



SUMMARY OF THE RESULTS

TRACER STUDY OF THE PROJECT: ANDRAGOGICAL TRAINING OF TEACHING STAFF WORKING IN ADULT EDUCATION



Podgorica, December 2011

Introduction

This document presents the short version of the results of the research conducted within the “Tracer study” Project. The aim of the research was to estimate efficiency and effectiveness of andragogical seminars. Additional information on this research activity as well as its results may be found in research full version on the website of the Centre for Vocational Education: www.cso.gov.me .

The research was conducted by the **Centre for Vocational Education** and it has been the first work of this kind in the field of adult education, carried out in Montenegro. First of all, it is intended to provide clear answers related to: the level of quality of conducted seminars, adequacy of the choice of contents presented at the seminars, their usefulness for the improvement of knowledge and skills of trainees, as well as the possibility of their application in teachers’ practical work with adult trainees.

The research was carried out after completed cycle of four seminars in central and four seminars in southern region of Montenegro. The seminars were held by a team of trainers: **Ljiljana Garić** and **Gordana Bošković**, adult education experts (andragogues) from Adult Education Department (Centre for Vocational Education).

Participants at the seminars in all regions were teachers and other professional associates (trainers, instructors) in charge for educational activity in the work with adult learners, including directors of institutions which are totally or partially engaged in adult education.

This research covers participants of andragogical seminars from **central** and **southern region**. There were 18 participants from the central and 16 from the southern region at the seminars.

Authors of this Document are the following:

- **Ms. Ljiljana Garić, adult education expert (andragogue)**, who developed the questionnaire for the project implementation, and
- **Ms. Gordana Bošković, adult education expert (andragogue)**, who developed ideal project of the research and processed and interpreted the research results.

The research activity was coordinated by the **Director of the Centre for Vocational Education, Mr. Duško Rajković**.

Technical support for the finalization of the Document was provided by:

- **Magdalena Jovanović, proofreading;**
- **Dejan Stanić, electronic processing of the text;**
- **Miodrag Vuković, translation of the research summary results into German;**
- **Ivana Mihailović, translation of the research summary results into English;**

The research was carried out by the full financial support of **dvv international (German Adult Education Association)**.

Overview of the research results

“Tracer study” has been the logical follow-up of the Project: “Andragogical Training of Teaching Staff Working in Adult Education”. The research was initiated at the beginning of the last quarter of 2011 and completed at the end of December 2011.

Research target group is composed of the participants of andragogical seminars who fully attended all activities envisaged by the project.

The research is based on the ideal project, which has been the basis of each research, as well as on the questionnaire conducted among two groups of interviewees.

Questionnaire, carried out during the research, contains the total of 11 questions¹. The data were processed by stated categories, quantitatively and qualitatively along with graphic presentations which have been shown in detail within the full version of the research.

This, rather shortened, version provides brief overview of the results obtained from the research.

Consolidated research results by regions

1. Usefulness of andragogical seminars in terms of knowledge improvement, on 1 to 5 assessment scale...

Interviewees from the **central region** assessed the usefulness of the seminars with the mark 5,00 on 1 to 5 assessment scale. Average mark for the same questions was 4,69 according to participants from **southern region**.

General conclusion is that interviewees from the central region provided slightly higher marks for the usefulness of the contents in relation to the interviewees from the southern region. Nevertheless, there is no disproportion in answers, which indicates almost equal assessments of the usefulness of the seminar by both groups.

1a. The most useful seminar was...

Majority of interviewees from the **central region** (53,85%) think that seminar on “*Methods and Their Application in Adult Education*” was the most useful.

Interviewees from the **southern region** find the third seminar the most useful: “*Moderation of Education Process and Group Dynamics*” (38,46%).

General conclusion: One of the possible explanations for the obtained results is that, comparing to teachers from the southern region, teachers from the central region were in the previous period more intensively involved in various professional trainings in terms of improving presentation, moderation and other skills. In order to adequately apply different methods and their methodical variants, it is necessary to master the above mentioned skills, which are the prerequisite for successful work in the classroom.

¹ In the Questionnaire, third and fourth question are overlapping and thus they will be treated as one question.

1b. The most useful topic was...

The most useful topic for the interviewees from the central region (76,92%) was "*Interactive Methods and Their Application*", while the most useful topics for the southern region interviewees were "*The Role and Tasks of Moderators*" and "*Methods in Adult Education*" (15,38% each).

General conclusion: Results obtained may be interpreted similarly as in the conclusion for question 1a.

2. Usefulness of andragogical seminars in terms of skills and capabilities improvement, on 1 to 5 assessment scale...

Average rating of usefulness of andragogical seminars for participants from the central region was 4,85, while participants from the southern region rated the usefulness as 4,54.

General conclusion: Results obtained slightly indicate higher theoretical than practical application of the contents offered at andragogical seminars. The result, also, may be the consequence of the lack of time² for the application of contents in direct adult teaching, after the completion of the last seminar.

2a. The most useful seminar was...

The same as in the previous question, from the perspective of skills, interviewees from the southern region rated "*Moderation and Group Dynamics in Adult Education*" as the most useful seminar. Interviewees from the central region had diametrically opposed assessments. They rated "*Evaluation and Self-Evaluation in Adult Education*" as the most useful seminar.

General conclusion: Results obtained may be interpreted by the fact that participants of the seminars from central region innovated their work by introducing new methods to the remaining part of the teaching process, which was obviously coming to an end of the envisaged education cycle, after which evaluation and self-evaluation of the overall activity took place. However, participants from the southern region expressed high level of interest for parallel development of knowledge and skills from the field of moderation and group dynamics management.

2b. The most useful topic was...

The most useful topic for central region participants, from the aspect of improvement of their skills, was "*Application of Interactive Methods in Adult Education*". Southern region participants rated "*Team Work*" as the most useful topic.

² The lack of time for application of knowledge and skills in practice, attained at andragogical seminars, is discussed due to the period between the last seminar (April 2011) and the beginning of the research activity (September 2011), which, in great deal, was marked by annual vacation, i.e. the absence of teaching in the summer period.

3/4³. Do the participants of andragogical seminars lack certain knowledge from the contents handled at seminars. If yes, what kind knowledge?

Research results have shown that 53,85% of central region participants think that they lack additional knowledge and skills related to the topics elaborated at andragogical seminars, while 46,15% of them think that the topics were elaborated enough and therefore they do not need additional knowledge and skills in that field. Concerning southern region interviewees, 76,92% responded that they lack additional knowledge and skills from the contents elaborated on andragogical seminars. Other 23,08% think that they lack topics related to “simulations at work with adult learners” as well as the topic related to “team work aspects which can be monitored and assessed”.

General conclusion: On one hand, obtained results may indicate greater readiness of teaching staff from the central region to “require” organization of new seminars, propose topics and, of course, to participate in various forms of professional trainings. On the other hand, the data may refer to greater readiness of the southern region participants to apply “individual research activity” during their own professional improvement. This entails their readiness for participation at seminars which provide them with a “framework” in which they, by their individual activity and improvement, “create the mosaic” of their own advancement in terms of professional knowledge and skills.

5. Are the participants of the seminar interested in further andragogical improvements? If yes, in which areas/topics?

The research has shown that 100% of the interviewees from the central and southern region replied positively to this question, i.e. that they are interested in further andragogical improvements. As far as the topics are concerned, according to the central region interviewees, they are related to further improvements in the fields handled at andragogical seminars, as well as to the fields which were not directly part of the plan of implementation of contents during these seminars.

According to the southern region interviewees, the topics were not covered by the conducted seminars, in terms of content.

General conclusion is that there is a high level of interest for further improvements by both groups of interviewees, only the topic and shaping its content, which correspond to the educational needs of potential trainees, have to be taken into account.

6. Possibilities of applying the contents from andragogical seminars, on 1-5 assessment scale

Concerning possibilities of applying the andragogical seminars contents, average rating on the assessment scale of the central region interviewees was 4,38, while southern region interviewees provided average rating of 4,54.

General conclusion: According to ratings of participants of the seminars from both regions, topics and contents handled at andragogical seminars have been functional, and thus they are greatly applicable in practice.

³ The label is marked 3/4 as these two questions overlap in the Questionnaire.

6a. Which contents have the greatest applicability in practice?

As expected, contents on *methods and their application in adult education* are greatly applicable in practice, for interviewees from the **central region**. However, data on low level of assessment of possibilities for the application of contents from the seminars on *evaluation and self-evaluation in adult education* are surprising, since data from the previous questions proved that this seminar was the most useful one in terms of improving skills and capabilities, which are in direct correlation with practical application of attained knowledge.

The feedback received from the **southern region** interviewees on *methods and their application in adult education*, was for the first time the statement that the seminar was inapplicable in practice in terms of content, while the seminar on *moderation and group dynamics*, according to their feedback, proved to be, among the seminars, the least applicable in terms of content.

General conclusion: Results obtained, especially those which were not expected on the basis of answers to the previous questions, may be interpreted by the time which teachers, who attended seminars, need to test the application of the attained knowledge and skills in various andragogical areas, in several times and with several groups of trainees. Therefore, in further flow of education process, greater intensity may be anticipated in terms of the application of contents which have been marked as less applicable at the moment.

7. Which elements, discovered by the participants at andragogical seminars, have already been tested in their own practice with adult learners?

Immediately upon the completion of andragogical seminars, for **central region** teachers, the most applicable in practice were contents on *interactive methods in adult education*.

In the case of **southern region** teachers, there is a slightly different outcome. *Presentation and visualisation rules* are the contents that they have already apply in practice intensively.

General conclusion: The opinion is that, comparing with participants from the **central region**, **southern region** participants paid more attention to less visible aspects of andragogical activity, going one step forward from what has been the most visible for all participants of education process. Certainly, the application of contents on methods has been something which has more visible and stronger effect for trainees themselves, and which will make teaching more dynamic than the change of the manner of teaching contents by using, for example, different techniques. We do not think that other element cannot significantly change teaching process, but by the means of drawing parallel between these two, closely related and intertwined activities; we tend to show their interdependence and conditionality. Elements presented cannot be regarded separately, since they themselves are not sufficient prerequisite for quality teaching.

8. Have the methods introduced to the participants during andragogical seminars proved to be especially useful in their practice?

Analyzing the feedback, we obtained data that 92,3% of interviewees from the **central region** and 100% of interviewees from the **southern region** responded positively on this question.

8a. Which methods introduced to the participants during andragogical seminars have proved to be especially useful in their practice?

Interviewees from the central region rated *demonstration and brainstorming methods* as the most useful among other methods (whose significance is not lowered by that). Interviewees from the southern region rated *conversation method* and *discussion method* as the most useful ones, which indicates the style of the work of teachers as well as the manner of their implementation of teaching.

General conclusion: What is positive is that all interviewees listed several different methods which have proved to be especially useful in their practice. That information indicates the fact that changes have been continuously introduced into the teaching process, making the learning process more dynamic.

9. Are some of the working methods, knowledge, skills or capabilities, discovered and attained by the participants during andragogical seminars, especially useful for their professional field in the work with adult learners?

In professional practice of participants from the central region, the most useful were interactive methods which started to be introduced in practice after andragogical seminars, and combined with methods used up to then.

In terms of analysis of knowledge, the most useful were the contents which “open the door” for a teacher to enter the area filled with basic instructions on work with adult learners. This kind of knowledge provides teachers with tools for work with mentioned category of learners.

Concerning categorization of data on skills attained at andragogical seminars, interviewees think that the most useful skills are those related to planning and programming education process, formulating goals and learning outcomes, evaluation of conducted activities, etc.

The same as the previous group, southern region participants think that different interactive teaching methods are the most useful.

Regarded from the aspect of knowledge, it is concluded that only interactive methods are listed, while during the skills analysis, those dominating in answers related to previous questions were not mentioned at all.

General conclusion: Comparing to the answers of interviewees from the central region, the result obtained by the analysis of answers of interviewees from the southern region is surprising concerning this question. The data are surprising because they do not contain consistence of answering the questions, which was visible at answers of interviewees from the comparing group. In both cases, it can be concluded that additional time is needed, which both groups will use for detail analysis and synthesis of attained knowledge and skills prior to their comprehensive and intensive application in practice.

10. Did the quality of teachers' activities change after interaction at andragogical seminars?

Analysing feedback of the interviewees from central and southern region, we found that 92,31% interviewees provided positive answer in terms of the improvement of

quality of their work in teaching adult learners, after interaction at andragogical seminars.

10a. In which direction was the quality of teachers' activity changed, after interaction at andragogical seminars?

The result of all statements of interviewees from the central region can be consolidated in one sentence, that after completion of andragogical seminars, interviewees significantly improved the quality of their teaching by showing greater confidence in its implementation, making it more dynamic and adapted to specificities and requests of adult learners.

Concerning the answers of the southern region interviewees, they did not prefer any segment which was significantly improved, but there was a balance established among several of them (self-confidence in teaching is improved, capabilities to understand the needs, abilities and possibilities of learners are improved, skills of planning teaching process are improved, etc).

General conclusion: From the analysis of the tenth question, we may draw general conclusion that the idea on conducting andragogical seminars was utterly justified and that envisaged outcomes were achieved to the largest extent after the completion of the seminars.

11. According to the interviewees, has the quality of teachers' activities changed?

Regarding the feedback, 76,92% of interviewees from the central region think that the quality of their activities changed. In the case of assessment of southern region interviewees, there are 84,62% of positive answers.

General conclusion is that teachers from both regions expressed tremendously high level of statements that their trainees identified the changes into the approach to teaching.

11a. According to the interviewees, in what direction has the quality of teachers' activities changed?

Majority of participants of the seminars from both regions experienced positive changes in teaching activities. These changes have been reflected in: better evaluations by trainees, their greater motivation for active participation in teaching (which is the result of introduction of new methods in teaching process); improvement of the competence "learning to learn" (which trainers have to transmit to their trainees); better presentation and moderation skills of teachers, etc.

General conclusion: Teachers from both regions think that after andragogical seminars, the trainees are more satisfied with their educational activity, and the feedback of the trainees can be seen in the answers to the following question.

12. What is the feedback of trainees of educational activities, after their teachers used working methods which were attained through andragogical seminars?

There is identical percentage of interviewees from the central and southern region - 76,92% of statements, which emphasize that trainees of educational activities

positively rated teaching and activities of their teachers, which were significantly improved by the application of these methods, introduction of creative activities, design of functional contents applicable in practice, etc.

General conclusion: Answers of all surveyed teachers show that trainees in their feedback expressed their satisfaction with new approach of teachers to the education process, pointing out the wish for repeating newly applied teaching activities. Trainees also expressed their satisfaction owing to the application of interactive methods in teaching, which to a certain extent replaced more dominant traditional ones. Greater level of trainees' satisfaction with trainings can also be found in functional and practical character of new knowledge and skills attained.

General conclusion of obtained results:

Obtained results show exceptionally high level of efficiency and effectiveness of andragogical seminars in terms of improving quality of all aspects of teaching process with adults and its participants.

As performance indicators, we took the confirmation of more than 70% of defined hypotheses in ideal project. The results of the research totally confirmed 75% of hypotheses, while 25% of them were partially confirmed. Therefore, the results of efficiency and effectiveness of completed andragogical seminars for participants from both regions may be regarded as completely affirmative, as the defined outcomes have been achieved.

General conclusion of data interpreted by the gender of interviewees

Examining the efficiency and effectiveness of andragogical seminars, we wanted to take these two aspects into account from the perspective of gender of our interviewees. That is the reason why we drew the parallel between the answers of male and female participants of andragogical seminars, besides the special processing and interpretation of research results for participants from the central and southern region.

The results of this aspect of the research have shown that there were no essential differences in terms of efficiency of andragogical seminars. Ratings provided by participants of these activities didn't differ crucially.

Differences were identified in terms of effectiveness of certain contents. Male teachers think that third seminar was the most important from all aspects of its usefulness, while female teachers find the second seminar the most important one, from almost all aspects.

The greatest practical application of contents ranged within the framework of the most useful seminars.

Particularly similar results from both genders were obtained in the case of their readiness for further professional training in the field of adult education, as well as in the field of feedback of trainees of their educational activities.