

TEACHER QUALIFICATION DEVELOPMENT
(IN-SERVICE TRAINING)
P R O G R A M M E

INOVATIVE METHODS
IN ADULT EDUCATION:
TECHNOLOGICAL,
EMOTIONAL AND LINGUISTIC
LITERACY
THROUGH MUSIC

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It is recommended to use all intellectual products created jointly in the frame of the project (handbook, teacher qualification programme, DVD).

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I. Topicality of the Programme and theoretical background

In July 2016, Manifesto for Adult Learning in the 21st century was issued by the European Association for the Education of Adults. It highlights several most important areas which the adult education is based on: active public spirit, democracy and citizen activity; life skills (language learning, collaboration, cultural consciousness; social cohesion, justice, and equality, (collaboration in different activities); employability and digitality (digital literacy, innovations, improvement of qualification); migration and demographic changes (development of intercultural competency, solidarity of generations); economic, social and environmental harmony (efficient, environmentally friendly consumption).

On the 1st of January 2015, Lithuania adopted a *Law on non-formal adult education and continuing learning* which states that legal guarantees should be granted for every person who wants to fulfil their wish to learn and improve their personality throughout life. It is related not only to professional competency but also with needs to develop meaningful leisure time, and democratic development of the society.

The list of requirements of the teacher's qualification is adopted by the Order No V-774 of Minister of Education and Science of the Republic of Lithuania from 29 August 2014, the description is confirmed by Order No V-996 of Minister of Education and Science of the Republic of Lithuania from 22 October 2013 *On Approval of the description of professional activities of andragogists* also defines qualification requirements for educators. The *List of education and fostering study fields group* adopted by the order of the Minister of Education and Science of the Republic of Lithuania No V-1264 from 10 December 2016 stresses that development of special, social and personal skills is very important for training teachers and adult educators.

In 2016 Alytus Music School (Lithuania) in cooperation with the University of Educology of Lithuania, Third Age University (Lithuania), adult educators of Czechia, Greece and Cyprus during implementation of the Erasmus+ project *Technological, emotional and linguistic literacy*

through music created a teacher qualification training programme corresponding to the attitudes of Lithuanian and European adult education: development of general competencies (IT and English), intercultural understanding, social justice and society coherence. Having applied the innovative method *TELL*, practical exercises for senior citizens and groups of adult people with disabilities based on inter-subject principles, peculiarities of these artistic activities were analysed, the goal and objectives were formulated the implementation of which help improve qualification of adult educators and teachers of music (arts).

In May 2016 all partners of Erasmus+ project held seminars with target groups of an intellectual project O2 (teacher qualification program): teachers of music (arts) and adult educators (teachers of English, psychologists, social educators, etc. Each seminar presented 8 artistic exercises (intellectual project O1). 2 artistic exercises from each country were chosen. During the seminars, the exercises were tested, discussed and assessed, and opportunities of application and optimization for other groups of learners were estimated. During local seminars, each partner organizations tested the following artistic exercises (AE numbers are counted in parallel with the DVD):

Lithuania:

- AE 1. The artistic expression of personality while listening to the music;
- AE 2. I am a musical instrument;
- AE 9. Communication with the help of rhythm;
- AE 15. Man and Nature's rhythms.

Cyprus:

- AE 6. Understanding Byzantine music and its Rhythm;
- AE 10. Reciprocity;
- AE 11. Emotions and English language;
- AE 12. Technology and traditions;
- AE 17. Group singing and music.

Greece:

- AE 19. Melody;
- AE 20. Rhythmic pattern I;
- AE 21. English alphabet and musical instruments;
- AE 23. Rhythmic pattern II;
- AE 26. Percussion ensemble.

Czech Republic:

- AE 28. Introduction and Epilogue;
- AE 29. Meter;
- AE 31. Rondo;
- AE 32. Creation of Rhythm.

The participants performed artistic exercises, wrote about their reflexions which were analysed and generalized by the project researchers. The common generalized features of the artistic exercises are as follows:

- Artistry (music, fine art, theatre, dance, poetry);
- Creativity (spontaneity, imagination);
- Appeal (assignments for relaxation, attractive learning tools);
- Cognition (music instruments, English, native language, information technologies);
- Flexible adjustment to every person (the disabled, young people, seniors, children).

The analysis of reflexions distinguished aspects and reflexions that should be improved, and the development of which could be highlighted in the teacher qualification improvement programme. The aspects of teachers and educators of adults that should be improved:

- Wider acquaintance of qualifications of disabilities and disorders, learning peculiarities of people with depression and schizophrenia, application of special and inclusive methods in adult education (cooperative learning, application of art therapy methods).
- Develop skills of application of IT in adult education including art (sound, emotions) visualization methods and integration with other subjects.
- Develop positive attitudes towards attraction of adult education, positive emotional climate, social cohesion and democracy.

II. Goal and objectives of Programme

Goal: to develop competencies of adult educators and teachers of music (art) by applying the inter-subject method *TELL through music* in the context of life-long learning.

Objectives:

To discuss groups of adult learners and their peculiarities (social status, health status).

To find out the importance of development of communication and collaboration skills and shared leadership in special education and adult education.

To learn about the elements of musical culture (music language, music activities) and their variety.

To discuss methods and principles of inter-subject learning in development of general competencies.

To analyse the features of their phenomenon of creativity and their expression in artistic activities of adults.

To analyse the assessment and self-assessment ways of artistic activities in the adult education process individually and in groups.

The goals and objectives of the Programme correspond to the goals of training teachers and andragogists defined by the Description of Education and Fostering Study Field Group (2015), therefore, it can be proposed as an optional subject in the study programmes of institutions training teachers and andragogists, or as a qualification improvement course.

III. Volume and Content of Programme

The volume of the program is 4 ECTS credits. It makes up 112 academic hours (28 hours of theory, 42 of hours practice, 42 hours of independent work).

The program is divided periodically according to topics. The independent work is presented at the end of the program.

Methods of competence assessment: self-assessment, group assessment, generalizing teacher's assessment.

The topics are formulated so that they correspond to the objectives of the program and reflect components of the inter-subject method *TELL through music*: music (arts), IT, English (or native) language and emotional literacy.

I. Discussing adult learners groups and their peculiarities

	Themes	T (hours)	P (hours)	S-I (hours)	Total (hours)	AE number from the DVD	Subthemes
1.	Groups of socially vulnerable people						
1.1.	Improvement of life quality of senior people	1	1	1	3	1-3, 4-6, 17	<ul style="list-style-type: none"> • Basic needs • Subjective and objective • Adaptation • Social participation • Be active • Always learning
1.2.	Education of adults with impaired intellect, hearing, visually disabled / deaf	1	1	1	3	All exercises	<ul style="list-style-type: none"> • Principles of adult education • Educational policy with impaired intellect, hearing and visually disabled design methodology • Educational methods - educational techniques; process
2.	Principles of inclusion into adult education						
2.1.	Principles of inclusive artistic education	1	1	1	3	7, 22, 29, 30	<ul style="list-style-type: none"> • Expectations and personality • Communicative competence • Principles of Universal Design for Learning • Principles of appropriate accommodations for individual learners • Evidence-based practices • Design of target instruction and use formative indicators of student performance

	Themes	T (hours)	P (hours)	S-I (hours)	Total (hours)	AE number from the DVD	Subthemes
2.2.	Divided leadership and expression of a personality in a group	0	1	1	2	2, 23, 25, 26, 31, 32, 33	<ul style="list-style-type: none"> • Group of educators- Target Groups • Dynamic of Group • Theoretical framework; Principles of Adult Education • Historical development - Educational Policy • Design Methodology - SocioEconomic / Cultural Framework • Educational methods - Educational techniques; process • Basic Skills –Sex- Interculturalism • Training material; means- Regulatory Area • Self-assessment- Continuous Development

II. Determining the importance of developing skills of communication, and cooperation in the special and adult education

1.	Verbal and non-verbal communication in artistic activities	1	1	1	3	3, 7, 17, 29-32	<ul style="list-style-type: none"> • Theories of communication • Verbal and non verbal communication • Communication networks • Creativity and artistic activities
2.	Application of art therapy methods in adult education	1	1	1	3	1, 9, 30, 31	<ul style="list-style-type: none"> • Art therapy methods • Regulating emotions • Art and relaxation • Elements of Creativity

	Themes	T (hours)	P (hours)	S-I (hours)	Total (hours)	AE number from the DVD	Subthemes
3.	Intercultural communication	1	1	1	3	6, 14, 36	<ul style="list-style-type: none"> • Cultural components: behaviour, values, attitudes • Cultural competence
3.1.	Presentations of culture of Lithuania, Cyprus, Czech Republic and Greece	1	1	1	3	1, 14, 6, 18, 28, 36, 27	<ul style="list-style-type: none"> • Culture of Lithuania • Culture of Cyprus • Culture of Czech Republic • Culture of Greece
3.2.	Culture similarities and differences	1	1	1	3	4, 6, 7, 13, 18, 24, 27, 28, 36	<ul style="list-style-type: none"> • Culture similarities and differences

III. Acquaintance with elements of musical culture (music language, music activities) and its variety

1.	Music language and its elements. Music activities	1	1	0	2		<ul style="list-style-type: none"> • Sound. Rhythm. Meter. Tempo
1.1.	Sound, rhythm, timbre, melody	1	1	1	3	3, 19, 20, 22, 23, 25, 26, 29, 32	<ul style="list-style-type: none"> • Characteristics of sound • Metric, rhythm analysis • Music analysis
1.2.	Listening to music, performance, creation, improvisation	1	2	1	4	1, 2, 13, 24, 27	<ul style="list-style-type: none"> • Music listening • Music performance • Music Creativity • Music Improvisation

	Themes	T (hours)	P (hours)	S-I (hours)	Total (hours)	AE number from the DVD	Subthemes
2.	World music instruments	0	2	2	4	2, 8, 24, 27	• Word musical instruments from: Europe, Africa, Asia, North and south America, Australia
3.	Traditional music, symbols, narrative	1	2	2	5	7, 8, 14, 15, 18	• Traditional music in European countries

IV. Discussing methods and principles of inter-subject learning

1.	Art and Information Technologies	1	1	1	3	9, 14, 19, 22	• Survey of art and Information Technologies
1.1.	Visualization of sound	2	2	2	6	2, 20, 22, 23, 26, 32, 33	• Techniques of sound visualisation • Music psychology
1.2.	Computer programs for teaching art	2	2	1	5	1, 9, 19, 20	• <i>Photoshop</i> and/or <i>Illustrator</i>
2.	Learning languages with music	1	0	1	2	1, 13, 16, 21, 35, 36	• Learning languages with music
2.1.	Learning English with music	1	1	1	3	1, 2, 11, 13, 21	• Learning English with music
2.2.	Learning native language with music and/or creation	1	2	2	5	35, 36	• Learning native language with music and/or creation

	Themes	T (hours)	P (hours)	S-I (hours)	Total (hours)	AE number from the DVD	Subthemes
3.	Integration of arts	1	2	1	4	1, 6, 12, 15, 27, 29, 30, 36	<ul style="list-style-type: none"> • Music and art • Music and history • Music and languages • Music and science
3.1.	Ethno-music	1	2	1	4	14, 6, 18, 21, 27	<ul style="list-style-type: none"> • Modal musical system • Polyphonic satisfaction musical system • Heterophonic musical system
3.2.	Dance and movement for development of sociality	1	2	1	4	28-36	<ul style="list-style-type: none"> • Historical elements of dance • Anthropology and traditional dances • Dance and sociality
3.3.	Application of fine art methods for expression of emotions	1	3	1	5	1, 10, 13, 16, 27	<ul style="list-style-type: none"> • Arts and regulation of expression • Fine art and regulation of emotion
3.4.	Theatre and literature	1	1	1	3	35, 36	<ul style="list-style-type: none"> • Theatre and literature • Lyric theatre - Opera

V. Analysis of the phenomenon of creativity

1.	Critical thinking and alternative searches	1	1	1	3	14, 19, 24	<ul style="list-style-type: none"> • Identification and recall of information • Organization and selection of facts and ideas • Use of facts rules and principles • Separation a whole into component parts
2.	Reorganization and reconstruction	0	2	0	2	1, 3, 9, 24, 27, 28	<ul style="list-style-type: none"> • Personal differences and similarities in creativity

	Themes	T (hours)	P (hours)	S-I (hours)	Total (hours)	AE number from the DVD	Subthemes
3.	Improvisation	0	2	2	4	8, 25, 26, 32, 33	<ul style="list-style-type: none"> • Principles of Music improvisation • Principles of Dance improvisation • Contact improvisation • Drama improvisation • Sound painting

VI. Analysis of methods of evaluation and self-evaluation of artistic activities in the adult education process

1.	Non-verbal reflection in the language of artistic symbols	1	1	1	3	1, 7, 28-36	<ul style="list-style-type: none"> • Communication through sign and symbols • Non-verbal reflection in the language of artistic symbols
2.	Group dynamics and assessment in artistic activities	1	1	0	2	13, 14, 25, 35-36	<ul style="list-style-type: none"> • Leaderships and behaviour • Group psychology

VII. Independent work: creation of an artistic exercise and its presentation

1.	Creation of an inter-subject artistic exercise adjusted to socially vulnerable groups and its presentation	0	0	10	10	All AE	<ul style="list-style-type: none"> • Presentation, explanation, reflections
Total		28	42	42	112		

IV. Acquired competences and methods of their assessment

Teachers and adult educators will improve their special (assessment of the variety of learners, improvement of languages, use of digital technologies, cognition of culture and creative process), social (work in an inter-subject group, sociability) and personal (reflection of own educational activities, respect to the learner, social responsibility) skills.

The Programme will provide knowledge, teach understanding, new abilities, and form attitudes	Competence (ies)	Teaching model (methods and ways of teaching/ learning)	Acquired competences and ways of their assessment
Acquisition of knowledge and understanding (theoretical part)	Being able to explain the essence of the inter-subject method, understand variety of adult groups and peculiarities of their education, learn about the methods of artistic education and adult education	Lecture, conversation, role play, situation analysis, creation	Self-assessment, assessment
Acquisition of skills (practical part)	Being able to combine methods of individual and group adult education, create exercises of integrated artistic activities		
Acquisition of attitudes (provision and acquisition of valuables, ethical-professional attitudes)	Being able to understand cultural differences, positively evaluate the groups of students with social differences		

V. Teaching material for program implementation and technical devices

Textbooks, a computer, equipment for audio and video recording and demonstration, musical instruments, tools for painting, a room for moving and writing or drawing.

VI. Literature

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