Teacher’s/trainer’s involvement in adults forming programs

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Abstract

The OECD report: “Tomorrow’s schools teachers – Analysis of global educational” highlights the fact that society develops great expectations from teachers. These aren't only on children’s instruction level, also on grownups during which the teacher becomes trainer. Unlike children education, adults is different, because they have experiences, positives and negatives, features which have to be taken into account in the forming programs. Being teacher/trainer implies rewarding but also the expansion of your own knowledge and capacities. A teacher/ trainer is an actor able to give himself and the participants a teaching opportunity and capacity development.

Keywords: trainer, personality, educational style, education program, forming, role, participants

In the hard and complex social-economic context, marked by the integration efforts of the European structures, Romania has as a major objective the alignment of its education to all European and international levels of standards. The OECD report[1]: “Tomorrow’s schools teachers – Analysis of global educational” highlights the fact that society shows great expectations from its teachers. Not only at children training level, but also at an adult training level, in which the teachers becomes a trainer. In literature there are a lot of characterizations of the teacher/trainer, generally following the same dimensions:

• cognitive-axiological dimension
• attitudinal-motivational dimension
• action-strategic dimension

When he teaches, the teacher’s personality, the trainer’s personality, has to consider the following aspects:

• Scientific training, general culture, so it must have specialized scientific components;
• Psycho-pedagogical culture, that means psycho-pedagogical components;

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Pedagogical, educational style and responsibility consciousness, a good organizer, strategist, motivator, he must own psycho-social and relational competences, managerial and institutional.

Starting from these, roles that teachers assumes are various: technician, reflexive practitioner, actor, transformer of the curricular contents, agent of the social changes, purveyor of information, a model of conduct, creator of learning situations, evaluator, therapist, etc. Roles of the modern trainer have been analyzed and presented schematically by Andre Peretti (1996) as follows [2]:

Starting from these aspects, a great attention must be given to the educational style. D.Potolea defines educational style as being „associated to behavior, it manifests as influence and action structure, it presents a certain internal consistence, a relative stability and appears as product of personality of principals and rules that define the educational-training activity”[3]. As a process of children training, grownups’ training also implies leadership, the leader being the teacher/trainer, role that determines different styles of leading activities. So, we can distinguish the following leading styles: the authoritative style, the democratic style and the “laissez-faire” style.

The primary role of the teacher/trainer is to elaborate/carry the educational actions that have to facilitate the participation of a high number of subjects to whom he develops their thinking capacity, to put into practice the learned content in a more efficient manner.

To reach them, the teacher/trainer must first do a profound analysis of the participants’ forming needs. After a thorough analysis he can include them within the program on certain sets and to make e selection and a preparation of the content to satisfy needs and for enriching knowledge. The next step is the selection of methods/means/instruments to help the participants to learn efficiently. At the end of a session or a forming stage, evaluation and revaluation of objectives must take place to see if they were the best in reaching the intended purpose.
Participants bring daily experiences, lived or heard from other people, both positive as well as negative, and the teacher/trainer has to take them into account within preparing and elaborating of forming programs. That is why adult training programs must have the following features:

- Within a program a relaxing environment must be created, to maintain a respect atmosphere between the trainer and the participants, but also between participants and that is why the teacher/trainer has to establish some ground rules from the beginning.
- Participants’ knowledge must be taken into consideration to determine the mean of approach within a program.
- The course must be created on correlations between participants’ desires and their condition to participate to forming. Thus, the trainer will be using the needs of the participants as motivation. Teachers must have a high developed concentration ability, to think clearly, to be explicit, motivated. They must understand themselves work tasks, objectives, hardships, each ones limits of doubt, but also of the entire group (see the picture below).

![Diagram](image)

Learned knowledge must be explained immediately. Grownups will acquire contents better if they will know the contents have immediate application.

The teacher will involve participants in resolving of problems because this will help them solve actual situations.

Participants must be active, thus, the teacher/trainer will choose methods/techniques/means to involve actively the participant in all of the learning aspects and to exist a collaboration between them. The teacher will involve the participant in a permanent manner in activities and will continuously evaluate him.

Participants must reflect, at the end of the course, on the case study, results, conclusion. This fact creates a deep personal learning for grownups. A primary method in teaching grownups, in this manner is experimentation.

The teacher/trainer will provide a continuous learning ground for grownups either through encouraging participants in their ideas, or through a profound analysis of presented materials.

A grownup forming program that took place successfully is the catechist project “Calea Mantuirii” initiated by Romanian Patriarchate and was addressing to persons between the ages of 18 and 80 years old. The purpose of
the project was the catechesis of grownups in a familiar environment, with a interactive approach, that targets family integrity in the church community.

Problems or minuses that may appear during a forming program are:

Contradiction – that results in to the frustration of participants because they are asked for the impossible.

Only highlighting certain aspects – the result is the attention on certain aspects, while some other, that may be as important as them, are being left behind.

Unreachable objectives/standards – determines the decrease of moral state and the participants become discouraged.

Competition between participants – can determine a tense environment that leads to acquiring of knowledge with many gaps.

Subjective evaluation or evaluating certain unimportant issues – participants will revolt in case of a incorrect evaluation, and the evaluating only certain aspects represents loss.

Romania faces a different vision on forming programs amongst adult population because of their different professional and training levels. With the forming programs, adults can continue their unfinished studies or, they can obtain new qualifications and professional competences that can offer them opportunities for future jobs. After being in certain forming programs, students receive a graduate certificate that guarantees the knowledge obtained during the forming program that can have national and even international recognition (ex: ECDL – European Computer Driving License, Cisco etc.). Forming courses can not offer competences or knowledge at a high standard unless the teacher-trainer doesn't have a vast experience in practical training and that hasn't taken a program for forming of trainers. For the programs of forming adults to be successful, “teachers must continuously teach themselves”[4] and a codependent bond between the teacher-trainer and the trainee has to exist “for finalizing of their aspirations increasingly more perfect”[4].

References

[4] Lev Necolaevici Tolstoi