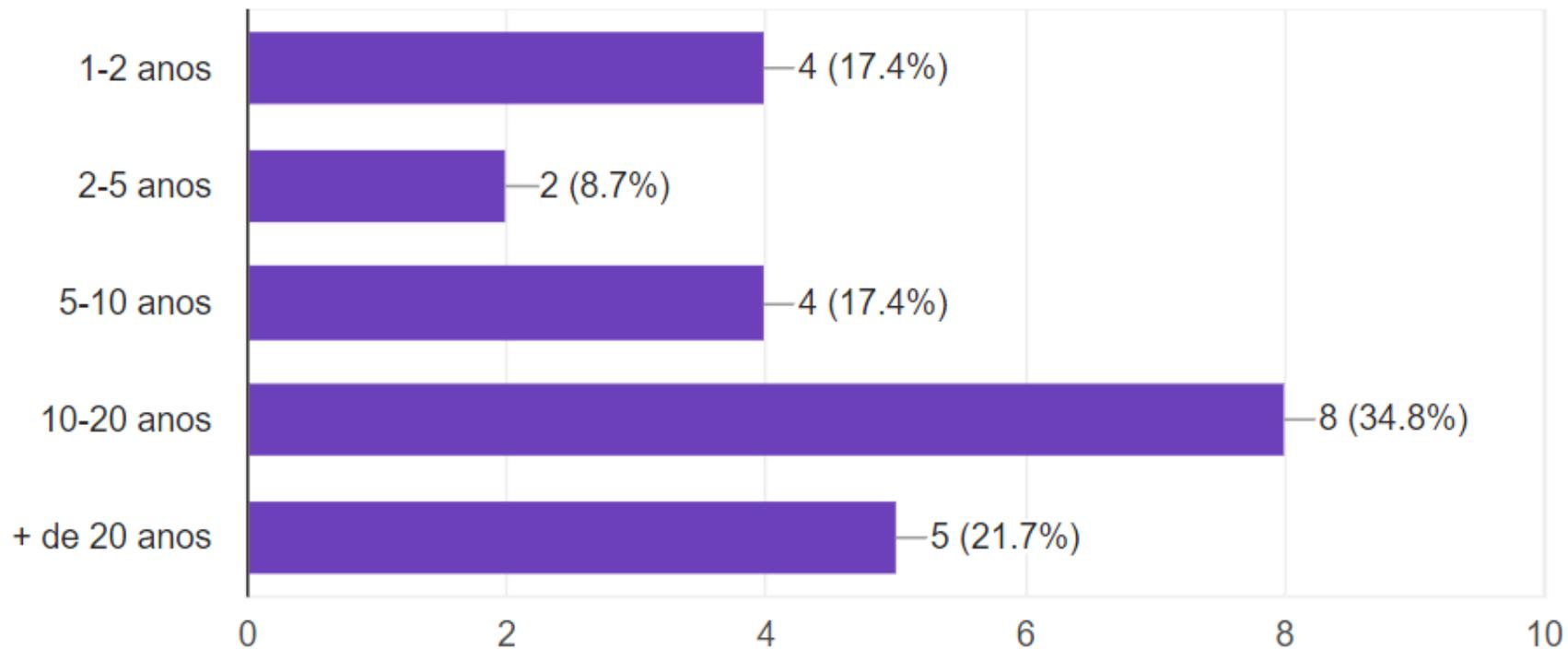
Idade

23 responses

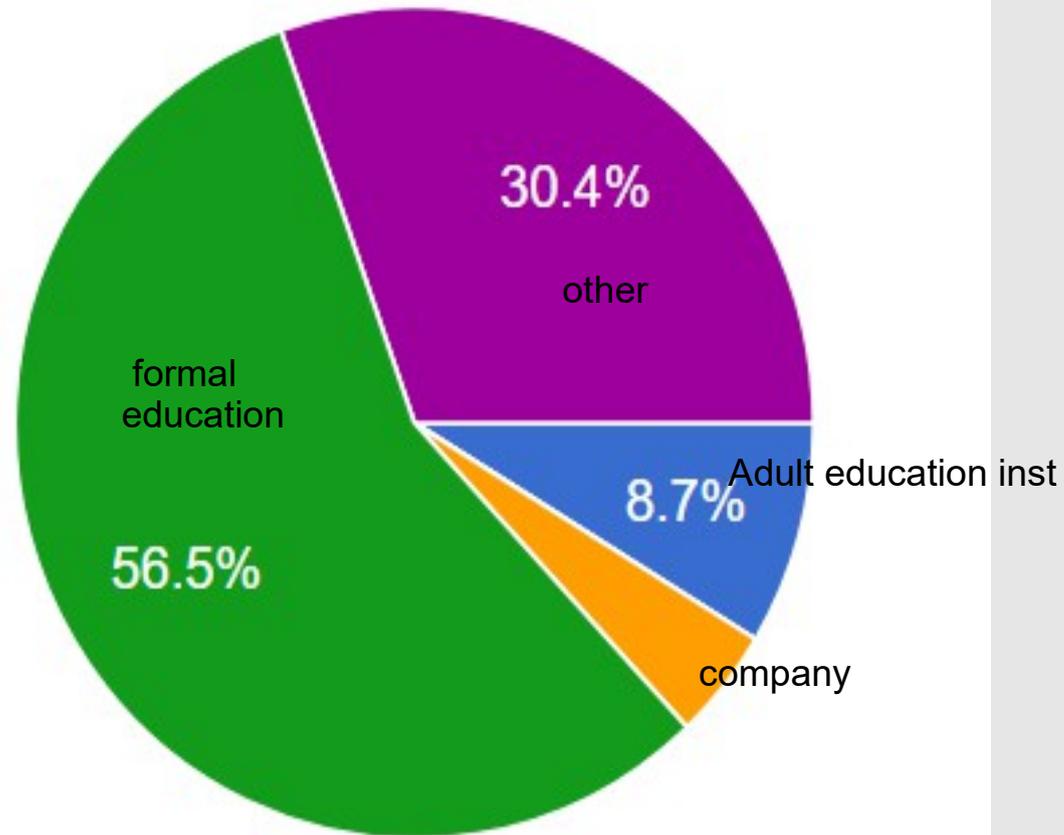


Duration of involvement in the adult education sector?

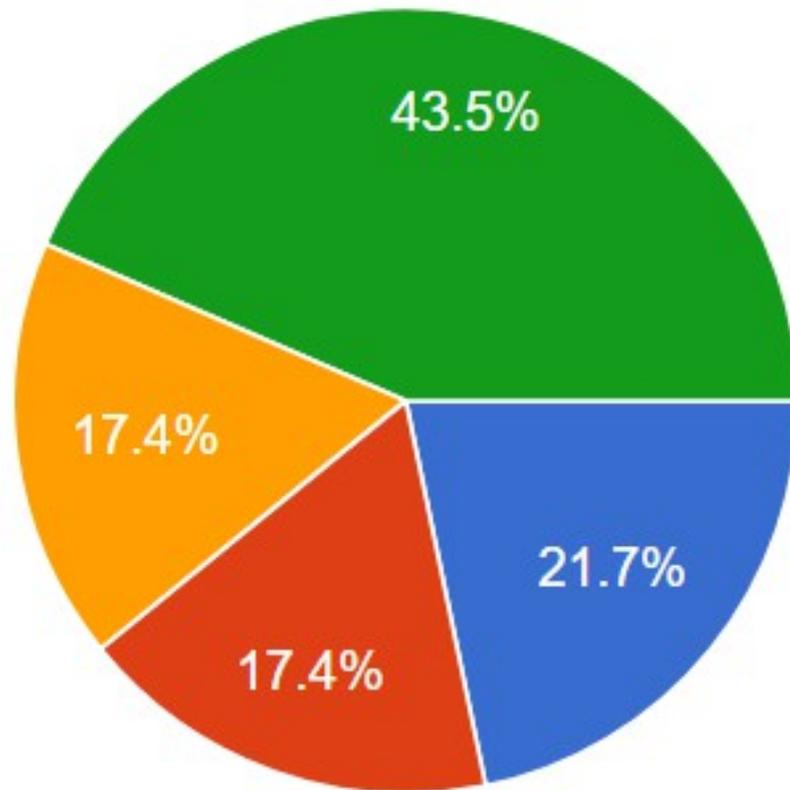
23 responses



Half of the respondents work in formal education contexts, the other half in non-formal education contexts



I mostly work in:



ICT courses

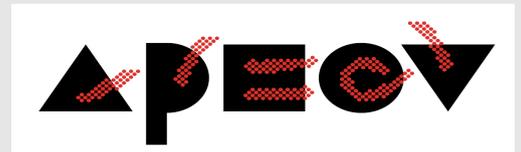
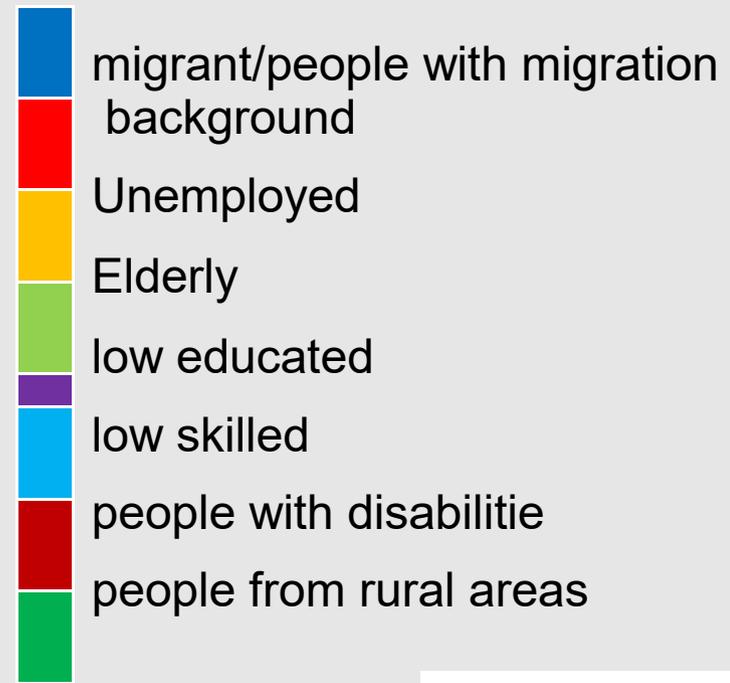
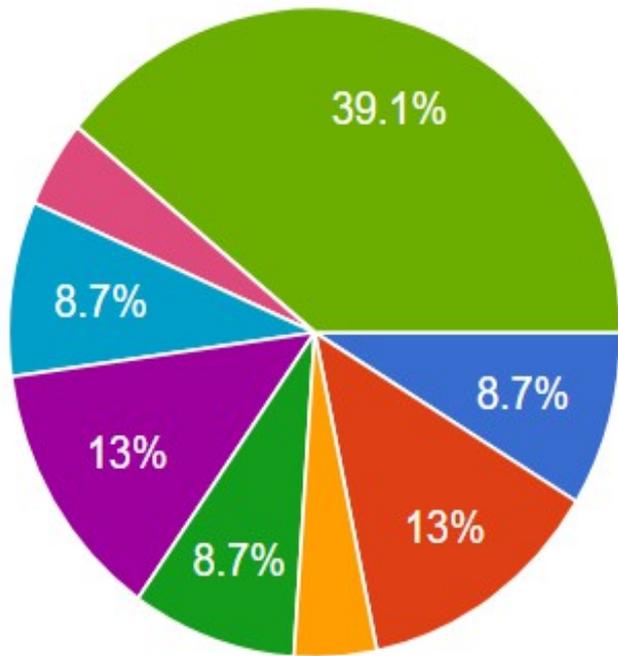
Language courses

Literacy courses

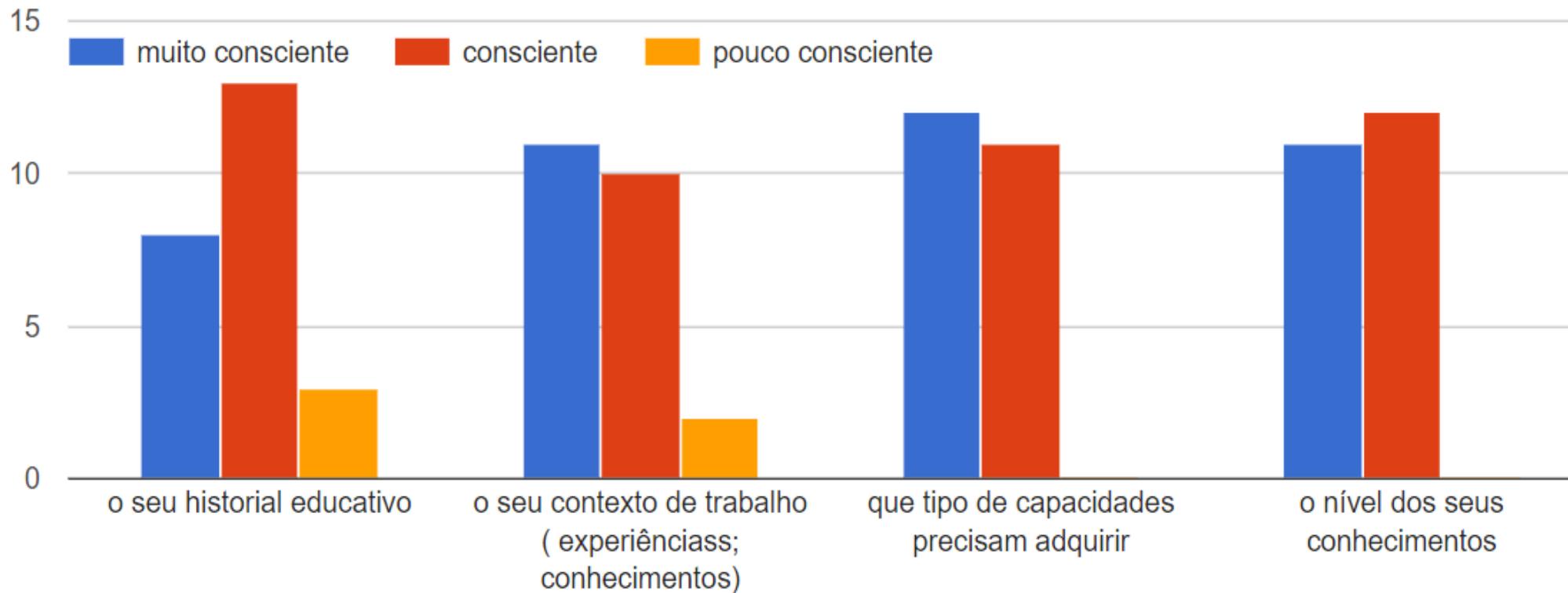
Creative workshops



I mostly work with these groups



I am familiar with learners' needs in my programme/course/workshop... (who they are, what skills do they need, what is the level of their knowledge)



Do you use different methods, approaches, tools for class or course work? Cover the right response.

- Preparation of personal dossiers – sharing documents
- pedagogy of interdependence, person-centered planning
- Fiting the needs and interests of the members, but always in relation to the initial objectives. Some strategies have been the arts, theater, communication, technology, body expression, drawing (non-technical), among others.
- creative strategies based on artistic practices
- adapted to each group, group work, games, portfolio
- Questioning their interests.
- Oriented research work.
- I try to understand the interests of the trainees.
- Experimental activities and problem solving.
- Use simple instruments within reach of anyone.
- I use story telling
- Use of available digital technologies



Do you adapt your methods, approaches, tools to different groups of learners that you work with? (all positive replies)

- In accordance with the age group and the interests and motivations shown. characteristics
- Adapting the themes and presentations to the intellectual levels - high - of the students
- all work is planned individually
- different tasks for different skills
- Changing it by transforming the initial activities with ideas or proposals of the members. They also constantly change groups into new groups for their integration.
- I use pedagogies centered on the group of individuals, focusing on their individual and collective specificities
- Understanding the characteristics of the group and its objectives
- Selection of texts and fiches adapted to the degree of difficulty and more practical activities.
- According to abilities, difficulties and age
- according to the characteristics of the group
- questioning their interests
- Through the capabilities.
- I adapt the approaches and strategies of work according to the characteristics and needs of the group with whom I work.
- Once you realize your potential, I adapt the most appropriate approaches.
- Adequacy of language and work pace.
- to adapt the communication and contents in function of the characteristics of the student
- Relative homogeneity groups
- It depends on the degree of knowledge of the trainee. From simplest to most complex.
- I apply degrees of difficulty depending on the aptitude of the trainees
- I try to understand the profiles and use different methods based on this
- Adequate to the age group and the professional area



Which approaches, tools, methods do you use– if any, in order to discover the above mentioned learners’ characteristics?

Method/ approach/ tool	I know and I use it	I know but I don't use it	I don't know and I don't use it	I don't know but I would like to learn
Story-telling	15	5		1
Learning by doing	23			
Group work	23			
Discussion group	15	8		
Games	13	6	3	1
Simulation	15	5		
Brain-storming	11	10	1	1
e-portfolio	8	5		3
Other ICT tools (which?)	4	1		



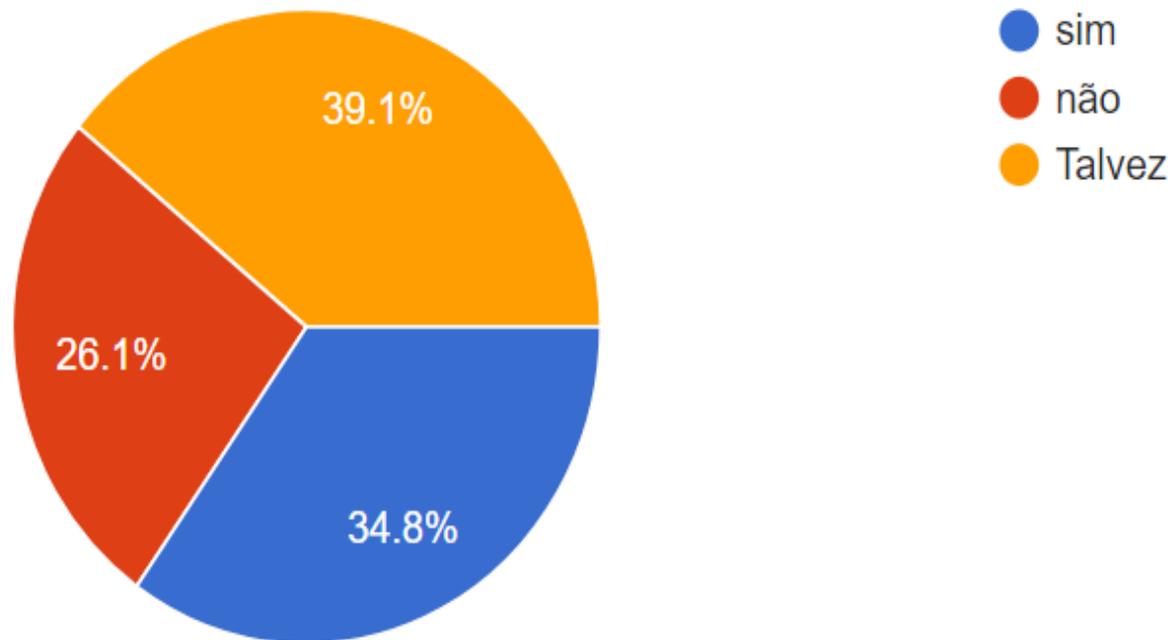
Which approaches, tools, methods do you use

- Drawing as body expression, conducting interviews and documentaries, using maps as a group identity recognition, among others.
- Oral report of experiences / experiences; elaboration of autobiographical texts; debates for the sharing of opinions and ideas.
- Searching exercises
- Simulations of laboratory activities.

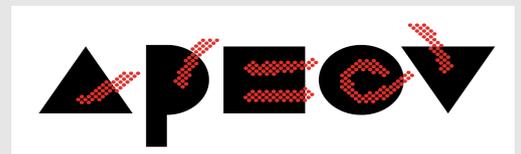


5. As an educator, do you think that you need more tools, knowledge regarding learners' motivation for them to develop, identify and reflect on the outcomes of their learning experiences?

23 responses



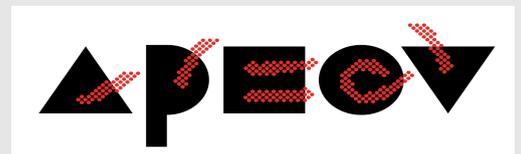
- New technologies and education through art
- It is always necessary to be prepared and updated of several instruments that one can use, in general we live in a world of changes through which these instruments need to be transformed with our contexts.
- knowledge of the real needs of at-risk groups.
- Mastering new technologies
- have to be a constructivist teacher
- More time
- final evaluation sheets
- It is always important to share ideas and experiences with others, we can learn more.



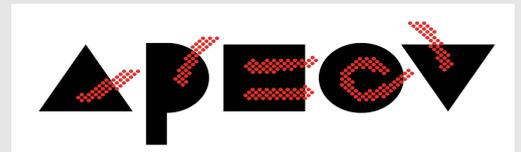
6. In your opinion, what are key characteristics of a tool (i.e. a guide book) that would motivate learners to develop, identify and reflect on the outcomes of their learning experiences?

Adaptable; Enthusiastic

- Participate actively in dialogues on the issues. Questioning aspects addressed
- Appeal to written and visual language, possibility of drawing. Feature a language with additional information, with examples.
- appealing, creative and motivating
- Let them show the changes they have noticed (past-future); an exchange of ideas and experiences with the members; always have an abstract (unwritten) reflection of them in the areas the themes or instruments developed in the course; that can propose one or an improvement activities for the people who were to develop in the future the same course or workshop.
- self-knowledge and self-representation
- Surprising Questioning Researcher
- to meet your interests
- Quality of the work developed; acquired knowledge and its relevance to practical life.

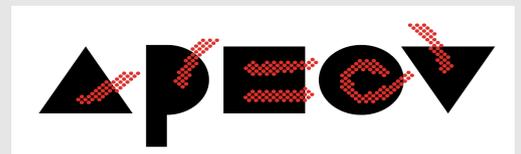


- Proximity, simplicity
- pictures, music, small movies and a guide book
- current, diversified and appealing
- Reflective Learning Portfolio
- Diagnostic Activities
- Flexible learning guide; self-assessment and discussion exercises
- A learning guide is important so they can see if they are evolving.
- Structured and synthetic.
- awareness of the practice of activities through assertive communication
- Self evaluation grids
- An instrument that they have at hand and can use outside of class time.
- Diversity, surprise, know-how, knowledge
- Something that relates to students
- Students need to realize the usefulness of learning and acquired knowledge

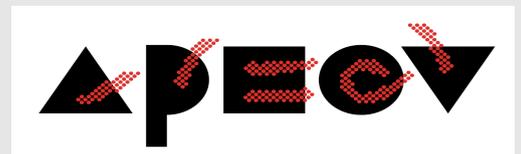


7. Which tool could serve such purpose (that is to motivate learners to develop, identify and reflect on the outcomes of their learning experiences)

- Small Group Oriented Reflection
- Make your records-books of everything you've seen and talked about
- portfolio, videos, photography, daily graphics.
- That they have the possibility to do or a Fanzine with the developed using photos, collage, drawings, text or whatever where they describe done and learned. This Fanzine can be done in digital or plastic way. Within this have to include some individual and group reflections, the groups have to be made through debates or interviews generated between them. The Fanzine will be transformed into something new than it is traditionally a Fanzine, in the end they will have a unique product transformed.
- storytelling
- portfolio
- the instruments with which they most identify
- Guided report or inquiry.
- Joint reflection, debate
- final tab
- critical reflection
- Tests.



- Evaluation tests
- I think it is favorable for trainees and trainees to discuss activities as they develop them, it is important that this discussion takes place during the process of acquiring knowledge through an informal approach. With this, the trainees can become aware of the aspects and processes of how their learning occurs.
- The creation of a portfolio, digital if possible in its context.
- Reflective Portfolio of Learning
- participation in the formative and evaluation process (completion of records / parameters in all classes)
- Training and self-assessment forms
- A small notebook that is easily transportable and where they can take notes, write, draw or paste what they are interested in retaining.
- observation, expectations,
- Give attention and positive reinforcement
- Portfolio or eportfolio. Identify and reflect on the learning they have considered significant for their future life



Focus Group

Coimbra, 04-05-2018

- Educators/teachers
- 2 men
- 2 women



Be

- A Listener
- Flexible
- A Learner



MUST

- Plan
- Arrange schedules
- Justify
- Leadership
- moderate



Communication

- Clear
- Organized
- Objective
- Fiting the group needs



Create

- Empathy
- Dialogue
- Autonomy
- Alternative ways of Thinking



Respect

- Rythms
- Differences
- Ideas

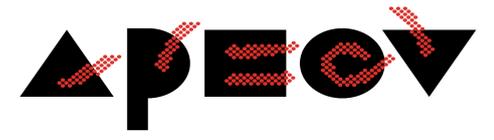


Focus Group - Oliveira de Frades, ASSOL 02-05-2018

- Special Needs Foundation, Workshop de vegarse en cadernal alonge
- 4 women
- 4 men



The educator must be



- Kind, friend, be a good person
- Able to help
- Able to play
- Able to learn
- Attentive, mindful, observer, alert
- Knowledgeable
- Nice
- Teach new things, make (boxes)
- able to eat with students
- Able to give feedback (correct the mistakes of the students)