VYTAUTAS MAGNUS UNIVERSITY

AURIMAS MARIJUS JUOZAITIS

PROFESSIONALIZATION OF ADULT TEACHERS THROUGH THE DEVELOPMENT OF ANDRAGOGICAL PRACTICE

Summary of Doctoral Dissertation
Social Sciences, Education (07S)

Kaunas, 2008

Doctoral dissertation was prepared on external base for the Department of Education, Vytautas Magnus University, in 2004-2008.

Scientific advisor:

Prof.habil. dr **Margarita Teresevičienė** (Vytautas Magnus Universtity, Social Sciences, Education – 07 S)

Dissertation will be defended at the Council of Social Sciences, Vytautas Magnus University:

Chairman:

Assoc. prof. dr. **Genutė Gedvilienė** (Vytautas Magnus University, Social Sciences, Education – 07 S)

Members:

Assoc. prof. dr. **Nijolė Burkšaitienė** (Mykolas Romeris University, Social Sciences, Education – 07 S)
Assoc. prof. dr. **Giedra Marija Linkaitytė** (Vytautas Magnus University, Social Sciences, Education – 07 S)
Assoc. prof. dr. **Vaiva Zuzevičiūtė** (Vytautas Magnus University, Social Sciences, Education – 07 S)
Prof.habil.dr **Rimantas Želvys** (Vytautas Pedagogical Universtity, Social Sciences, Education – 07 S)

Opponents:

Prof. habil. dr. **Marijona Barkauskaitė** (Vytautas Pedagogical Universtity, Social Sciences, Education – 07 S)
Assoc. prof. dr. **Tatjana Bulajeva** (Vilnius University, Social Sciences, Education – 07 S)

The dissertation will be defended in an public session of the Scientific Council of Educology of Vytautas Magnus University at 10 a.m. on the 12th of December 2008. Address: S. Daukanto st. 28, Conference Hall., Kaunas, Lithuania.

The summary of dissertation is sent out on the 12th on November 2008.
The dissertation can be found at the library of Vytautas Magnus University in Kaunas and the National Library of Martynas Mažvydas in Vilnius.

VYTAUTO DIDŽIOJO UNIVERSITETAS

AURIMAS MARIJUS JUOZAITIS

SUAUGUSIŲJŲ MOKYTOJŲ PROFESIONALIZACIJA TOBULINANT ANDRAGOGINĘ VEIKLĄ

Daktaro disertacijos santrauka
Socialiniai mokslai, Edukologija (07S)

Kaunas, 2008

Daktaro disertacija parengta eksternatūros būdu 2004-2008 metais ir įteikta Vytauto Didžiojo universiteto Edukologijos katedrai 2008 metais.

Mokslinis konsultantas:

Prof. habil..dr. **Margarita Teresevičienė** (Vytauto Didžiojo universitetas, socialiniai mokslai, edukologija – 07 S)

Disertacija ginama Vytauto Didžiojo universiteto Socialinių mokslų krypties taryboje:

Pirmininkas:

Doc. dr. **Genutė Gedvilienė** (Vytauto Didžiojo universitetas, socialiniai mokslai, edukologija – 07 S)

Nariai:

Doc. dr. **Nijolė Burkšaitienė** (Mykolo Römerio universitetas, socialiniai mokslai, edukologija – 07 S)
Doc. dr. **Giedra Marija Linkaitytė** (Vytauto Didžiojo universitetas, socialiniai mokslai, edukologija – 07 S)
Doc. dr. **Vaiva Zuzevičiūtė** (Vytauto Didžiojo universitetas, socialiniai mokslai, edukologija – 07 S)
Prof. habil..dr. **Rimantas Želvys** (Vilniaus pedagoginis universitetas, socialiniai mokslai, edukologija – 07 S)

Oponentai:

Prof. habil.dr. **Marijona Barkauskaitė** (Vilniaus pedagoginis universitetas, socialiniai mokslai, edukologija – 07 S)
Doc. dr. **Tatjana Bulajeva** (Vilniaus universitetas, socialiniai mokslai, edukologija – 07 S)

Disertacija bus ginama viešame Edukologijos mokslo krypties tarybos posėdyje 2008 m. gruodžio mėn. 12 d. 10.00 val. Vytauto Didžiojo universiteto Mažojoje salėje. Adresas: S. Daukanto g. 28, Kaunas, Lietuva.

Disertacijos santrauka išsiųsta 2008 m. lapkričio mėn. 12 d.
Disertaciją galima peržiūrėti Kauno Vytauto Didžiojo universiteto ir Lietuvos nacionalinėje Martyno Mažvydo bibliotekose.

Introduction

By the end of the 20th century we have already faced the problem of accelerating change that means for us the necessity of quicker adaptation to the situations (Cross, 1981; Senge, 1990; Fullan, 1998; Dalin, Rolf and Kleekamp 1999; Hargreaves, 1999; Toffler, 2001; Eriksen, 2002; Ridderstråle and Nordström, 2004a, 2004b; Jarvis, 2006b; Žilinskaitė, 2007). For this reason it is absolutely understandable why Life Long Learning (LLL) methodology in the year of 2000 (by Lisbon strategy and LLL Memorandum) was brought in front of our daily activities. But the need for learning, and particularly for adults learning, created a great demand of professional providers for such an education. That is why the LLL Memorandum 3rd key message "innovations in teaching and learning" is talking about professional tutors and facilitators who would provide appropriate teaching and learning for those who are willing to learn.

In Lithuania there are several institutions (Vilnius Pedagogical University, Kaunas Vytautas Magnus University, Klaipėda University, Šiauliai University) which provide professional development for adult educators. But demand is much bigger. In year of 2007–2013 EU structural funds are going to invest in Lithuania into human resource development nearly about 3.2 billion Lt. This means that demand is going to increase dramatically. Beside the above mentioned adult educators who are graduating from the universities there are many other adult educators and teachers who work in the field without any professional preparation for that at all. They have experience but they lack some theoretical framework and additional set of practical techniques, in other words they lack some competencies and abilities as adult teachers. At the moment there are various non-formal courses for adult teachers in the country but there is no one which would be based on pre-set competencies and abilities and arranged in the systematical way. For this reason non-formal continuous learning model for adult teachers based on pre-set abilities was proposed.

The research object is professionalization of non-formal continuous learning for adult teachers.

The research aim is to disclose the professionalization of adult teachers through the building of the theoretical background for the non-formal continuous learning model and its development which would target the improvement of andragogical practice.

The research objectives are as follows:

1. To develop abilities for andragog practitioner that would guarantee professional work and which would be based upon profound analysis of theoretical resources.
2. To develop non-formal continuous learning model for adult teachers based upon pre-set abilities with solid theoretical background.
3. To evaluate the development of abilities of adult teachers due to their participation in the activities of the proposed model.
4. To disclose the impact of the model for the promotion of adult teachers professionalization.

This study combined the qualitative and the quantitative **research strategies** and used the following research methods:

- ✓ Scientific literature analysis.
- ✓ Diagnostic methods (questionnaire survey, 360° feedback).

- ✓ Action research.
- ✓ Statistical analysis.

The methodological basis of the research consists of the following:

- ✓ Practitioners are learning by conceptualizing their own and others experience. For that reason the experiential learning theory is the base of the developed model.
- ✓ Learning model developed upon pre-set abilities is targeting to change or to acquire those abilities. For this reason the theory of transformational learning is the second theoretical background for this study.

Design of scietific research is compiled out of 6 stages (research design is in the Figure 1):

1. Substantiation of non-formal continuous learning model for adult teachers and the description of the abilities for andraogog - practitioner.
2. Development of the model for non-formal continuous learning of adult teachers.
3. Self assessment of the abilities of adult teachers before the model.
4. Participation in the active research activities.
5. Assessment of the abilities of adult teachers in the form of 360° feedback.
6. Research data anlysis, conclusions and recomendations.

Hypothesis

- ✓ Bigger specialized (pedagogical) experience having adult teachers demonstrate more critical approach towards further personal development in comparison with those who haven't it at all or having it too short.
- ✓ Non pedagogical background adult teachers demonstrate bigger abilities change due to participation in the model in comparison with the participants having pedagogical education background.

The statement for defence:

- ✓ Based upon abilities the non-formal learning model for adult teachers develops circumstances for professionalization, fosters reflection skills, helps to name further development areas.

The scientific novelty of the research is presented by the concentualization of non-formal learning model for adult teachers, based upon pre-set abilities and the experiential learning scheme during the whole model and it promotes professionalization process which supports further development of andragogical practice.

Theoretical significance of the research is presented by:

- ✓ An overview of the theories which underlies professionalization of adult teachers
- ✓ Substantiation of adult teachers reflection abilities development in non-formal continuous learning
- ✓ The model of non-formal learning for adult teachers based upon pre-set andragog pracitioner's abilities and its testing in target group.

Critical analysis of theoretical resources, formulation of theoretical insights, reflection on the practice and further development of the model Period – 2004 – 2008					
1st stage May – December, 2004. *Abilities for andragog - practitioner*	2nd stage. Januray – December, 2005. *The model of non-formal learning of adult*	3rd stage. January – March, 2006. *The first self assessment*	4th stage. April 2006 – January, 2007. *Non-formal training module and practice*	5th stage. January – April, 2007. *Self-assessment and evaluation*	6th stage May, 2007 – May, 2008 *Data analysis*
I stage Analysis of the theor. resources. Development of the list of abilities for andragog practitioner based upon the study of theoretical resources and analysis of experience of participation in the projects for development of adult teachers	II stage I part Developement of performance indicators for the abilities of andragog - practitioner II stage II part Developement of the model for adult teachers.	III stage Self assessment of the abilities of andragog practitioner before the model. 203 participants take part in this self – assessment.	IV stage Participants take place in 64 hrs. Non-formal training module, they pass no less than 40 hrs. practice. Training program facilitators fulfill the forms of structured feedback upon the success of training program.	V stage 360° feedback upon the abilities of the participants. Participants take place in 15 hrs. self-prepa-ration for the evaluation conver-sation, and participation in 1 hr evaluative conversation.	VI stage Data anglysis with the programm SPSS 16.0 (statistical data development); systemical and critical data analysis, writing conclusions and recommendations.
Intermedium results					
Results of the 1st stage 1) Development of design for the research and key instruments for it. 2) The list of andragog – practitioner abilities. 3) The 1st description of the model	***Results of the 2nd stage*** 1) All the abilities of andragog – practitioner are described by 4 performance indicators 2) The 120 hrs. non-formal learning model for adult teachers covering non-formal training module, practice and assessment is developed.	***Results of the 3rd stage*** 1) There are 203 self assessed abilities of the model participants before the model. 2) According the results of self assessment, the training program of the model is updated.	***Results of the 4th stage*** 1) Feedback upon the success of the training program. 2) 203 participants took place in the training and practice. 3). An overall number of people participated in the stage is 4982.	***Results of the 5th stage*** 1). Self – assessed and assessed by 360° feedback 174 participants of the model. 2). An overall number of people participated in the stage is 819.	***Results ot the 6th stage*** Conclusions on model influence on the andragog – practiotioner abilities and its applicability for the professiona-lization of adult teachers.

Figure 1. Design of the Research

CONTENTS

Introduction.

1. **THEORETICAL BACKGROUND FOR CONTINUOUS NON-FORMAL LEARNING OF ADULT TEACHERS**
   1.1. Continuous learning and professional development forms
      1.1.1. Theoretical background for non-formal continuous learning
      1.1.2. Definition of the competency
         1.1.2.1. Abilities for andragog practitioner described by andragogical conditions
         1.1.2.2. Abilities for andragog practitioner described by the requirements for the profession
      1.1.3. Continuous non-formal learning structure for adult teachers
      1.1.4. Continuous non-formal learning model for adult teachers
2. **DEVELOPMENT OF THE RESEARCH INSTRUMENT FOR THE MODEL OF NON-FORMAL LEARNING FOR ADULT TEACHERS**
   2.1. Assessment of models for continuous learning
   2.2. Assessment of continuous learning model applicability for professionalization of adult teachers
      2.2.1. Performance indicators for abilities of andragog practitioner
   2.3. Research design for the model of continuous non-formal learning for andragog practitioners
3. **RESEARCH RESULTS ON THE CONTINUOUS NON-FORMAL LEARNING MODEL FOR ADULT TEACHERS**
   3.1. Self assessment of the abilities before the implementation of the model
   3.2. Assesssment of trainng programm by its facilitators
   3.3. Self assessment of the abilities at the end of the model implementation
   3.4. 360° feedback results on the andragog practitioner abilities

Discussion

Conclusions and Recommendations

Appendices

SUMMARY OF THE THEORETICAL RESEARCH BASIS

Continuous learning and professional developmetn models (forms)

Guskey (2004) states that professional development in order to be successful should be „purposeful, continuous and systematic process" (Guskey, 2004, p. 31). These requirements could be fulfilled by various forms and models, or their successful combination (Guskey, 1996).

Sparks and Loucks-Horsley (1989) and Drago-Severson (1994), speaking about professional development, namde such models:

- ✓ Training events;
- ✓ Observation / assessment;
- ✓ Participation in project groups;
- ✓ Study groups, study circles;
- ✓ Problem solving groups;
- ✓ Self-directed learning;
- ✓ Mentoring and coaching.

Further in the text of the research each of the mentioned model's strong and weak parts are discussed and model's application in continuous learning is analysed.

There was mentioned necessity of integration of various forms (models) in professional development in order to meet requirements for continuity and systematization. It is suitable to use observation / assessment in the form of video training particularly if the training events are organized in session format. In such a case the "homework" for the next session could be allocated (self-directed development model) which would be presented in the forthcoming session and the feedback from the participants, facilitator will be provided. Along with this feedback videotaped materials are viewed and analysed.(Juozaitienė R., Juozaitis A. M., 2006).

Integration of various models for professional development should foster development of critical reflection which is very important for continuous professional development (Schön, 1983, 1987; Cervero, 1988; Boud ir Walker, 1991; Cranton, 1996; Boud, Cressey ir Docherty, 2006).

Theoretical background for non-formal continuous learning

"*All* (stressed by the author – A.M.J.) education starts with experience" (Jarvis, 1987, p. 16). This statement is summarized by Merriam, Caffarella and Baumgartner (2007), who stated: „perceptions of *how* (stressed by authors – A.M.J.) people learn differ depending upon their theoretical orientation" (Merriam, Caffarella, Baumgartner, 2007, p. 163). Further short summary of the main experiental learning models are presented below.

David Kolb

Speaking out of practitioners continuous learning point Kolb's experiential learning cycle provides clear scheme for understanding how humans learn out of their experience. How person after accomplishment of some deeds, which are based upon previous situation analysis, is getting new experience, which is further analysed and he is able to make conclusions about his ability to think analiticaly.

Peter Jarvis

Jarvis supplemented Kolb's experiential learning theory with two statements:

1. person brings into education himself (his physical, emotional, psychological attributes) and all the context (the situation in which he is);
2. experience by itself doesn't teach us. We need to "work" with our gathered experience, e.g. we need not just to think how it could be apllied, but it also could be integrated into our memory in order to have it for longer "usage".

Jarvis also stated that our "passive" experience could be unuseful as it could become burden for learner as it stops formation of new knowledge, new experience. For this reason it is very important via learning activities to create such situations which would "activate" gathered experience and would create structure for critical reflection.

David Boud and David Walker

According Merriam, Caffarella and Baumgartner (2007, p. 163) Boud and Walker are representatives of situational theory, and that means that Boud and Walker stresses person's interaction with the context during learning process.They supplemented Kolb's model in two aspects:

1. „concrete (different) contexts form person's experience in different ways " (Fenwick, 2001, p. 11);
2. „individual differences – particularly persons' individual stories, learning methods and emotions influence the way of learning, which is created through reflection upon experience " (ibid., p. 11).

Boud and Walker has supplemented Kolb's and Jarvis' experiential learning schemes with the stress upon the learning context which is very important from the point of view of emotional dimention of learning. With the help of supportive emotional climate learner is able to foster not only positive attitude towards learning, but also learn better.

In continuous practitioners learning there should be used such forms (models) which would allow mentioned above experiential learning principles to be implemented. For this reason there should be actualized both individual and collective experience (Kolb, 1984; Jarvis,1987, 2006a), which should be integrated into learning environment (Boud, Walker, 1991; Usher, Bryant, Johnston, 1997). The best forms (models) which could be used in continuous non-formal learning model are such:

- ✓ *Training events;*
- ✓ *Observations / assessment;*
- ✓ *Problem solving activities;*
- ✓ *Self-directed learning.*

Definition of the competency

The concept of competency is widely discussed both in Lithuania and Western countries. (Laužackas, 1997, 1999; Jucevičienė ir Lepaitė, 2000; Laužackas ir Pukelis, 2000; Lepaitė, 2003; Dienys, 2004; Laužackas and Dienys, 2004; Laužackas, 2005; Laužackas, Teresevičienė and Stasiūnaitienė, 2005; Andriekienė and Anužienė, 2006; Jucevičienė, 2007; Eraut, 1990; Guion, 1991; Spencer and Spencer, 1993; Whiddett and Hollyforde, 2003). Those discussions show growing interest in stating clear target for professional development.

According Laužackas and Dienys (2004), competencies are formulated against three criteria:

- ✓ Competency delineate finite learner's behaviour, e.g. that one which he should demonstrate after learning completion;
- ✓ Competency clearly states under which conditions this behavior is demonstrated;
- ✓ Competency is learner's behaviour assessment criteria (Laužackas and Dienys, 2004, p. 17).

As competency "is obtained by gathering various abilities and unite them with experience in concrete working environment" (Laužackas, Teresevičienė, Stasiūnaitienė, 2005, p. 45), it means that in order to promote professionalization of the practitioners there is need to trace the development of abilities. The best way of tracking this development is to attribute to those abilities concrete behovioural definition, e.g. performance indicators.

Abilities for andragog practitioner described by andragogical conditions and requirements for the profession

Summing up theoretical (andragogical) conditions for appropriate adults learning arrangements and professional requirements for adult teacher there was developed the set of abilities for andragog practitioner. The set is devided into two groups: the group of personality attributes (group of general abilities) and the group of professional attributes (group of special abilities). This set of abilities is minimum as there could be much more requirements for andragog practitioner.

General abilities are described as follows:

- ✓ To treat their learners with respect, to recognize their independence and ability to solve problems on their own. The final statement of the ability – *having self esteem.*
- ✓ To be tolerant, accepting learners various attitudes and behavioural styles. The final statement of the ability – *being tolerant* .
- ✓ To be responsible, assertive in learning. The final statement of the ability – *being responsible.*
- ✓ To communicate effectively, e.g. to listen attentively to learners questions, statements and not just to give answers to those questions / statements but involve learners into discussions on the issues. The final statement of the ability – *having communication skills.*
- ✓ To be empathitic, e.g. to understand learners feelings. The final statement of the ability – *being empathetic.*
- ✓ To be flexible, e.g. to change course of learning events in order to meet learners needs. The final statement of the ability – *being flexible.*

Special abilities are described as follows:

- ✓ To be able to create open, confidence fostering learning environment in which learners will feel safely to exchange their opinion, and be able to try out new skills and won't be afraid to make mistakes; in other words - to know adult psychology and learning conditions. The final statement of the ability – *knowing learners age and psychology peculiarities.*
- ✓ To be able to choose appropriate learning/ teaching methods. – The final statement of the ability - *able to choose appropriate teaching / learning methods*

- ✓ To be able to compile learning programs against learners needs. The final statement of the ability - *able to plan structure for learning and to present materials appropriately.*
- ✓ To know teaching subject properly. The final statement of the ability – *knowing teaching subject properly*.
- ✓ To be able to motivate learners. The final statement of the ability - *able to motivate learners for learning.*
- ✓ To be able to analyze personal and learners activities, e.g. to have reflective thinking skills. The final statement of the ability – *able to analyze personal activities and to encourage learners to analyze themselves.*

Continuous non-formal learning structure for adult teachers

Continuous non-formal learning structure is based upon Caffarela's (2002) 7 principles of "Interactive Model of Program Planning" and Swanson's and Law's (1993) "Whole – Part – Whole" scheme. There is great importance of model's elements sequence, - what should be the first, the second and so forth parts. For this reason Swanson's and Law's model is chosen as the base for the structure.

Swanson's and Law's (1993) „Whole – Part – Whole" model is based upon such a concept: at the beginning there is need to provide the first "whole": „the act of creating a basic construct and/or framework for the learner at the beginning of instruction is a way to focus the learner and to introduce the content" (cited after Knowles, Holton III, Swanson, 2005, p. 243). The first „whole" has two aims: „one is to provide a mental scaffolding through advance organizers and schemata alignment to prepare learners for the new instruction they will receive. The other main purpose of the "first whole" is to provide motivation for the participants learning by making the content meaningful and connecting it to the learner" (cited after Knowles, Holton III, Swanson, 2005, p. 242).

The aim of the "second whole" is to put the parts into meaningful entity, into "complete whole, for it is not only the mastery of each individual part of instruction that is important but also the relationship between those "parts" through the "second whole" that provides the learner with the complete understanding of the content" (cited after Knowles, Holton III, Swanson, 2005, p. 245). For this reason at the end of the model there should be "the second whole" which would give the meaning for the previous

	Whole	Part	Structural parts of the model
1	●		The goal of the model and the abilities for andragog practitioner
2	●		Adult learning theory
3		●	Background for reflective learning
4		●	Learning conditions and environment
5		●	Development of andragogical skills
6		●	Practice (trying out the learned things)
7	●		Self analysis, evaluation conversation, further plans

Figure 2. The structure of the continuous non-formal learning model for adult teachers

learning and will provide the base for further (continuous) learning. In such a way there is fulfilled the principle of continuity (Guskey, 2004, p. 31) and the principle of transfer of learning (Caffarella, 2002, p. 203–224).

In the figure 2 there is presented the complete structure of the model. There are two first "wholes" which lay the background for further developments in the "parts". The second "whole" sums up all the learning experience during the whole model.

Continuous non-formal learning model for adult teachers

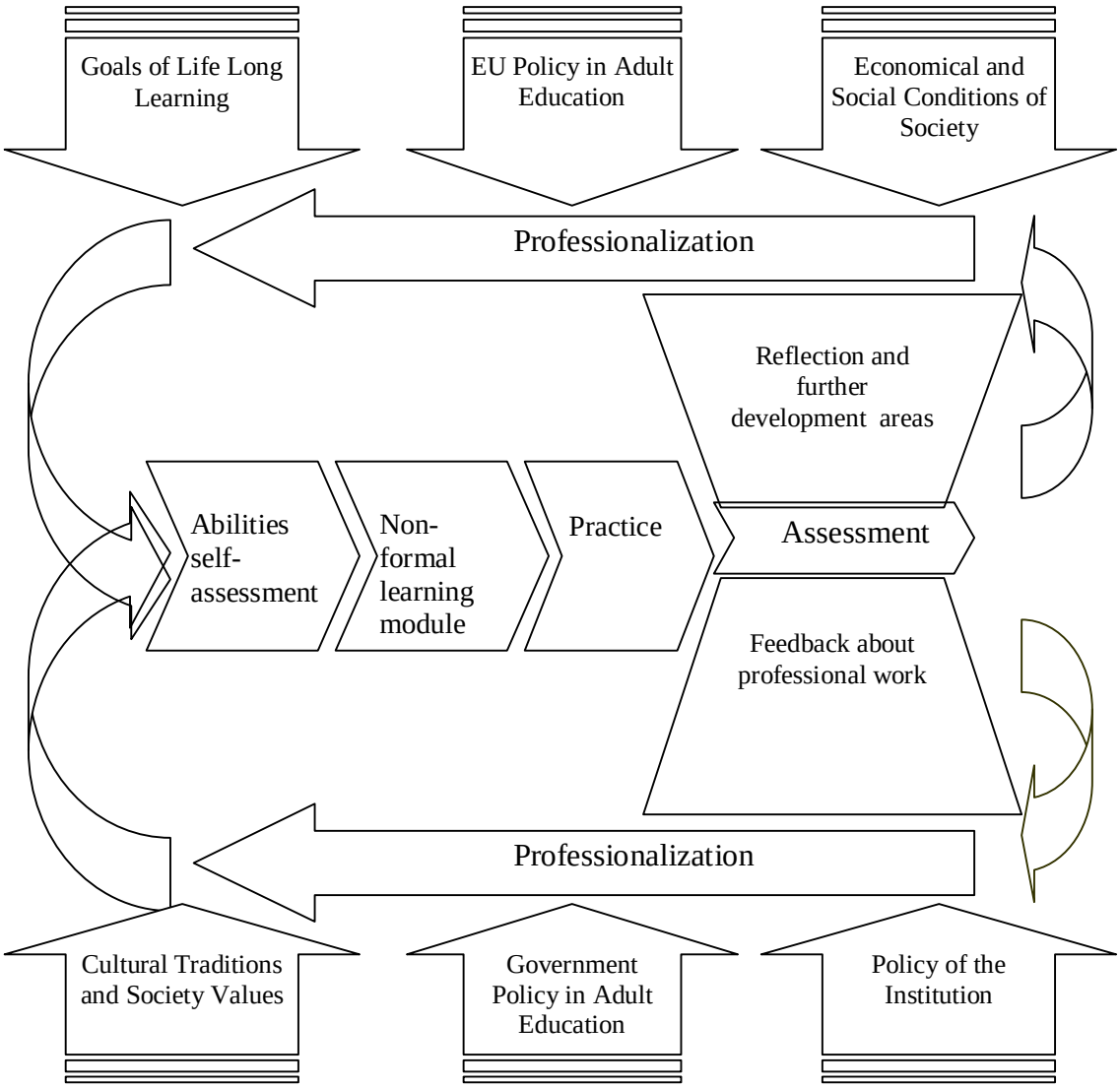

Figure 3. Non-formal continuous learning model for adult teachers

Knowles' (1975, 1980, 2005) andragogical theory, experiential learning theory[1] and transformative learning theory[2] were used in the development of continuous non-formal

[1] The founders of the theory: Lindeman (1926[1989]), Dewey (1938), Kolb (1984), Jarvis (1987, 2006), Boud ir Walker (1991).

learning model for adult teachers. All the theories compile the essence of the model, - if Knowles' works back up the model structurally, experiential and transformative learning theories back up it by choosing appropriate learning forms and methods.

The model has four structural parts: abilities self-assessment before the implementation of the model; non-formal learning module; practice and evaluation by the method of 360° feedback and assessment conversation.

Abilities self-assessment. This is the first part of the model. The participants of the model are filling out the questionnaire for assessing their abilities. The data is necessary for evaluating the effectiveness of the model as by the end of the implementation of the model they will fill out the same questionnaire and the comparison of the data will be made.

Non-formal learning module (training program). Cranton (1996) says that trainings are one of the main form for professional development in order to obtain real mastery of the profession (Cranton, 1996, p. 191). The content for the training program is based upon the abilities which were described earlier.

Based upon Swanson's and Law's (1993) „whole – part - whole" model, fundamental Caffarella's (2002) „interactive program planning model " and experience of previous training projects, there was orientation to run trainings in chunks, e.g. in session form. This way of organization allows participants of the trainings to learn material in depth as in the next session they are asked present their "homeworks" (individual works) which are discussed and analysed and feedback upon them is provided.

Part of the traning program topics are not discussed as individual training topics – they are integrated into other parts and / or analysed just as practical exercises of the program. Topics of "feedback" and "learning diary" are presented in such a way. Topics "compilation of the program", "program presentation skills", "managing the class" are interrelated and they are presented in integral way. The whole work load for this part is 64 hours.

Andragogical practice. This is the third part of the model for which is allocated no less than 40 hours. It is obligatory for every participant of the model. During the practice participants should use knowledge and skills which they've got during the training program.

Evaluation. The fourth part of the model. This procedure has twofolded task: developmental and summative (Common European Principles for Validation of Non-Formal and In-Formal Learning, 2004; Laužackas, Stasiūnaitienė, Teresevičienė, 2005). „Developmental evaluation is for life long learning promotion" (Laužackas, Stasiūnaitienė, Teresevičienė, 2005; p. 65–66), and summative one „helps to assess achievements " (ibid., p. 66). For this reason evaluation serves both aims in the model.

Evaluation is personal and for preparation is allocated 15 hours for self analysis, compilation of professional portfolio, study of the topics allocated for evaluative conversation. Afterwards evaluative conversation takes place for 1 hour during which participant of the model presents his (her) self analysis, discuss the topics and results of 360° feedback. One of the main outcome of evaluative converstation is a plan for further professional development and this task helps to promote self-directedness in professionalization of adult teachers.

---

[2] The founders of the theory: Mezirow (1978, 1991), Daloz (1986), Boyd (1989, 1991).

SUMMARY OF DEVELOPMENT OF THE RESEARCH INSTRUMENT FOR THE MODEL OF NON-FORMAL LEARNING FOR ADULT TEACHERS

Assessment of continuous learning model applicability for professionalization of adult teachers

Applicability of the model is determined by comparison persoanally self assessed abilities before the implementation of the model and at the end of its implementation, not after the model (as 360° feedback questionnaires are fulfilled before the last part of the model - evaluation conversation). Self assessment is chosen as adult teachers before the model have their opinion about concrete behaviour described in questionnaire and there is possibility to trace the change of this opinion due to participation in the model's activities (firstly – non-formal learning module, secondly – practice, thirdly – preparation for evaluation). Summative difference of self-assessments is understood as the model's influence upon abilities development and conclusion of the effectiveness of the model and its applicability for the professionalization of adult teachers is made. To be precise with this conclusion there is need to make sure that other influences didn't take place (Knox, 2002). According to him, there are some forms of influence (Knox, 2002, p. 77–101):

- ✓ Participation in other forms of development;
- ✓ Essential change in professional carreer, which could influence abilities;
- ✓ Essential changes in life, which could influence professional abilities and abilities to learn (health problems, etc.)

As time period during which the whole model was implemented took just 10 months, there could be made conclusion that mentioned above influences were minimal if at all they were.

Performance indicators for abilities of andragog practitioner

In order to do self-assessment of the abilities there is need to produce performance indicators for each of it. For each of the ability there were chosen four behavioral indicators which are presented in table 1. In producing those behavioral indicators there were used a vast majority of the resources: Jarvis, 1996; Houle, 1996; Wlodkowski, 1999; Juozaitis and Juozaitienė, 2003; MacKeracher, 2004; Knowles, Holton III and Swanson, 2005; Brookfield and Preskill, 2005; Cranton, 2006; Brookfield, 2006; Jääger and Irons, 2006; Vella, 2008 and others.

In table 1 there are presented all behavioral performance indicators for each of abilities. According this list of performance indicators there is made questionnaire for assessment. In order to focus respondents attention to behavioral statements but not to abilities description, questionnaire has a bit different look in comparison with that which is presented in table 1. Numbers in parenthesis in column 1 present the sequence in questionnaire. Summative number for abilities is counter as mean of four numbers allocated for a ability. In questionnaire the maximum number is 8, minimum – 1.

Table 1. Behavioral performance indicators of abilities

	HAVING SELF ESTEEM *(General abilities)*
1 (1)	Initiative taking. This initiative is mindfully responsible
2 (13)	Attentive, take care about relationships in the class
3 (25)	Open, ready to share experience and knowledge
4 (37)	Sincerely happy about learner's achievements, support him in further development
	BEING TOLERANT (*General abilities*)
5 (2)	Looks at things from various point of view
6 (14)	Patient to various styles of learners' learning
7 (26)	Creates open and safe learning environment for learners' (individually, for groups)
8 (38)	Respects learners' personal differences
	BEING RESPONSIBLE *(General abilities)*
9 (3)	Is punctual, e.g., the work is done in time
10 (15)	Assertive personally and as a team member and helps learners' to be assertive
11 (27)	Able to take responsibilities and fulfills them
12 (39)	In advance forecast teaching / learning influence upon learners
	HAVING COMMUNICATION SKILLS *(General abilities)*
13 (4)	Presents information clearly and persuasively
14 (16)	Clearly states questions
15 (28)	Presents regular and clear feedback for learners
16 (40)	Quickly establishes contact with the audience
	BEING EMPATHETIC *(General abilities)*
17 (5)	Understands learners needs
18 (17)	Feels learners emotional state
19 (29)	Feels situation in the class, able to chance it's course of events if it is necessary
20 (41)	Able to share personal feelings and observations
	BEING FLEXIBLE *(General abilities)*
21 (6)	Able to adapt standardized learning program to learners needs
22 (18)	Able to reorganize training in order to meet the needs occurred during the training
23 (30)	Flexible in application of various teaching / learning methods
24 (42)	Quickly gets orientated in non standard situations
	KNOWING LEARNERS AGE AND PSYCHOLOGY PECULIARITIES *(Special abilities)*
25 (7)	Understands adult psychology
26 (19)	Knows adult motivational factors for learning
27 (31)	Adequately reacts to learners emotional, physical feelings during the learning
28 (43)	Chooses teaching / learning methods according learners age
	ABLE TO CHOOSE APPROPRIATE TEACHING / LEARNING METHODS *(Special abilities)*
29 (8)	Chooses appropriate teaching / learning speed
30 (20)	Regularly renews methodological knowledge and skills
31 (32)	In presenting teaching material uses practical examples

32 (44)	Different teaching / learning methods are used in such a way that learners examine materials in depth and with benefit for them
	ABLE TO PLAN STRUCTURE FOR LEARNING AND TO PRESENT MATERIALS APPROPRIATELY *(Special abilities)*
33 (9)	Clearly and structurally presents teaching material, which meets learners needs
34 (21)	Clearly defines classes structure and follows it
35 (33)	Tasks are stated clearly, and if it is needed – they are explained
36 (45)	Learners are getting systematized materials
	KNOWING TEACHING SUBJECT PROPERLY *(Special abilities)*
37 (10)	Knows well teaching material, understads its main tendencies
38 (22)	Knows main informational resources for teaching material and uses them
39 (34)	Regularly renews teaching material knowledge
40 (46)	Integrates learners presented cases into teaching material
	ABLE TO MOTIVATE LEARNERS FOR LEARNING *(Special abilities)*
41 (11)	Able to involve learners into learning process
42 (23)	Able to develop further learning activities
43 (35)	Clearly states learning goals
44 (47)	Able to have learners attention during the whole process of teaching
	ABLE TO ANALYZE PERSONAL ACTIVITIES AND TO ENCOURAGE LEARNERS TO ANALYZE THEMSELVES *(Special abilities)*
45 (12)	Able to encourage learners to analyze learned things in the context of their practical life
46 (24)	Regularly analyzes personal work
47 (36)	Changes teaching in future based upon feedback gotten during previous classes
48 (48)	Attentively, without interruptions listens to critical remarks, makes some clarifications

EMPIRICAL RESEARCH SUMMARY

Self assessment of the abilities before the implementation of the model

203 participants of the model made self-assessment of the abilities before the implementation of the model. The results are presented in table 2.
The lowest self-assessments are for “able to motivate learners for learning” (score - 5,2789) and “knowing learners age and psychology peculiarities” (score - 5,4052), and the highest self-assessments are for “having self esteem” (score – 5,984) and “knowing teaching subject properly” (score – 5,8641). But difference between the highest and the lowest scoring is not so high (just 0,7051) and moda for both cases is 6.00, and standard deviation is different as well, - for higher scores it is smaller (0.959), for lower scores it is bigger (1.2187). Those results show that lower scores with higher standard deviations show the bigger need for development.

2 table. Abilities self assessment before the model (n = 203)

No	Ability title	Mean (N=203)	Moda	Mediana	Standard deviation	Min. assessm.	Max assessm.
1	Having self esteem	5,9840	6,00	6,00	0,9590	3,00	7,75
2	Knowing teaching subject properly	5,8941	6,50	6,00	1,1353	1,75	8,00
3	Being tolerant	5,8867	6,00	6,00	1,0179	2,50	8,00
4	Being responsible	5,7685	6,50	6,00	0,9466	3,50	7,75
5	Being empathetic	5,7543	6,00	6,00	1,0704	2,00	8,00
6	Able to plan structure for learning and to present materials properly	5,6521	5,50	5,75	1,1420	1,25	8,00
7	Able to choose appropriate teaching / learning methods	5,6145	6,00	5,75	1,1280	1,75	8,00
8	Having communication skills	5,5727	5,5	5,50	1,0633	3,00	8,00
9	Able to analyze personal activities and to encourage learners to analyze themselves	5,4132	5,50	5,50	1,1077	2,25	7,75
10	Being flexible	5,4101	5,50	5,50	1,2093	2,00	8,00
11	Knowing learners age and psychology peculiarities.	5,4052	6,00	5,50	1,1974	1,75	7,75
12	Able to motivate learners for learning	5,2789	6,00	5,50	1,2187	2,00	8,00

Summarizing other results there could be made such conclusions about this stage of research:

1. Abilities' self-assessment before the implementation of the model has provided important information about the abilities to which there should be paid bigger attention during implementation of the model, particularly to the abilities: "able to motivate learners for learning" and "knowing learners age and psychology peculiarities".

2. As differences of self-assessment scores were not so big, there was made a decision not to change the parts and the proportions of model's parts. There was made a decision to pay more attention to the quality of parts examination.

Assesssment of trainng program by its facilitators

There were 20 course facilitators who run the training sessions for the model participants (participants were divided into 10 learning groups, 20 – 23 participants per group and it means that 2 facilitators were working with each group). After the training both facilitators and participants were ask to provide feedback about training program – facilitators have got structured questionnaire, participants provided not structured feedback.

Participants have provided very positive feedback, all the remarks were positive and they expressed their gratitude for participation in the course. Just slight suggestions were made about course arrangements (time and place).

Table 3. Teaching topics assessment (n = 20)

No.	Topic title	Assesment score (1 to 5)	How many times mentioned as successfully studied topic	How many times mentioned as hardly studied topic
1	Teaching / learning methods	4,70	14	1
2	Comparison of andragogy and pedagogy	4,70	8	
3	Program presentational skills	4,60	12	
4	Development in adulthood	4,35	3	2
5	Experiential learning	4,33	5	5
6	Motivation for learning	4,32	7	2
7	Management of the class	4,25	3	1
8	Compilation of the program	4,17	1	9
9	Requirements for andragog. About abilities	4,12	4	3
10	Self knowledge – Reflection	4,10	2	2
11	Feedback provision	4,00	1	6
12	Self-directed learning – learning time management	3,92		5
13	Self-directed learnng – learning diary	3,83		10

As it was said facilitators has provided structured feedback upon tought course. Results are presented in table 3. Firstly, they were asked to assess each tought topic in the scale of 5 scores, - how successfully the topic was presented from their point of view to the participants. Secondly,
they were asked to assess no more than 4 topics which were most successfully and 4 topics which were most hardly studied by the participants from their points of view. They also provided open ended comments about their answers. Out of the results which are presented in table 3 there could be made such conclusion about this stage of reseach:

1. The most successfully presented and studied topics were such as: “teaching / learning methods”, “comparison of andragogy and pedagogy” and “program presentational skills”.

2. Most hardly studied and less successfully presented topics were those related with self-directed learning – “learning time management” and “learning diary”. These results shows the necessity to strengthen these topics as self-directed learning is one of the priority in professional development of adult teachers. The course structure won’t be change, but the quality and depth of topics presentation should be strengthen.

Self assessment of the abilities at the end of the model implimentation

Research participants. Finally in the reseach took part 174 participants of the model as there was such number after estimating all of properly filled out questionnaires. There were 17 men (9,8%) and 157 women (90,2%). 117 (67,2%) participants had pedagogical education background, and 57 (32,8%) participants

Table 4. Changes of individual self-assessment

No.	Abilities title	Average of change	Standard deviation	Interval	Min. score	Max. score
1	Able to motivate learners for learning	1,1135	1,1591	7,25	-2,50	4,75
2	Knowing learners age and psychology peculiarities	1,1020	1,1171	7,25	-3,00	4,25
3	Having communication skills	1,0417	1,0463	6,00	-2,50	3,50
4	Able to analyze personal activities and to encourage learners to analyze themselves	0,9943	1,0640	6,00	-2,25	3,75
5	Able to plan structure for learning and to present materials properly	0,9820	1,0911	5,75	-2,50	3,25
6	Being flexible	0,9813	1,1315	7,25	-2,75	4,50
7	Able to choose appropriate teaching / learning methods	0,9497	1,0617	6,75	-3,00	3,75
8	Knowing teaching subject properly	0,9353	1,0035	6,00	-2,25	3,75
9	Having self esteem	0,9238	0,9713	5,25	-1,75	3,50
10	Being empathetic	0,8858	0,9812	5,38	-2,00	3,38
11	Being tolerant	0,8736	1,0184	6,25	-2,50	3,75
12	Being responsible	0,7399	0,9932	5,50	-2,00	3,50

education was non-pedagogical. According age groups there was such division: 20–30 years: 15 (8,6%); 30–40 years: 54 (31,0%); 40–50 years: 61 (35,1%); over 50 years: 44 (25,3%). There should be paid attention to the fact that 24 participants (13,8% out of the whole number of participants) had just practical experience of adult teaching and there were 8 people who had pedagogical education background (33,3% out of the mentioned group) and after graduation were teaching just adults.

Talbe 5. Proportions in changes in individual self-assessment

No.	Ability title	Decrease in self-assessm, %	Not changed self-assessm, %	Increase in self-assessm, %
1	Knowing learners age and psychology peculiarities.	10,3	12,6	77,1
2	Being empathetic	14,4	9,8	75,8
3	Knowing teaching subject properly	12,1	8,6	79,3
4	Being tolerant	13,8	8,0	78,2
5	Having self esteem	12,1	7,5	80,4
6	Being responsible	17,8	7,5	74,7
7	Able to analyze personal activities and to encourage learners to analyze themselves	12,1	7,5	80,4
8	Able to choose appropriate teaching / learning methods	14,9	6,9	78,2
9	Having communication skills	14,9	5,7	79,4
10	Able to plan structure for learning and to present materials properly	13,8	5,7	80,5
11	Able to motivate learners for learning	13,2	5,7	81,1
12	Being flexible	15,5	5,2	79,3

The overall results of self-assessment are presented in tables 4, 5 and figure 4. Out of those

results there is evidence that all abilities have increased. This increasement varies from 1,1135 to 0,7399 and this is beside that there are some individual results decreasement (see table 5).

Conclusions

1. As all of the abilities standard deviations by the end of the model implementation are smaller in comparison with those ones before the model, there could be made conclusion that model helps for the participants to make more objective self-assessment of personal abilities. Also all of the abilities have increased beside of some decreasement individually. Both cases are treated as model's influence upon the ability as in one case participants became more critical (in decreasement case), and in another one – more optimistic about themselves (increasement case).

2. The biggest individual change is for ability "able to motivate learners for learning" (1,1135 score) and also for this ability there is one of the smallest not changed assessment rate (5,7%). From this self-assessment there is not big difference for others "practical" abilities, such as "able to plan structure for learning and to present materials properly", "able to choose appropriate teaching / learning methods". The conclusion could be made – the model is more suitable for practical skills development.

3. Ability "knowing learners age and psychology peculiarities" has changed in the smallest rate (there are even 12,6% of not changed self-assessed scores), and there was the highest dispersion for this assessment (7,25). And this ability also stayed in the list of most necessary for further development abilities (11 and 9 positions in the list self-assessed abilities before the implementation of the model and at the end of its implementatoin), and this means that for theoretical topics there should be paid more attention in future.

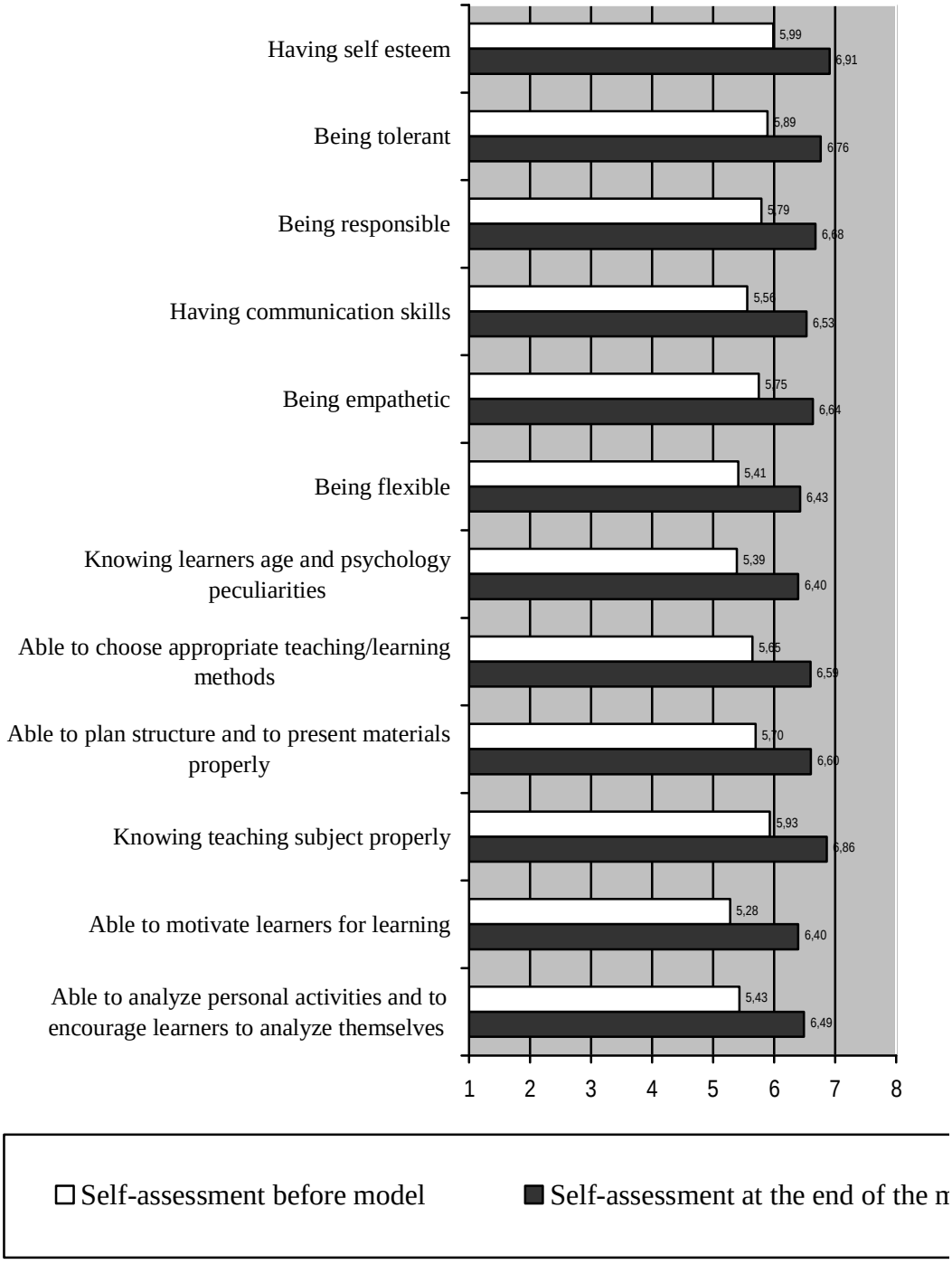

Figure 4 Self-assessment of abilities before the implementation of the model and at the end of it

Changes of abilities in different groups

a. Women - men. There was mentioned that there were 17 men (9,8% of respondents) and 157 women (90,2% of respondents). From statistical point of view comparison of those two groups is unappropriate but this proportion of women and men working in education is close to national proportion of gender groups (78% women and 22% men).

The results of those groups are presented in table 6 and figure 5. There is obvious that average of changes of abilities isn't too big (for women 0,9693, for men 0,8762 score), but

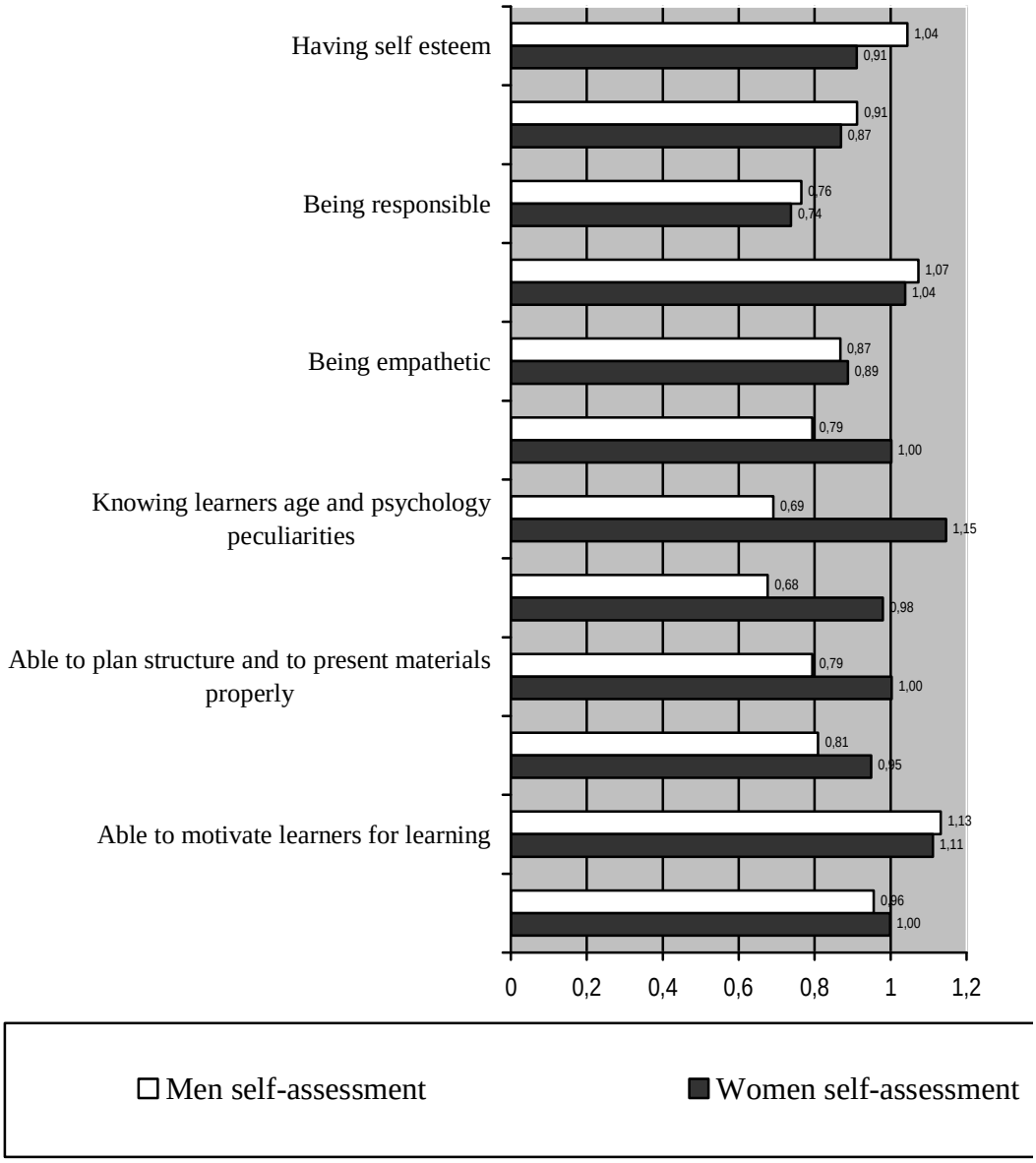

Figure 5 Comparison of men – women changes of self-assessment

for individual abilities there are some changes much bigger (for example very significant difference is for ability “knowing learners age and psychology peculiarities” – for men changes were just 0,69, and for women – the biggest – 1,15). Also there is interesting to notice that men’s four out of six general abilities has changed more than women’s abilities. From another point of view changes of women’s self-assessments are greater in special abilities group and this difference with men’s changes are really higher (from 0,46 to 0,04).

Table 6. Women – men self-assessment averages (n=174)

No.	Title	Women group (n=157)	Men group (n=17)
1	Average of abilities self-assessment before the model	5,6489	5,6311
2	Standard deviation of average of abilities self-assessment before the model	0,9163	1,0195
3	Average of abilities self-assessment at the end of the model	6,6182	6,5074
4	Standard deviation of average of abilities self-assessment at the end of the model	0,6874	0,8501
5	Average of changes of abilities self-assessment	0,9693	0,8762
6	Mediana of changes of abilities self-assessment	0,9792	1,1042
7	Standard deviation of average of changes of abilities self-assessment	0,8519	1,2442
8	The lowest average of changes of abilities self-assessment	-1,81	-2,19
9	The highest average of changes of abilities self-assessment	3,17	2,63
10	Decrease of self-assessment, %	12,7	11,8
11	Not changed of self-assessment, %	1,3	0
12	Increase of self-assessment, %	86,0	88,2

Conclusion

Comparing men’s and women’s self-assessments there is obvious that model suits better for developing men’s general abilities, and for women to develop special abilities.

b. Age groups. In order to compare different age groups, there were allocated four groups: 20–30 years group; 30–40 years group; 40–50 years group and over 50 years group. In those groups there were such number of respondents respectively: 15, 54, 61 and 44.

Out of table 7 there could be seen that biggest changes of self-assessed abilities are in group of 30–40 years (in this group there is the smallest rate of decreasement of self-assessments, - just 9,3%, and the biggest of increasement – 90,7% and the highest average of self-assessments changes - 1,0656 score). That changes in this group is the biggest there could be concluded out of the rate of standard deviation which is the smallest for this group (0,7878) and also out of the respondents number in the group – it is the second out of four groups.

Averages of individual changes of abilities are presented in figure 6. Out of it there could be seen that most significant individual changes of abilities are in group 20-30 years for the ability “knowing learners age and psychology peculiarities” and “being empathic”. The most interesting results are for the ability “being responsible” – all of four groups has changed for a minimum (changes are just 0,65 – 0,77). Also it is noticible that the group over 50 years was most critical, as individual changes in the group decreased almost 16%, but looking at separate results there could be seen much bigger differences: for example for “being flexible” and “being responsible” abilities the decreasement was 23% and 19,7% respectively.

Table 7. Changes of abilities self-assessment in different age groups (n=174).

No.	Title	20-30 yrs group (n=15)	30-40 yrs group (n=54)	40-50 yrs group (n=61)	Above 50 yrs group (n=44)
1	Average of abilities self-assessment before the model	5,7354	5,4715	5,6906	5,7725
2	Standard deviation of average of abilities self-assessment before the model	0,8989	0,8667	0,9469	0,9657
3	Average of abilites self-assessment at the end of the model	6,7014	6,5252	6,5509	6,7495
4	Standard deviation of average of abilities self-assessment at the end of the model	0,5117	0,5956	0,8049	0,7212
5	Average of changes of abilities self-assessment	0,9660	1,0656	0,8603	0,9676
6	Mediana of changes of abilities self-assessment	1,0208	1,0313	0,7917	0,9479
7	Standard deviation of average of changes of abilities self-assessment	1,0023	0,7878	1,0154	0,8082
8	The lowest average of changes of abilities self-assessment	-0,83	-0,77	-2,19	-0,49
9	The highest average of changes of abilities self-assessment	3,17	2,38	2,90	2,33
10	Decrease of self-assessment, %	13,3	9,3	13,1	15,9
11	Not changed of self-assessment, %	0,0	0,0	3,3	0,0
12	Increase of self-assessment, %	86,7	90,7	83,6	84,1

Conclusion

This model is making different influence for abilities development in different age groups. If for younger respondents (20–30 and 30–40 years groups) it is more effective for development of knowledge base (ability “knowing learners age and psychology peculiarities”) and some of general abilities (abilities „being flexible “, „being responsible “, „being empathetic “). For elder respondents (40–50 and over 50 uears groups) the model is more effective for special abilities development.

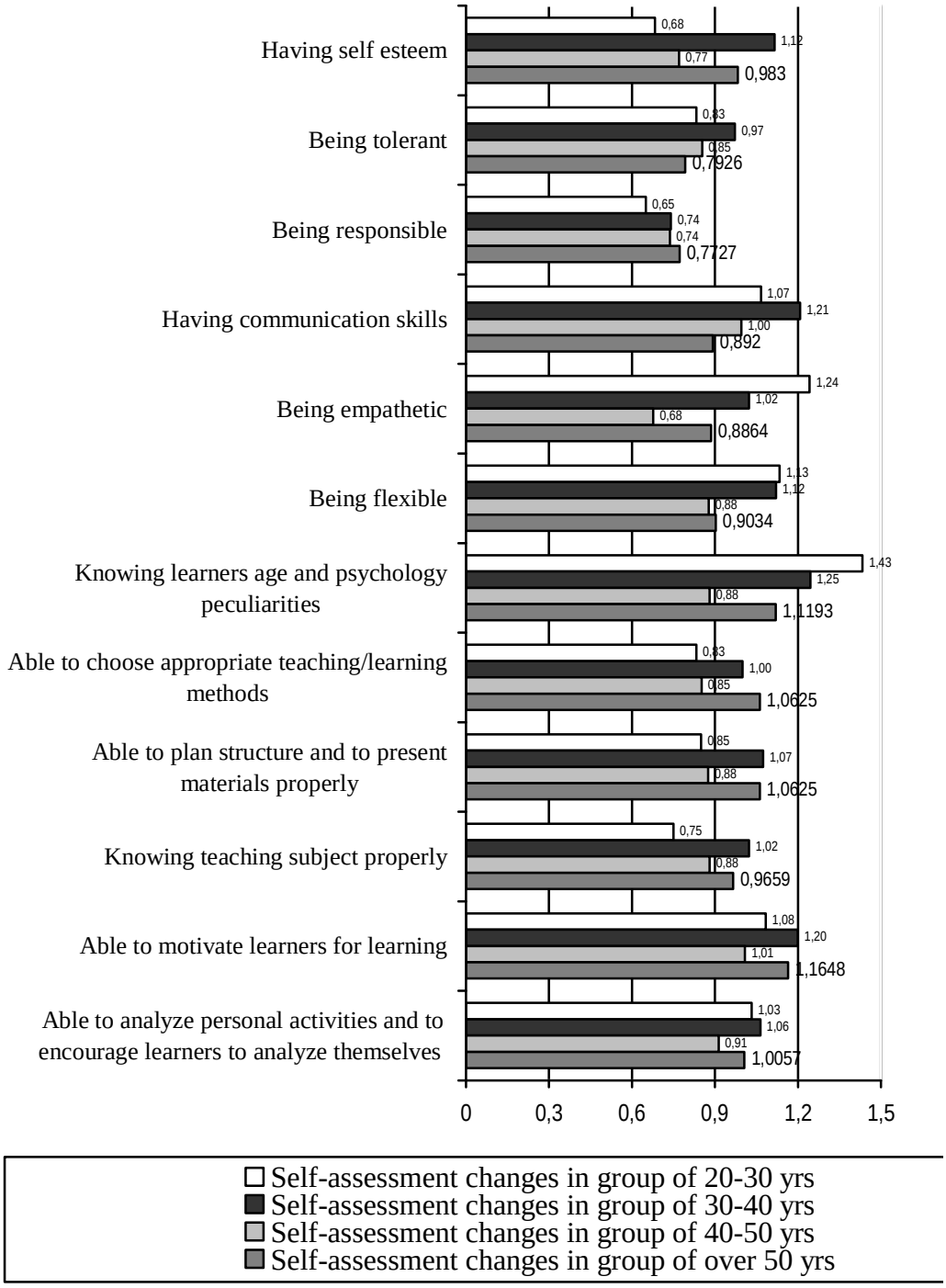

Figure 6. Comparison of changes of self-assessment in different age groups

c. Educational background groups. Respondents group is consisted out of persons with pedagogical education (117 people, e. g. 67,2%), and persons, who have non pedagogical education background (57 people, e.g. 32,8%). Out of results comparison

in table 8 there could be seen that abilities in non pedagogical education background group has changed a bit greater than in pedagogical education background group (the overall abilities changes in non pedagogical education background group was 1,099 scores, and in pedagogical education background group these changes were 0,8926 scores).

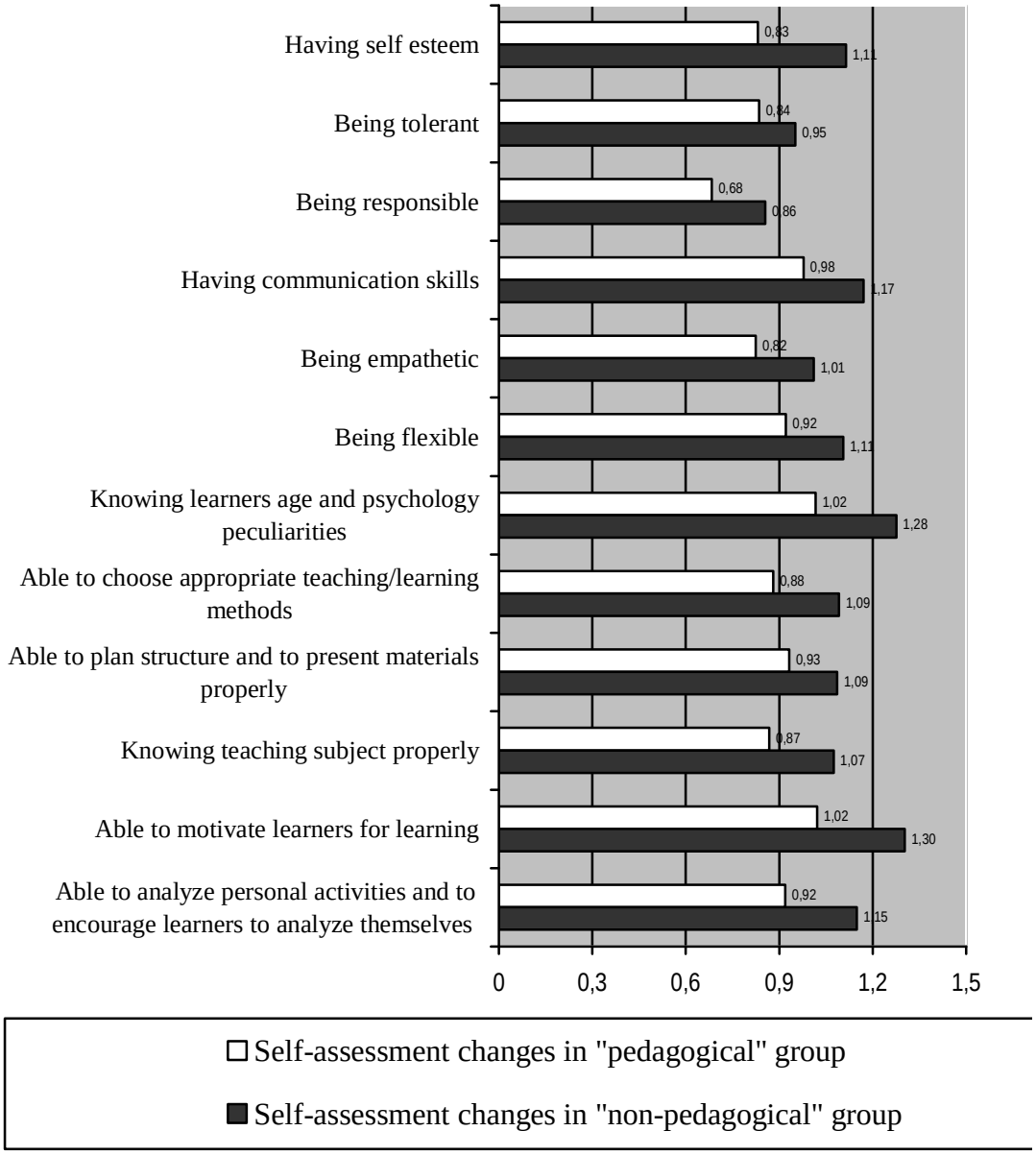

Figure 7. Comparison of “pedagogical” – “non-pedagogical” group changes of self-assessment

In figure 7. there is shown individual changes in abilities assessment. It is interesting to notice that tendencies in both groups are almost the same, e.g. the biggest changes are in abilities “able to motivate learners for learning”, “knowing learners age and psychology pecularlities” and “having communicative skills”. Also it is obvious that all abilities changes in non pedagogical education background group are bigger than pedagogical education background group’s.

Table 8 . Changes of abilities self-assessment in different education background groups (n=174).

No	Title	Pedagogical education group (n=117)	Non-pedagogical education group (n=57)
1	Average of abilities self-assessment before the model	5,6798	5,58
2	Standard deviation of average of abilities self-assessment before the model	0,8513	1,062
3	Average of abilities self-assessment at the end of the model	6,5725	6,6791
4	Standard deviation of average of abilities self-assessment at the end of the model	0,5996	0,8796
5	Average of changes of abilities self-assessment	0,8926	1,099
6	Mediana of changes of abilities self-assessment	0,9375	1,0417
7	Standard deviation of average of changes of abilities self-assessment	0,8431	0,9822
8	The lowest average of changes of abilities self-assessment	-2,19	-1,81
9	The highest average of changes of abilities self-assessment	2,75	3,17
10	Decrease of self-assessment, %	12,8	12,3
11	Not changed of self-assessment, %	0,0	3,5
12	Increase of self-assessment, %	87,2	84,2

Conclusion

In general, differences in both groups are not so big, just two abilities have more significant changes – “able to motivate learners for learning” and “having self-esteem”. That could be understood as model has not make bigger differences in development of a particular group of abilities for respondents divided against educational background.

d. Pedagogical and andragogical work experience. There were 150 people in a group who had both pedagogical and andragogical work experience and it consisted 86,2% out of all number of respondents. The rest – 24 persons (13,8% of all respondents) had just andragogical work experience. In table 9 there is presented an overall change of the abilities for both groups. It is obvious that changes are quite noticible particularly for the group of just andragogical work experience: if an average change of abilities in the group of both work experiences were 0,9001 scores, and in the group of just andragogical work experience average change was 1,3359 scores. Also it is noticible that in just with andragogical work experience group 91,7% respondents had positive change in self-assessment, and in both work experience group there was just

1,3% of not changed assessments. It could be concluded that people having both work experience are more critical in comparison with those who have just andragogical one.

In figure 8 there could be seen individual changes per abilities. As it was mentioned those changes are significant. The biggest differences between groups are in abilities “able to motivate learners for learning” and “able to analyze personal activities and to encourage learners to analyze

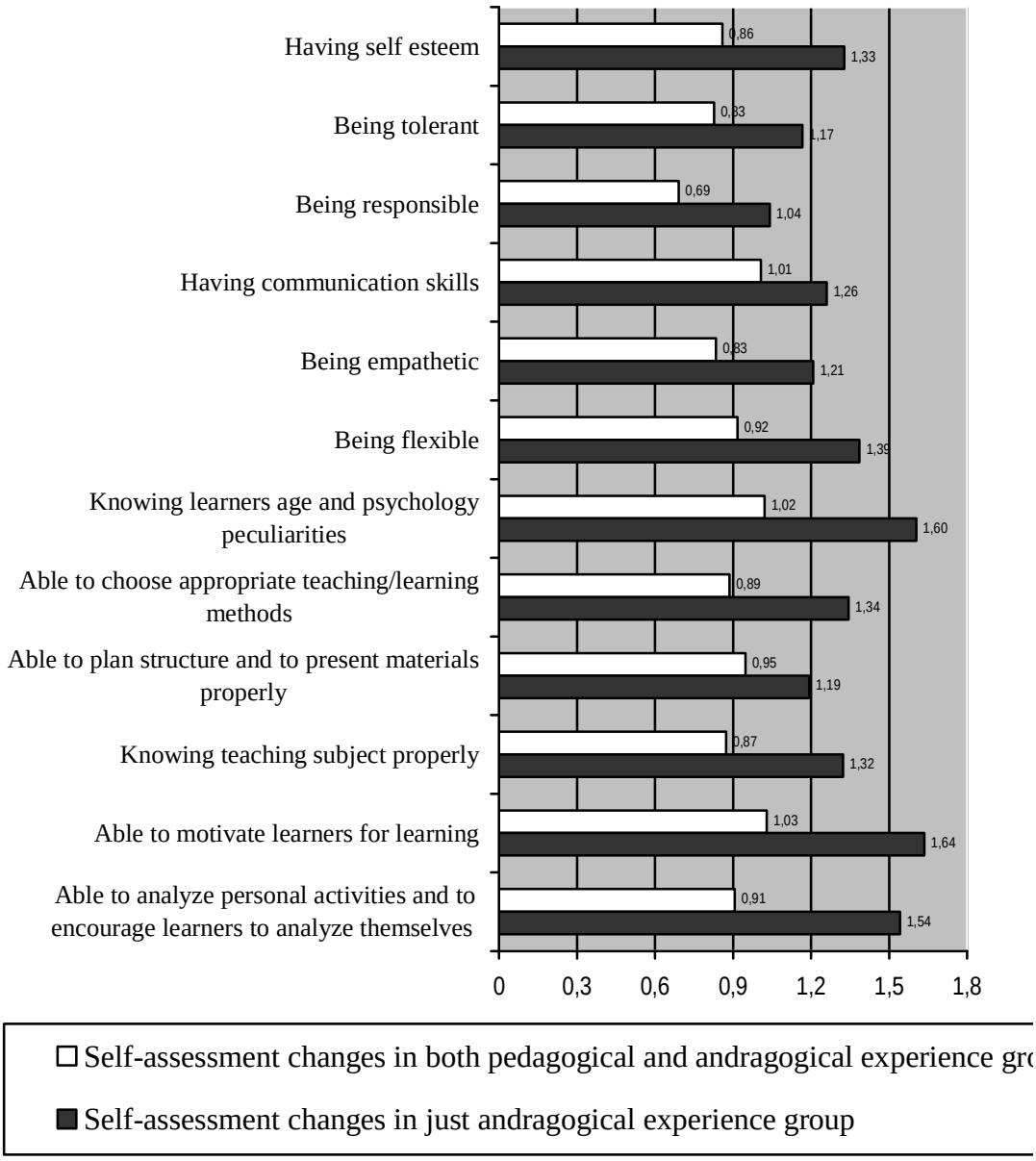

Figure 8. Comparison of different work experience group changes of self-assessment

themselves” (scoring differences are 0,61 and 0,63 respectively). If to look separately into individual abilities’ chage there could be seen extraordinary results: three ablities in their changes had differences over 2,00 scores: “being flexible” – 2,2143; “able to

motive learners for learning" – 2,1429; "knowing learners age and psychology peculiarities" – 2,00.

Table 9. Changes of abilities self-assessment in different work experience groups (n=174)

No	Title	Andrag. and pedagog work exper. (n=150)	Andragog work exper. (n=24)
1	Average of abilities self-asses. before the model	5,6922	5,3655
2	Standard deviation of average of abilities self-assessment before the model	0,9145	0,9511
3	Average of abilities self-assess at the end of the model	6,5919	6,7000
4	Standard deviation of average of abilities self-assessment at the end of the model	0,6817	0,8275
5	Average of changes of abilities self-assessment	0,9001	1.3359
6	Mediana of changes of abilities self-assessment	0,8958	1,5313
7	Standard deviation of average of changes of abilities self-assessment	0,8517	1.0652
8	The lowest average of changes of abilities self-assessment	-2,19	-1,81
9	The highest average of changes of abilities self-assessment	3,17	2,90
10	Decrease of self-assessment, %	13,3	8,3
11	Not changed of self-assessment, %	1,3	0,0
12	Increase of self-assessment, %	85,4	91,7

Conclusion

The model has bigger influence for the results of self-assessment for the group of only andragogical work experience in comparison with the group of both experiences. It could be concluded that specialized experience (andragogical one) has influence in developing specialized abilities as well (see figure 8.)

360° feedback results on the andragog practitioner abilities

As it was mentioned 360° feedback methodology is included into overall scheme of the model. But for assessing model applicability it could be used as well, as it provide significant results also.

174 respondents were assessed by 168 bosses (e.g. 6 adult teacher were not assesssed), 170 collegues of adult teachers (respectively not assessed 4 teachers) and 283 adult teachers learners, who assessed 145 teachers (according the scheme of assessment each adult teacher should be assessed by one boss, one collegue and two learners, and it means that some teachers were assessed by one learner and 29 teacher were not assessed at all). The results of the assessment is presented in figure 9.

Out of the figure 9 there could be seen that tendencies in self-assessment and in assessment are almost the same just all other respondents groups (bosses, collegues, learners) are more positive in assessing the abilities, particularly the respondents of the lastest group.

But looking more precisely into results and analyzing them individually per group of respondents there could be seen that assessments are not so uninamous. There were

significant number of assessments which were smaller in comparison with adult teachers self-assessments if to look per individual abilities: bosses assessed abilities in smaller score from 19% to 33,8%; collegues – from 17.1% to 27,1% and learners – from 13,1% to 26,3%. An overall growth of the scores were influenced by significant bigger assessment results.

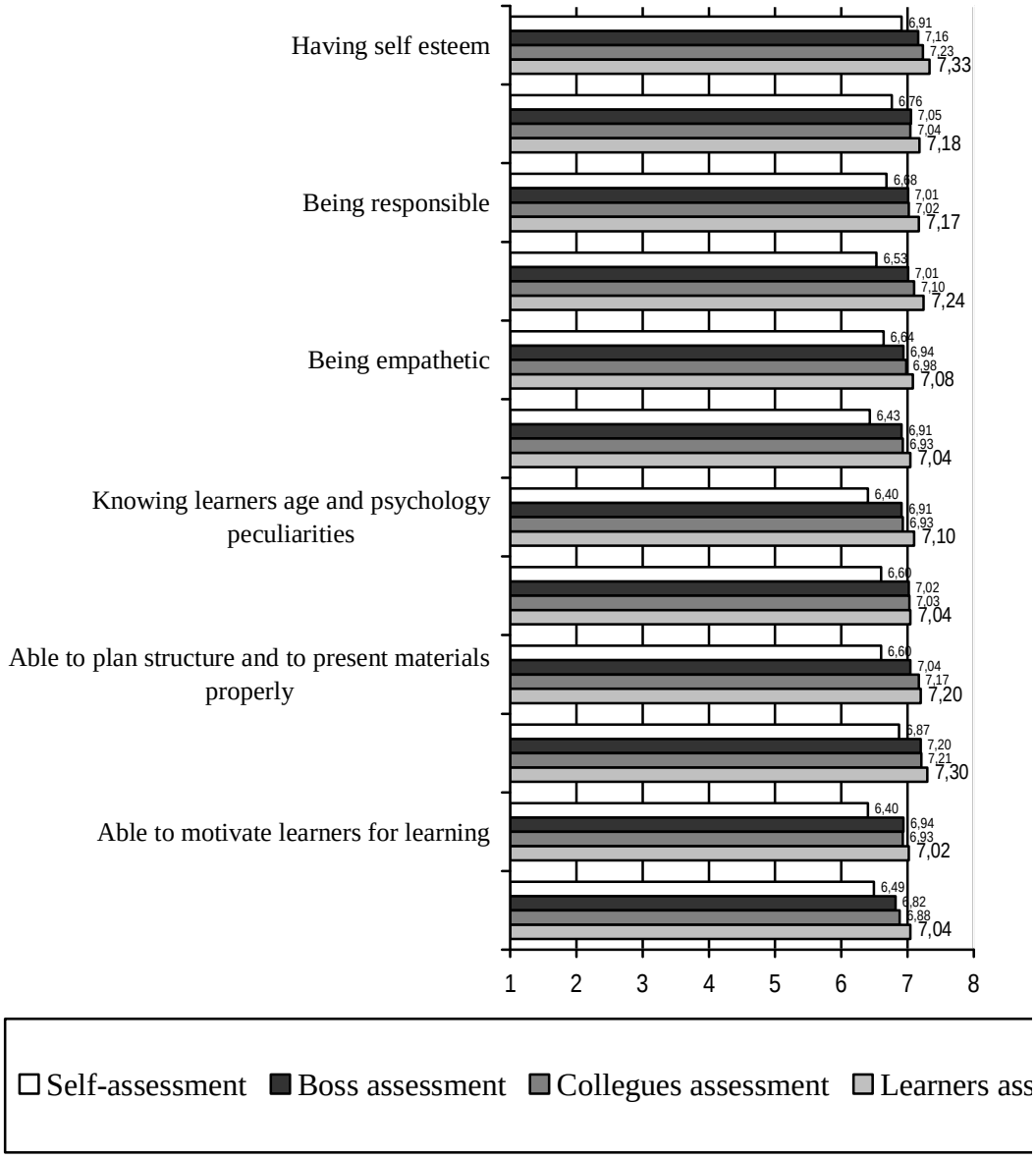

Figure 9. 360° feedback assessment

Conclusion

Information which was provided by 360° feedback confirms self-assessment tendencies and it means that those self-assessments aren't subjective.

Conclusions and recommendations

Conclusions

1. Based upon profound analysis of theoretical resources the set of andragog practitioner abilities is compiled. The set consists of two parts: the set of 6 general abilities: having self esteem, being tolerant, being responsible, having communication skills, being empathetic, being flexible; and the set of 6 special abilities: knowing learners age and psychology peculiarities, able to choose appropriate teaching / learning methods, able to plan structure for learning and to present materials appropriately, knowing teaching subject properly, able to motivate learners for learning, able to analyze personal activities and to encourage learners to analyze themselves.

2. According to the set of andragog practitioner abilities the model of non-formal continuous learning for adult teachers was developed. The model consists of four parts: assessment of abilities before the model, non-formal learning module, practice and evaluation of a learner at the end of the model implementation. Theoretical and methodological backgrounds of all parts are discussed in detail. Also there is disclosed the impact of the context for the module. There are named and described such parts of the context: goals of life long learning, EU policy in adult education, economical and social conditions of society, cultural traditions and community values, government policy in adult education, policy of the institution.

3. The abilities of adult teachers were changing due to participating in the implementation of the model. Predominant majority of the assessment scores are higher at the end of the model implementation in comparison with the scores before the model implementation. This increase of the scores is beside some of the individual scores which are lower at the end of the model implementation in comparison with those before the model implementation. But both cases of scoring are interpreted as those which have been influenced by the model. Just those assessment scores which remained unchanged are understood as those which haven't the influence. From that point of view the most "stable" ability was "knowing learners age and psychology peculiarities". This ability was also mentioned among those ones which are necessary to develop in future. Such a fact shows that topics on theoretical analysis in the model should be more profound.

4. Standard deviations of self-assessment scores at the end of the model implementation are smaller in comparison with standard deviations of self-assessment scores before the model implementation. The conclusion is that respondents became more objective in self-assessment due to participation in the model activities. The increase and more even self-assessment of the abilities shows that module is targeting development of pre-set abilities and in such a way is promoting the professionalization of adult teachers. The bigger changes of self-assessment of abilities in groups of not specialized education and in shorter experience in the profession prove that proposed module promotes professionalization of adult teacher in development of their andragogical practice.

4.1. The group of respondents having greater specialized (educological) work experience are more critical, their self-assessment scores at the end of the model

has changed less in comparison with the group of respondents without such a work experience or shorter of it. This statement is proved by the changes of the abilities in comparison of different age groups and groups divided according the work experience.

4.2. Non-pedagogical education background respondents under the influence of the model demonstrate higher self-assessment scoring growth in comparison with those who have pedagogical education background. This means that the model affects differently different respondents groups, i. e. those who have educational background became more critical, those who do not have acquire necessary skills and knowledge.

4.3. Even though analysis of the results according gender groups has shown some difference (due to participation in the module women‘s specialized and men‘s general abilities are changing more significantly) but just for women‘s group their could be stated that chantes are essential and those changes promote their professionalization. Due to men‘s group small number such a statement in unappropriated.

Recommendations

The research has shown, that the topic for the research could be developed in future. To work in this direction is worthwhile due to:

1. Research results (they confirms the model’s influence upon the changes of participants abilities) shows that such models are effective and applicable.
2. The biggest changes of special abilities (practical skills) confirms the need for such models.

For this reason in order to develop proposed model properly it is suggested:

1. For the Ministry of Education and Science: to support such models development not just by the decisions from the ministry management but also to prepare legal and financial structure for implementing those models in non-formal continuous training of adult teachers.
2. For universities which in their programs have master studies in andragogy: to follow the decision by Vilnius pedagogical and Vytautas Magnus universities and confirm the proposed model for accreditation and allocate for this model 3 study credits.
3. For the bosses of the institutions: to take bigger interest to professional development of their teachers as 360° feedback results showed that 5% of the bosses assessed their teachers by unanimous 8 score.
4. For the researchers of similar models:
    a. To develop self-directed learning skills in the model more significantly. Non-formal learning in general should become self-directed (Knowles, 1980), and the ability “being responsible” which changes due to model was one among of the smallest shows us that self-directedness is still not the issue of our adult teachers. This should be changed. For reaching this aim the “learning diary” and “self-analysis” writing skills should strengthen much more.

b. 360° feedback methodology has showed its applicability. In order to strengthen continuous aspect of this non-formal learning it would be worthwhile to use this methodology more widely. For example at the beginning (before the model implementation) to get the answers from various respondents group. It would help to clarify training needs for the participants and would provide additional data for estimation of model influence upon abilities change. It is noticible that in such a form 360° feedback methodology could be easier used with the participants who would represent formal education institutions as in this case the same respondents could be guarateed quite easily, and for respondents from non formal education institutions this requirement would be problematic but solvable.
c. Even though described behavioural performance indicators helped to measure abilities changes it would be worthwhile in future to try out another set of performance indicators which could be more precise and not so difficult to answer.

REZIUMĖ

Nuo XX amžiaus pabaigos susiduriame su vis spartėjančia kaita. Įvairiausi autoriai – pradedant filosofais bei kultūrologais ir baigiant vadybos bei edukologijos specialistais (Cross, 1981; Senge, 1990; Fullan, 1998; Dalin, Rolf ir Kleekamp, 1999; Hargreaves, 1999; Toffler, 2001; Eriksen, 2002; Ridderstråle ir Nordström, 2004 a, 2004 b; Jarvis, 2006 b; Žilinskaitė, 2007) – vienu balsu tvirtina, kad XXI amžius bus ne tik sparčių pasikeitimų, bet ir nuolatinio mokymosi amžiumi. Žmonėms vis greičiau reikės išmokti prisitaikyti prie sparčiai besikeičiančių kasdienos sąlygų (Rouvillois, 2004).

Todėl nenuostabu, kad 2000 m. kovą Lisabonoje Europos Tarybos (toliau – ET) posėdyje buvo konstatuota, jog Europa neabejotinai perėjo į Žinių amžių, kuriame mokymasis visą gyvenimą (toliau – MVG) tampa būtinybe, t. y. svarbiausiu prioritetu (*angl. top priority*) visoje Europoje. ET priėjo išvadą, kad sėkmingą perėjimą prie žiniomis pagrįsto ūkio ir visuomenės turi lydėti perėjimas prie mokymosi visą gyvenimą, kuriame ypatingą vietą užima suaugusiųjų švietimas. Anot Žilinskaitės (2007), mokymasis visą gyvenimą suaugusiųjų švietime apibūdinamas keturiomis charakteristikomis: „Besimokančio individo tikslais – asmeniniais, socialiniais, pilietiniais ir profesiniais, artimiausia vystymosi sritimi, kuri kuriama siekiant atliepti besimokančiojo tikslus, socialiniu kontekstu, kuriame gali vykti mokymasis [...] ir nuolatiniu švietimu“ (Žilinskaitė, 2007, p. 131–132).

Vadovaudamasi mokymosi visą gyvenimą nuostata, Europos Komisija 2000 m. spalio 30 d. paskelbė *Mokymosi visą gyvenimą memorandumą*, kuriame suformulavo mokymosi visą gyvenimą sistemos plėtros strategiją ir pateikė diskusijai šešias svarbiausias tezes, apibūdinančias tokios sistemos plėtros gaires. Mokymosi visą gyvenimą reikšmė Europos ateičiai buvo patvirtinta aukščiausiu lygiu. Mokymasis visą gyvenimą įrašomas vienu iš pirmų punktų valstybinės ir tarptautinės politikos programose, nes būtent jis padeda išsaugoti ekonominį konkurencingumą ir galimybę dirbti, pagaliau tai būdas įveikti socialinę atskirtį. Vienoje iš šešių pagrindinių memorandumo tezių kalbama apie kokybišką suaugusiųjų mokytojų darbą. Tezė pavadinta mokymo ir mokymosi inovacijomis. Joje kalbama apie tai, kad atėjo metas diegti į mokymo procesą naujus mokymo metodus bei naujas technologijas. Mokymasis, iš orientuoto į mokytoją, tampa mokymusi, orientuotu į mokinį. Tai reiškia, kad mokytojai iš visažinių informacijos teikėjų turi tapti „tutoriais“, patarėjais, „fasilitatoriais“, mentoriais[3]. Kartu besimokantieji turi imtis didžiulės atsakomybės už savo mokymosi kokybę ir rezultatus. Be to, prisiminus kintantį Europos gyventojų amžių (senstančią Europą), daugiau dėmesio skiriama vyresnio amžiaus žmonių mokymuisi. Tad suaugusiųjų mokymasis, ypač neformalusis, tiek Europoje, tiek Lietuvoje tampa nepaprastai aktualiu uždaviniu (Žemaitaitytė, 2001, 2007). 2006 m. pasirodęs Europos Komisijos komunikatas „Suaugusiųjų mokymasis: mokytis niekada nevėlu“ (2006) tik patvirtino nuostatą, kad kokybiškas suaugusiųjų mokymas tiesiogiai siejamas su aukštos profesinės kompetencijos suaugusiųjų mokytojų parengimu ir jų tobulinimu. Lietuvoje keturi universitetai (VPU, VDU, KU, ŠU) siūlo magistrantūros studijas andragogo kvalifikacijai įgyti. Puiku, kad kasmet teorinį andragoginį

[3] Tutorius“ (*angl. tutor*) – asmeninis mokytojas, repetitorius; šiuo pavadinimu akcentuojamas individualus mokymasis; „fasilitatorius“ (*angl. facilitator*) – skatintojas; šiuo pavadinimu pabrėžiama veikla, kuri padeda mokymosi procesui.

pasirengimą turinčių žmonių vis daugėja (Vytauto Didžiojo, Vilniaus pedagoginis ir Klaipėdos universitetai organizuoja tiek magistrantūros, tiek profesines andragogines studijas). Tačiau poreikis žmonių, sugebančių profesionaliai teikti mokymosi paslaugas suaugusiesiems, auga nepaprastai greitai. Šiuo metu Lietuvoje yra 368 kryptingai suaugusiųjų švietimu užsiimančios organizacijos („Suaugusiųjų mokymosi galimybių plėtra...“, 2004), apie 400[4] įvairiausio pobūdžio konsultacinių įmonių, kurios moko bei konsultuoja suaugusiuosius. Šiose institucijose dirbantys specialistai dažniausiai neturi specialaus andragoginio pasirengimo[5]. O suaugusiųjų mokymo paslaugų poreikis pastaruoju metu, suaktyvėjus Europos struktūriniams fondams (2007–2013 metais Lietuvoje šioje srityje numatoma investuoti iki 3,2 mlrd. litų[6]), išaugs dar labiau. Todėl prognozuojama, kad profesionalių suaugusiųjų mokytojų poreikis augs gana stipriai.

Kaip teigia Jarvis (1995), tęstinis mokymasis yra svarbi kiekvieno profesionalo veiklos dalis. Dabar „ypač (visų lygių – A. M. J.) profesinio rengimo srityje akcentuojama svarba ugdyti profesionalus praktikus, kurie gebėtų mokytis visą gyvenimą. [...] Dauguma profesionalų yra įpareigoti nuolatos mokytis, kad turėtų galiojančią licenciją“ (Merriam, Caffarella, Baumgartner, 2007, p. 125). Todėl ir suaugusiųjų mokytojai turi turėti tęstinio mokymosi galimybių. Šiuo metu Lietuvoje nemažai institucijų siūlo suaugusiųjų mokytojams bei andragogams įvairaus pobūdžio bei trukmės seminarus. Tačiau dažniausiai šiuose kursuose tenkinamasi kontaktiniu darbu (t. y. mokymu auditorijose). Tačiau, kaip nurodo Argyrisas (1982), Schönas (1983) ir Jarvisas (1999), profesionalui labai svarbu ne tik įgyti žinių bei įgūdžių, bet ir juos patikrinti bei apmąstyti, ką ir kaip pavyko pasiekti. Mokytis – veikti – apmąstyti nuveiktus darbus bei juos įvertinti yra esminė profesionalų ugdymo sąlyga. Taigi tęstinio mokymosi programos bei jų modeliai turi turėti šias sudėtines dalis.

Bet kuri profesinio tobulinimo(si) programa pirmiausia išsiaiškina besimokančiųjų poreikius (Caffarella, 2002; Guskey, 2004), ypač jei praktikams reikia suteikti aiškią tęstinio tobulinimosi kryptį. Remiamasi profesinėmis kompetencijomis bei gebėjimais. Profesinių kompetencijų, gebėjimų sąrašas tampa atskaitos (vertinimo) tašku visam tolesniam asmens tobulėjimui (Spencer ir Spencer, 1993). Šiuo metu Lietuvoje, deja, nėra kompetencijų ir gebėjimų pagrindu parengtų ir teoriškai pagrįstų suaugusiųjų mokytojų neformaliojo mokymosi programų ar modelių. Siekiant užpildyti šią spragą ir buvo sukurtas tęstinio suaugusiųjų mokytojų neformaliojo mokymosi modelis, jis patikrintas praktiškai ir įvertintas empiriškai.

Tyrimo objektas – suaugusiųjų mokytojų tęstinio neformaliojo mokymosi profesionalizacija.

---

[4] Skirtingi šaltiniai skelbia skirtingus duomenis, tad galima nurodyti tik apytikslį skaičių.

[5] Kaip nurodo studija „Suaugusiųjų mokymosi galimybių plėtra mokymosi visą gyvenimą strategijos įgyvendinimo kontekste“, net 34 proc. suaugusiųjų švietimo institucijų neturi nė vieno suaugusiojo mokytojo, kuris turėtų specialų andragoginį pasirengimą, o apie konsultacinėse įmonėse dirbančių specialistų andragoginį pasirengimą Lietuvoje neturime duomenų. Tenka daryti prielaidą, kad situacija nėra geresnė (Tamošiūnas ir kt., 2004).

[6] Nacionalinė bendroji strategija: Lietuvos 2007–2013 metų Europos Sąjungos struktūrinės paramos panaudojimo strategija konvencijos tikslui įgyvendinti. 2007–2013 m. žmogiškųjų išteklių plėtros veiksmų programa. Vilnius: Finansų ministerija, 2007.

Tyrimo tikslas – atskleisti, kaip sukurtas ir teoriškai pagrįstas neformaliojo mokymosi modelis, skatinantis andragoginės veiklos tobulinimą, daro poveikį suaugusiųjų mokytojų profesionalizacijai.

Tyrimo uždaviniai

1. Atlikus teorinę analizę, apibrėžti gebėjimus, garantuojančius efektyvią andragogo praktiko veiklą.
2. Teoriškai pagrįsti ir sukurti suaugusiųjų mokytojų neformaliojo mokymosi modelį, paremtą andragogo praktiko gebėjimais.
3. Įvertinti, kaip naudojantis sukurtu neformaliojo mokymosi modeliu kinta suaugusiųjų mokytojų gebėjimai.
4. Atskleisti sukurto modelio poveikį suaugusiųjų mokytojų profesionalizacijai.

Tyrimo metodai, panaudoti šiame darbe:

- ✓ Mokslinės literatūros analize siekiama, išstudijavus įvairių autorių požiūrius į andragogo gebėjimus, jų atliktus šios srities tyrimus, pagrįsti tęstinio neformaliojo mokymosi modelį sudarančių andragogo praktiko gebėjimų sąrašą.
- ✓ Gebėjimų vertinimo anketa, kurioje gebėjimus apibūdina elgsenos, parengta siekiant nustatyti suaugusiųjų mokytojų gebėjimų pokytį.
- ✓ 360° grįžtamojo ryšio būdas naudojamas suaugusiųjų mokytojų įsivertinimo tendencijoms patikrinti.
- ✓ Grįžtamojo ryšio anketos parengtos mokymų vadovams, kad būtų įmanoma nustatyti mokymo programos atskirų dalių efektyvumą.
- ✓ Veiklos tyrimo metodas (*angl. action research*) (Druckman, 2005) naudojamas įvertinti sukurto modelio poveikį andragogo praktiko gebėjimams.
- ✓ Duomenys statistiškai apdoroti aprašomosios statistikos metodais skaičiuojant koreliacijos koeficientus, Stjudento t porinėmis imtimis, dispersine analize (ANOVA), parenkant reikšmingumo lygmenį $\alpha = 0,05$. Naudojama SPSS 16.0 programinė įranga.

Mokslinio tyrimo įgyvendinimo schemą sudaro 6 esminiai etapai (tyrimo schema pateikta 10 pav.):

7. Suaugusiųjų mokytojų neformaliojo mokymosi pagrindimas ir andragogo praktiko gebėjimų apibrėžimas.
8. Suaugusiųjų mokytojų neformaliojo mokymosi modelio sukūrimas.
9. Tyrimo dalyvių gebėjimų įsivertinimas prieš modelį.
10. Modelio išbandymas veiklos tyrimo metodu.
11. Andragogo praktiko gebėjimų įvertinimas 360° metodu (apimančiu ir įsivertinimą). Vertinamasis pokalbis (baigiamojoje modelio dalyje).
12. Duomenų apdorojimas, išvadų ir rekomendacijų rengimas.

Hipotezės

- ✓ Didesnę suaugusiųjų mokymo patirtį turintys besimokantieji kritiškiau vertina savo tęstinio mokymosi rezultatus nei tokios patirties neturintys arba turintys labai nedidelę.
- ✓ Nepedagoginio išsilavinimo suaugusiųjų mokytojų gebėjimai neformaliojo mokymosi modelio veikiami kinta labiau nei turinčių pedagoginį pasirengimą.

Ginamasis teiginys

- ✓ Gebėjimų pagrindu parengtas suaugusiųjų mokytojų neformaliojo mokymosi modelis sukuria sąlygas profesionalizacijai, ugdo refleksijos gebėjimus, padeda įvardinti konkrečias tolesnio mokymosi kryptis.

Disertacinis tyrimas grindžiamas šiomis **metodologinėmis nuostatomis**:

- ✓ Praktikai mokosi apmąstydami ir konceptualizuodami savo ir kitų patirtį, taigi patirtinis mokymasis (*angl. experiential learning*)[7] yra suaugusiųjų mokytojų mokymosi modelio pagrindas.
- ✓ Mokymosi modelis, kuris grindžiamas apsibrėžtais gebėjimais, yra orientuotas į šių gebėjimų keitimą arba jų įgijimą, todėl transformatyvusis mokymasis (*angl. tranformational learning*)[8] yra kuriamo mokymosi modelio antrasis teorinis atspirties taškas.

Šio darbo **mokslinį naujumą** atskleidžia tai, kad darbe konceptualizuojamas suaugusiųjų mokytojų tęstinio neformaliojo mokymosi modelis: pasirinktų gebėjimų lavinimą bei patirtinį mokymąsi akcentuojant viso modelio metu galima skatinti profesionalizacijos procesą ir tobulinti andragoginę veiklą.

Darbo **teorinę reikšmę** atskleidžia darbe nagrinėjamas mokslinės problemos ištyrimas konceptualiai. Darbe pateikiama:

- ✓ Suaugusiųjų mokytojų profesionalizaciją pagrindžiančių teorijų apžvalga.
- ✓ Suaugusiųjų mokytojų refleksijos gebėjimų ugdymo pagrindimas neformaliajam tęstiniam mokymuisi.
- ✓ Suaugusiųjų mokytojų neformaliojo mokymosi modelis, pagrįstas apsiibrėžtais andragogo praktiko gebėjimais ir jo išbandymas tikslinėje suaugusiųjų mokytojų grupėje.

IŠVADOS

Teorinio ir empirinio tyrimo rezultatais pagrįstos išvados

1. Remiantis teoriniais šaltiniais, nagrinėjančiais andragoginės teorijos atskirus andragoginius darbo aspektus ir konkrečius andragogų gebėjimus, andragogų praktikų gebėjimai suskirstyti į dvi grupes – bendruosius ir specialiuosius gebėjimus. Abi grupės turi po 6 gebėjimus, kiekvienas iš jų aprašytas keturiomis jį charakterizuojančiomis elgsenomis. Bendrųjų gebėjimų elgsenas apibūdinančios savybės: pasitikintis savimi ir gerbiantis kitus, tolerantiškas, atsakingas, turintis bendravimo įgūdžių, empatiškas, lankstus, o specialiųjų gebėjimų grupę sudaro šios gebėjimų elgsenas apibūdinančios savybės: taikantis praktikoje žinias apie besimokančiųjų amžiaus ir psichologijos ypatumus, gebantis parinkti tinkamus

[7] Pagrindiniai patirtinio mokymosi teorijos atstovai yra Lindeman (1926 [1989]), Dewey (1938), Kolb (1984), Jarvis (1987, 2006), Boud ir Walker (1991).

[8] Transformatyvusis mokymasis – tai mokymasis, kurio metu mokinys „įgyja naują suvokimą apie kažką, kas iš esmės pertvarkė paradigmines nagrinėtos idėjos ar veiksmo prielaidas“ (Brookfield, 2000, p. 140). Šios teorijos pagrindėjai yra Mezirow (1978, 1991), Daloz (1986), Boyd (1989, 1991).

mokymo(-si) metodus, gebantis planuoti užsiėmimo struktūrą ir dėstyti medžiagą, gerai išmanantis dėstomą dalyką, gebantis motyvuoti besimokančiuosius, gebantis analizuoti savo veiklą ir skatinti besimokančiųjų savianalizę.

2. Remiantis apsibrėžtais andragogo praktiko gebėjimais ir teorinių šaltinių, nagrinėjančių įvairiausias profesinio tobulinimosi formas, detalia analize, sudarytas suaugusiųjų mokytojų tęstinio neformaliojo mokymosi modelis, kuriame taikomos efektyvios profesinio tobulinimosi formos: gebėjimų įsivertinimas, neformaliojo mokymosi modulis, praktinė veikla bei vertinimas. Darbe apibūdintas ir pagrįstas šių formų tarpusavio ryšys, santykis su andragogo praktiko gebėjimais, kuriuos reikia lavinti. Taip pat atskleistas konteksto poveikis modeliui. Išskirtos ir aptartos šios modelio kontekstą sudarančios dalys: mokymosi visą gyvenimą tikslai, ES politika suaugusiųjų švietimo klausimais, ekonominės ir socialinės visuomenės galimybės, kultūrinės tradicijos ir visuomenės vertybės, Lietuvos Respublikos Vyriausybės suaugusiųjų švietimo politika, konkrečios institucijos politika.
3. Veikiami modelio suaugusiųjų mokytojų gebėjimai kito. Tyrimo dalyvių įsivertinti gebėjimai iki modelio išbandymo yra žemesni nei tų pačių gebėjimų įsivertinimai modelio išbandymo pabaigoje. Buvo fiksuotas visų gebėjimų bendrasis įsivertinimų padidėjimas, nors dalies suaugusiųjų mokytojų įsivertinimai modelio išbandymo pabaigoje yra žemesni, palyginti juos su įsivertinimais iki modelio. Kaip jau minėta šiame darbe, toks faktas traktuojamas kaip teigiamas poveikis, nes liudija apie kritiškesnį gebėjimų vertinimą. Tik vienodai įsivertinti gebėjimai iki ir modelio išbandymo pabaigoje yra traktuojami kaip gebėjimai, kuriems modelis neturėjo įtakos. Labiausiai pakito gebėjimas „gebantis motyvuoti besimokančiuosius“. Panašiai kito ir kiti specialieji gebėjimai, tad galime daryti išvadą, kad modelis labiau tinka praktiniams įgūdžiams lavinti. Kita vertus, „stabiliausiu“ gebėjimu liko „taikantis praktikoje žinias apie besimokančiųjų amžiaus ir psichologinius ypatumus“. Jis paminėtas ir labiausiai tobulintinų gebėjimų sąrašuose, vadinasi, teorinės temos modelyje turi būti geriau aptariamos (pirmiausia skiriant daugiau laiko joms nagrinėti).
4. Gebėjimų įsivertinimų standartiniai nuokrypiai modelio bandymo pabaigoje yra mažesni nei tų pačių gebėjimų įsivertinimo standartiniai nuokrypiai, nustatyti iki modelio bandymo, tad daroma išvada, kad modelis padeda suaugusiųjų mokytojams objektyviau įsivertinti gebėjimus. Išaugęs ir vienodesnis įsivertinimas rodo, kad modelis kryptingai veikia apsibrėžtų gebėjimų lavinimą ir padeda suaugusiųjų mokytojams ne tik įgyti reikiamų gebėjimų, bet ir adekvačiau įsivertinti ir dėl to profesionalizuotis. Didesnis gebėjimų kitimas mažesnio profesinio pasirengimo ir /arba trumpesnės profesinės veiklos grupėse rodo, kad pasiūlytasis modelis prisideda prie suaugusiųjų mokytojų profesionalizacijos tobulinant jų andragoginę veiklą:
   4.1. Didesnę specializuoto (edukologinio) darbo patirtį turintys suaugusiųjų mokytojai kritiškiau vertina savo tęstinio mokymosi rezultatus nei tokios patirties neturintys arba turintys labai menką. Šį teiginį patvirtina tiek andragogų praktikų gebėjimų įsivertinimo pokyčiai, nagrinėti skirtingose respondentų amžiaus grupėse, tiek vertinamųjų įsivertinimų, suskirstytų pagal andragoginio ir pedagoginio darbo stažo trukmę bei jų derinius (t. y. lyginant suaugusiųjų mokytojus, turinčius tik andragoginį darbo stažą, su tais, kurie turi ir andragoginį, ir pedagoginį darbo stažus) palyginimas.

4.2 Nepedagoginio išsilavinimo suaugusiųjų mokytojų gebėjimai dalyvaujant modelyje nustatytose veiklose labiau kinta nei tų mokytojų, kurie turi pedagoginį pasirengimą. Galima daryti išvadą, kad jiems šis modelis turi didesnį poveikį, o pedagoginį išsilavinimą turintys suaugusiųjų mokytojai įsivertindami yra santūresni, t. y. jų balų vidurkis rodo mažesnį kitimą.

4.3. Nors respondentų atsakymų analizė pagal lytį parodė tam tikrą skirtumą (modelio veikiami labiau kinta moterų specialieji ir vyrų bendrieji gebėjimai), tačiau tik moterų grupės rezultatai leidžia teigti, kad minėti gebėjimai labiau keičiasi šio modelio veikiami, taigi prisideda prie moterų profesionalizacijos. Dėl statistiškai nepakankamo vyrų respondentų skaičiaus apie juos to teigti negalime.

SCIENTIFIC ARTICLESON THE DISSERTATION THEME:

1. Juozaitis, A.M. (2008) Neformaliojo mokymosi modelio įtaka andragogų praktikų kompetencijų kitimui. // Pedagogika, ISSN 1392 – 0340, Nr. 91, p. 136-143.

2. Juozaitis, A. M. (2008). Pagrindinės kompetencijos andragogo profesinėje veikloje. // Pedagogika, ISSN 1392 – 0340, Nr. 89, p. 52–57.

OTHER PUBLICATIONS ON THE DISSERTATION THEME:

1. Juozaitis, A. M. (2005). Besimokantys suaugusieji. Prieš einant į suaugusiųjų auditoriją. Vilnius: LSŠA. ISBN 9955-548-29-0

2. Juozaitienė R., Juozaitis, A.M., Lukošūnienė, V. (sud.) (2008) Andragogų klausimai. Praktiniai suaugusiųjų mokymo aspektai. Vilnius: Lietuvos suaugusiųjų švietimo asociacija.

3. Juozaitienė, R., Juozaitis, A. M. (2006). Vaizdo treniruotė. / Jääger, T., Irons, J. (sud.). AGADE. Geras suaugusiųjų mokytojas Europoje. Vilnius: Lietuvos suaugusiųjų švietimo asociacija.

4. Juozaitienė, R., Juozaitis, A. M. (2006). Grįžtamasis ryšys. / Jääger, T., Irons, J. (sud.). AGADE. Geras suaugusiųjų mokytojas Europoje. Vilnius: Lietuvos suaugusiųjų švietimo asociacija.

5. Juozaitienė, R., Juozaitis, A. M. (sud.) (2003). Andragogas – praktikas. Savarankiško mokymosi gidas. Vilnius: InterSe. ISBN 9955-548-15-0

6. Juozaitienė, R., Juozaitis, A. M. (2002) Seminaro dienoraštis. Apmąstymai apie vieno seminaro turinį ir eigą. Vilnius: Lietuvos suaugusiųjų švietimo asociacija. ISBN 9955-9463-2-6

ABOUT THE AUTHOR

Education

Bachelor of Science in Engineering at Vilnius Civil Building Institute (1983)

Master of Arts in Education Management at Wolverhampton University, Great Britain (1997)

Postgradute training

National Training Laboratory (USA), certficate in Organizational Development and Consulting, May, 2006 – January, 2007

Peter Hyde Inc. (Great Britain), certificate in training the adults, October 1997 – May 1998.

Nordic Fold Academy (Sweden), teaching adults, course, May 1996

Wagenaar, Hoes en Associes (The Netherlands), certificate in training the adults, September, 1993 - November, 1994

Work experiance

Junior researcher at Vilnius experimental institute for machine tols (1983-1986)

Lecturer at Vilnius pedagogical university (1987 – 1990)

Deputy minister at Ministry of Culture and Education (1990-1992)

Director of Teacher in-service training centre at Vilnius pedagogical university (1992 – 2001)

Senior consultant at „OVC Consulting“, Ltd (1997 – prese