

## ***'Feedback meetings' in the framework of the supervised Practice Training Program that students take following the major 'Continuing Education'***

**UOM**

### **I. General information**

<b>Field :</b>	This series of meetings (workshop) aim at developing students' critical thinking by cultivating the method of reflective analysis of the practice undertaken by students in the workplace, during their Practice Training Program.
<b>Theme(s) addressed</b>	Planning, organization, implementation and evaluation of adult education and training programs.
<b>Target audience</b>	Fourth year students who, after graduation, mainly work as professionals in the field of study, planning, implementation and evaluation of adult education and training programs, including literacy programs, as well as in the field of adult vocational guidance.
<b>Pursued objectives</b>	<ul style="list-style-type: none"> <li>• Develop students' ability of reflective analysis</li> <li>• Correlate theory to practice</li> <li>• Develop a model of problem-solving and a model of practicing in the field of Adult Education</li> </ul>
<b>Method(s) used</b>	<p>The methods used in the meetings are participative and include presentation with the use of Power Point, discussion and focus on certain themes taken from the theoretical and practical point of view, in order to raise students' ability for reflective analysis of their actions in the workplace.</p> <p>Reflective analysis is used when we analyze with the students how the theoretical knowledge is implemented in the real workplace to design for example a program for illiterate adults from the very first step of analyzing the needs of the target group, until the last step of evaluating the extent to which the goals of the program were achieved or record any unexpected outcomes which are always coming with the end of the program.</p>

## II. Description

### Practical modalities

The workshop includes five - six (5-6) 'feedback meetings' per semester.

Each meeting lasts 2-3 hours, depending of the number of the group. Each student presents his work in 20' with another 15' minutes for further discussion of selected themes.

A Power point presentation is needed, together with special sheets filled in by the students (a Diary of student's activities and an Observation sheet of the organisation's activities).

Some 'feedback meetings' take the form of an 'experiential workshop' with the participation of specialists from the cooperating organizations (Mentors) and focus on particular matters.

### Description of the main stage

In the last two semesters of studies (7th and 8th), students who follow the major 'Continuing Education', attend Practicum I and Practicum II relatively, as two mandatory courses. Some other courses taught in the above major, relating to adult literacy, are<sup>1</sup>:

- Introduction to Continuing Education (2<sup>nd</sup> Semester)
- Organization and Management of Institutions of Continuing Education (3rd Semester)
- Program Planning and Development (4<sup>th</sup> Semester)
- Educational and Professional Development of Adult Educators (5<sup>th</sup> Semester)
- Teaching Methodology in Continuing Education (5<sup>th</sup> Semester)
- Illiteracy - Literacy (6<sup>th</sup> Semester)

During their practice, students are being supervised by a member of the academic and a member of the research staff at University and by a representative specialist (Mentor) in the cooperating body of Adult Education / Lifelong Learning, where Practice takes place.

During their practice, students visit adult education and training organizations regularly, twice a week, for thirteen (13) weeks, completing 120-130 hours of work experience in the workplace. They also participate in five to six (5-6) "Feedback meetings" per semester, which take place at University. During those meetings the following subjects are being discussed:

- a) The subject of practice and particular tasks undertaken by students, which are relevant mainly to: i) adult program planning, implementation and evaluation and ii) adult counseling and guidance.
- b) The relation, communication with the staff and the general climate being cultivated in the sector of practice.
- c) Any barriers, obstacles arise and possible solutions.
- d) Focus on particular theoretical matters and how students are practicing them in the workplace such as: methodology of adult participants' needs analysis, the planning, organization, implementation and evaluation of different kind of programs, including programs for the teaching of Greek language to adults.
- e) During the meetings students present their own work done in the workplace, which has a form of a written essay –final report- and is divided in three parts: i) a presentation of the cooperating body (profile and main activities), ii) student's contribution to the organization's activities and in particular if participated in the planning or/and implementation or/and evaluation of adults' training program and to what extent, what this contribution was, a description of tasks undertook and iii) his/her own critical evaluation of practical work experience itself –if it was connected to the subject of studies, in what ways it was helpful to the students and in which directions, if they want to work to a similar job in the labor market after graduation and so on.

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<sup>1</sup> According to the Study Guide (2010-2011) of the Department of Educational and Social Policy, available at [www.uom.gr](http://www.uom.gr) (retrieved on 29-3-2011).

## Remarks

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Supervised Practice Training program (Practicum I and Practicum II) as a mandatory part of studies at the Department of Educational and Social Policy is innovative, since in most Greek University Departments, practical work experience is optional for students.

In this framework 'Feedback meetings' is also an innovative and constructive part of the course, since it contributes to the overall Program's positive results and its effectiveness.

### III. Self-determination evidence

*In which ways will this product help improve the self-determination and participation of literacy learners?*

According to students' opinion, 'feedback meetings' mainly help them:

- a) acquire a more clear and concrete view of the field of their studies and expertise and
- b) raise their self-awareness of the experience gained during their Practice, including knowledge, competencies etc.

As a result, graduates who are going to work in the field of adult literacy, influenced by the above procedure, will probably implement similar activities with their learners -by making the necessary adjustments-.

### IV. Dissemination

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#### Format

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Some information about Practice Training Program could be found on the website of the Department:

Practicum I

[http://www.uom.gr/modules.php?op=modload&name=Semestr\\_eng&file=index&kiklos=72&semester=7&tmima=7&categorymenu=2#525-72-7](http://www.uom.gr/modules.php?op=modload&name=Semestr_eng&file=index&kiklos=72&semester=7&tmima=7&categorymenu=2#525-72-7)

Practicum II

[http://www.uom.gr/modules.php?op=modload&name=Semestr\\_eng&file=index&kiklos=72&semester=8&tmima=7&categorymenu=2#532-72-8](http://www.uom.gr/modules.php?op=modload&name=Semestr_eng&file=index&kiklos=72&semester=8&tmima=7&categorymenu=2#532-72-8)

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Lifelong Learning Programme



Education and Culture DG

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