



Methodology to improve the process of adult Education



Advisory and study groups or circles

It consists in frequently gathering one or more learners with their advisor for their benefit, to discuss what they studied Individually, to clarify doubts, make exercises, expose or analyze any subject, to help those persons who have more Difficulty in advancing, to evaluate what has been learned, exchange and create new experiences and to know if they are Already prepared to present their final tests.

Some characteristics of the advisory in the Mexican study groups abroad are:

- A process to develop the skills so that the persons learn to learn.
- More active than a traditional class because everybody learns from everybody
- The work group is the main axes of this process, but it requires individual effort.
- It is based on the exchange of experiences to learn more, clarify doubts, discuss and to think.
- Learning is responsibility of all the members of the study group and not only of the advisor.
- The starting point to acquire new knowledge is to recognize and to relate what each of learners know.
- Apply knowledge and skills learned.
- We make use of all available resources to learn.

The advisor or teacher and the importance of their activities

To be advisor in the Mexican Communities program abroad you only need:

To be a person convinced of the education benefits, willing to share what you know.

- To show attitudes that serve as examples: be responsible, patient, studious, punctual, respectful and honest in treating persons.
- To have the same education level than advisors.

As advisor, you are responsible for:

- Knowing the learning objectives for each module, which is precisely what one expects from learner at the end of the module.



- To know, dose and program the study contents (lessons or subjects), that shall be studied in each advisory meeting, according to the learners development.
- Identify the elements that are difficult to learn, as well as the way of using the resources to facilitate learning.
- To have in mind that every person has a different learning rhythm; even though they make their best effort, some people take longer to learn.
- Contribute gradually to achieve a trustworthy environment and that everybody participates and supports each member of the group.
- Show an open attitude to promote learning for everyone.
- Take into account what learners know and be respectful but honest in underlining the skills and challenges.
- Promote, through example, that learners study out of the advisory session, make research, and make proposals to the group.
- Expose some subjects that they deem convenient and plan exercises to obtain everyone's participation.
- Evaluate along with the members of the group their development and advance, and identify who is ready to present their final tests.

Responsibilities of the student or learner.

- Study every day, at least for an hour, in order to advance rapidly.
- Learn to use the resources such as computers, televisions, books, study techniques, among others.
- Make the homework, exercises or research supported by the Internet, television, the advisor or their fellow students.
- Share their experiences and knowledge with the group and collaborate in the activities agreed.
- Try to attend all sessions.
- Improve their reasoning, problem solving, analysis, reading comprehension and writing skills so that everyone understands what the student is trying to communicate, trying to use basic spelling.
- Respect the opinion of all members of the circle.
- Make a self evaluation and acknowledge their advance and challenges in their progress before presenting a test.
- Be prepared to present tests (credential, pencil, eraser, sharpener, etc), once they have learned the subjects of the module.

The first meeting

We must consider that the first time you don't know the persons you are going to be supporting, and they do not know you. We provide some suggestions for you to prepare and develop in the best possible way the first advisory meeting.



- Greet and welcome everyone, treat them just as you would like to be treated.
- Present yourself giving your name, age, your interest in education, in sharing what you know and learn what you do not know, share some other information you think is relevant, trying not to take too much time.
- Invest the necessary time for each of the members to present themselves, mentioning their name, age, where they come from, what they expect from the learning process, which are their interests and any other personal information they are willing to share. This will allow for a favorable process to work as a group.
- Explain your commitment and responsibilities as advisor and mention their responsibilities as learners.
- Clearly explain what the advisory and learning process consist of, the study modules, the books and the resources that will be useful to learn.
- Explain the importance of the education process to continue learning, of the educational content and of the studies accreditation and certification. Use flipcharts, the blackboard or the computer for the presentation.
- Together with the participants, establish schedules, meeting days and activities.
- Try to obtain everyone's commitment to attend and be on time, to be respectful and collaborate with the "rules of the game" which shall be determined.

- Present in one large page or in a flipchart, the advisory schedules agreed and mention the importance of complying with them.
- Determine with each member their "Program per Module", which shall establish the approximate study times before presenting a final exam.
- Open a space for questions and/or doubts, dedicate the necessary time to explain and give examples.



- Deliver to each student the corresponding materials: organize them in small sub-groups according to each study level.
- At the end of the meeting state, according to your “Program per module”, the units, lessons or subjects that need to be studied and on which the advisory of the second meeting will be made. Remind them of the commitments established, urge them to study with determination and do not forget to say good bye to all of them.
- Do not take too much time during the first 2 or 3 meetings (approx. 30 minutes).
- It is important that each one sees the results from the first meeting:
 - Write their name.
 - Make a reading comprehension with all of them.
 - Make the module Program that you will begin with.
 - Solve a problem.

To ensure the success of the advisory

Before beginning any meeting according to the “Work Program per Module”:

- Identify the objectives to be covered, the subjects to be developed and the activities for the meeting.
- Check the contents and plan the way you will develop them with the group.

We suggest that you make your own teaching plan with time: it is important that you know the resources you will use.



- Select the resources you will be using to make learning of a certain subject easier; look for information in the learner's textbooks and use your creativity to investigate other sources (Internet, CONEVyT site, videos, and other books), as well as to make support exercises.
- Organize the teaching material you will be using: maps, pictures, magazines, newspapers, books, posters, recycling material, previously elaborated flipchart sheets, etc.
- Prepare the resources you will be using for the Formative Evaluation: make sure that although at the beginning you don't cover much, it is important to check that everyone is learning.



Work Program Per Module

TEACHER: _____ LEVEL: _____ MODULE: _____

STUDENT'S NAME: _____

KNOWLEDGE AREA: _____ BEGINNING DATE: _____

UNIT	MODULE SUBJECTS	1st MONTH				2nd MONTH				3rd MONTH				4th MONTH				5th MONTH				6th MONTH			



SAMPLE

Work Program Per Module

TEACHER: Luz Maria Diaz. LEVEL: Elementary. MÓDULO:.

STUDENT'S NAME: Roberto Jiménez Escobedo.

KNOWLEDGE AREA: Natural Science. BEGINNING DATE: July 1st 2011.

UNIT	MODULE SUBJECTS	1st MONTH	2nd MONTH	3rd MONTH	4th MONTH	5th MONTH	6th MONTH										
1	Families in Mexico. I belong to a family. I know other families. Families on the country side and in the city																
2	The couples make the family. Couple formation. Couple's intimate life																
3	Family growth and development. Family planning. La The wonders of procreation. Methods to recúlate fertility.																
4	The family as educator. Education of children, from newborns up to four years old. Children's education from four to twelve years old. Teenagers' education.																



During the advisory meeting:

- Always arrive on time: remember it is important to set the example.
- Begin the meeting with a conversation regarding everyday life: family, work, studies.
- Make a summary with everyone to remember the activities held in the previous meeting.
- Express the goals for the new meeting, the units, lessons or subjects that you agreed to study, as well as the homework, exercises or research work. Use the teaching plan and the Program per module for support
- Ask each participant to express what they learned, their doubts and what they already knew about the subjects learned.
- Invite everyone to solve their doubts, to exchange information and to analyze the studied content.

For each subject, during the advisory meeting:

- Organize, according to the kind of group you have, small teams so that they make and check the exercises of progress and proof of advance included in the books and notebooks, as well as the teaching plans. It is important that they check their right and wrong answers or else to evaluate their educational advance making exercises, questionnaires or problems made in each team.



Take into consideration that each subject studied has its specifications according to the objectives, the resources available and its level of difficulty. For example, it's not the same to know how to plan a family, that to do so in real life, or less, to learn to add than to learn to divide.

It is possible that to begin some subjects you will need to provide new information. In this case, the advisor or teacher shall prepare a brief presentation of the subject. It is important that further on, one of the most advanced participants be the one to make the presentation.

- Ask the learners to give their opinion on the use of what they have learned: what they can apply and how to apply it in their labor, family and social environment.
- Agree with the group on the units, lessons and subjects they must study for the next meeting.
- Try to let everyone know the goals that must be covered in a simple way.
- Conclude the meeting by acknowledging the effort shown by the group and invite them to continue with their enthusiasm and work rhythm. Remind them that their effort in their individual study will allow them to advance more quickly in studying the module.



7. Organization in the study circle or group

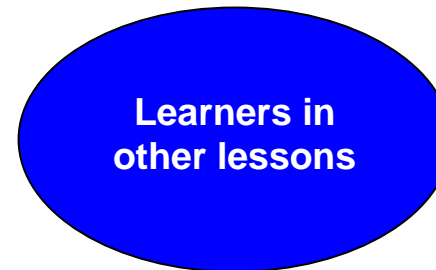
Almost all the groups you advise are heterogeneous since their members, although they begin at the same time, advance at different learning rhythms. Hence, how can you organize them?
Below we present three possibilities:

a) Group the learners according to the level and academic advance

Subgroup 1

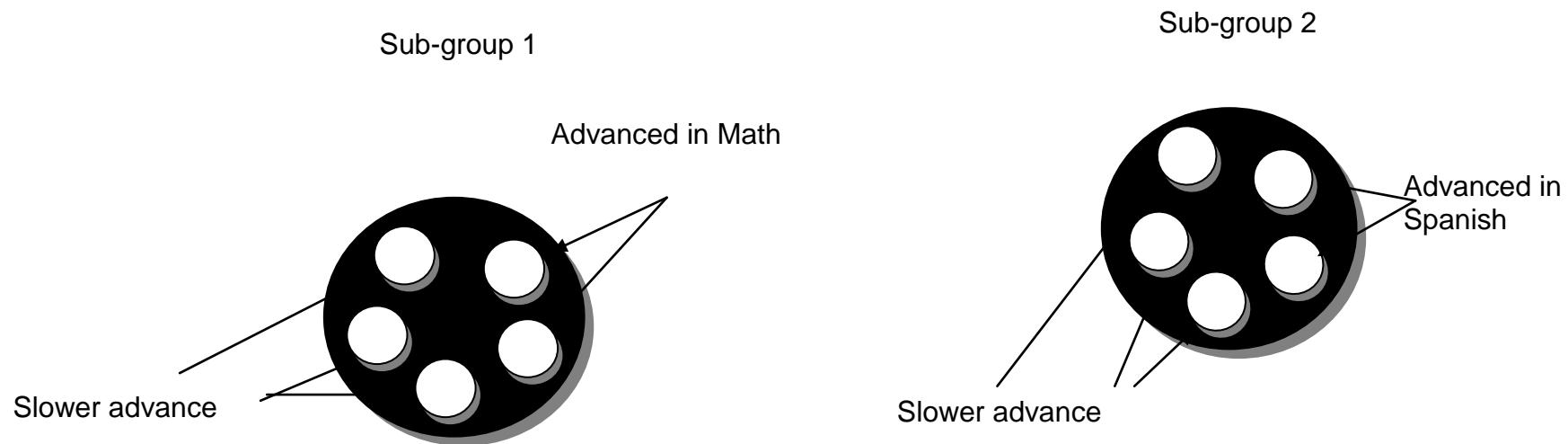


Subgroup 2



In this case, try to have every sub-group at the same advancement level; if someone falls behind, work with the team so that they can help the person falling behind.

b) Group the most advanced learners with those who have a less accelerated learning rhythm.



This kind of organization has the advantage that learners help each other and the most advanced constantly review their study subjects; this way, the advisor's task is lighter and more importantly, the development of additional skills for adults is developed.

c) Mixed Grouping



A third option is to combine both alternatives, that is, moments when sub-groups with the same advancement level study, and moments when the most advanced subgroups are mixed with the less advanced. There are even moments when it is important to gather all the subgroups in making common activities and of the collective interest (evaluations, reviews, etc). In the table below you will find some proposals to make more efficient the work with your group.

Situation	Proposal
Are they studying the same thing?	Make sub groups by levels of advancement, subjects studied, modules, etc.
Will the work be best in group, individually or in teams?	Consider the subject that is being studied. For example: <input type="checkbox"/> Same subjects = teams <input type="checkbox"/> Different subjects = individual
How do I keep them interested?	Make activities more attractive with: <input type="checkbox"/> A game, an exercise, a video. <input type="checkbox"/> An audio cassette. <input type="checkbox"/> Assign tasks or roles, present investigations (consult activities chart).
	<input type="checkbox"/> From the beginning you must establish participation commitments in the study circle and its advantages, waking their interest. Try to write them and leave them in a visible place in the study circle.

How do I make them commit to their work?

- Highlight the advances and congratulate them.
- Show your interest with any doubt, question, or contribution of the adults.
- Identify the specific advantages that the studies provide and comment on them.
- When someone does not comply with the tasks, talk to him/her and go over the tasks again.
- Check your activities chart to confirm.



You are in charge of considering and explaining to the members of your circle the following:

- If they make an effort in studying individually, they will obtain an important academic advance the advisories may be carried out more efficiently.
- It is very important that every one understands what they are reading and know how to communicate in writing. This makes it easier to learn new subjects.
- The learning rhythm changes from one person to another; the group shall respect these differences as long as they make an effort to study. It is convenient that in the study circle they support each other, specifically those who have most difficulty to learn.
- Some educational contents are more difficult than others, and therefore they may destine more time to certain subjects.
- In basic education there are contents related with our activities, many of the subjects are well known to them, and therefore they are easier to study in less time.
- In adult education it is not possible to establish a strict programming since there are several factors that intervene in it: school background, available time, interest and motivation of the student, discipline for study and complexity of subjects.
- In this program the quality of the education service is important and therefore it is convenient to make sure that the learners are really learning.

The work program above all

A work program helps you to organize your activities and it is the base to arrange what you have to make in the short, medium and long term. In this case, there are two types of programs:

- The Advisor Program and
- The Program per Student.

The formats you find below are suggestions of persons like you: advisors that have used them and that help them organize their advisories. You may take the one you consider most convenient or, from them adapt and/or create others.



A work program shall be made up of:

1. Activities that will be developed.
2. The period, with dates and sequences, in which the activities will be developed.
3. The people responsible and the beginning date.



Suggested formats to organize the advisory

Activities Program per Teacher or Advisor

Teacher or Advisor: _____ Level: _____

Knowledge area: _____ Beginning date: _____

Activity	1st MONTH	2nd MONTH	3rd MONTH	4th MONTH	5th MONTH	6th MONTH



1.
 ACTIVITIES PROGRAM
 TEACHER: _____ LEVEL: _____ MODULE: _____
 STUDENT'S NAME: _____
 BEGINNING DATE: _____

ACTIVITY	MONTH:															
	1st Week				2nd Week				3rd Week				4th Week			



Educational Planning

Study circle: _____.

Advisor: _____.

<i>Advisory Session Number:</i> _____.		<i>Date:</i> _____.		
EDUCATIONAL STAGE	MODULE	Unit, Lesson, Subject, Exercise (s)	Activities to Carry Out	Materials to Use

Educational Planning
Study Circle: _Saint Louis Church.
Advisor: Aníbal Sandoval.

Advisory Session Number: 1 .			Date: Mar/15/ 2011 .	
EDUCATIONAL STAGE	MODULE	Unit, Lesson, Subject Exercise (s).	Activities to Carry Out	Materials To Use
INITIAL Alphabetization	Reading and Writing	Proper Name. Exercises 1 and 2	<ul style="list-style-type: none"> - Ask the group, what is the Proper Name? What is it for? How do we like to be called? - Ask who knows how to write their name. - Propose to make badges with the names of each member of the group. (Use capital letters and lower case letters). - Those who know how to write their name, will make their badge and help the advisor to make the other badges. - Show the group my badge and read it slowly, indicating the sense of the reading. - Invite everyone to ready their badge and that of their partners. - Highlight the existence of capital letters and lower case letters. <p>In a flipchart make an assistance list with the names established here, so that every day an "adult" takes the list of those present. (You may ask each assistant their badge to compare it with the list).</p>	<p>Exercise Notebook for the Adult. Generating Work. Pages. 1 and 2</p> <ul style="list-style-type: none"> - Blank Cards. - Markers. - Flipchart sheet. - Rule. - Teaching Cards. Generating Word. Card # 7.



Teaching Plan for the Community Plaza
 SUBJECT: Linear equation systems
 PURPOSE: Solve linear equation systems
 DURATION: 3:30 hrs.

Time	Content	Activities for Advisor	Activities for learner	Resources	Area of the Plaza
45 min	Solving equations	1. Individually or in couples, the learners shall solve the exercises of the equations page 252. If necessary they may turn to lesson 23: Equations. 2. Check with the whole group the results and procedures writing down in a table the key terms to clear the terms: +, - x, ÷ 3. Everyone writes down the table made by the group.	1. Solve equations of the exercise. If necessary turn to lesson 23. 2. Collaborate in the revision of exercises and identify the procedures of clearing terms. 3. Copy the table made by the group.	Middle School Guide, Math. Second Grade, lesson 23: equations page 247, exercise page. 252.	Presence