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# Financial knowledge at your fingertips. How to ensure an educational success?

Webinar for FINLIT key trainers

Presentation **Piotr Henzler**

Hosting **Katarzyna Morawska**

Information Society Development Foundation team - Poland

**June 29, 2020**

## Partners

# Financial literacy through public libraries

Co-funded by the Erasmus+ Programme of the European Union  
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of the European Union



# Expert



## Piotr Henzler

Educator, trainer and expert associated with the Academy of Civic Organizations Foundation. Specialist in adult education - online, offline and blended learning.

Thematic areas: engaging residents to act, public and social participation, management of non-governmental organizations, use of digital technologies and education of trainers.

Trainer and member of the STOP NGO Trainers' Association.

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## Program of the webinar

- 01** Overview
- 02** Provisions of educational model
- 03** Educational path for educators
- 04** Educational path for library users
- 05** Recommendations



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# Overview



**Who are we trying to make learn?**



# End-participant

LIFE ACTIVITY

**pensioner**

**mature adults**

EDUCATIONAL

NEEDS:

**unknown**



HOPES

- **to deal better with finance**
- **to improve her financial situation**

FEARS

**"It is too complex for me"**

**"There are people who want to steal my money online"**

**"Finance literacy is for people who have real money"**

NAME :

GENDER: **female**

AGE: **over 50? over 60?**

FINANCE-RELATED  
KNOWLEDGE

- **rather low**
- **financial experience - cash, maybe basic bank account**

OTHER NEEDS

- **to socialize with other people,**
- **to get out of the house**

# Educator

LIFE ACTIVITY

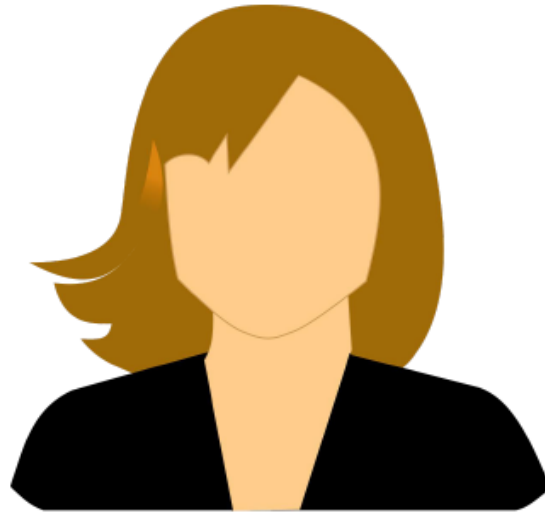
**librarian**

HOPES

- **to provide effective training/ classes**
- **to help end-participants**

FEARS

**"I am not an expert in finance"**  
**"I am not an expert in education"**  
**" I want to avoid discredit"**



NAME :

GENDER: **female**

AGE:

FINANCE-RELATED  
KNOWLEDGE

- **average**
- **on the way to improve**

EDUCATIONAL  
NEEDS:

- **to ensure herself about her "good condition" for conducting classes**

OTHER NEEDS

- **?**



## — Deep roots of the methodology

- Andragogy, rules of adult learning
- Blended-learning approach
- Exchange of project's partners experiences
- „O finansach... w bibliotece” – „About finance... in the library” – Polish project dated back to 2012

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Have we missed any important information?



Write in the chat,  
please



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# Provisions of the educational model

# Elements of educational situation



# — Elements of educational situation



## **Sense of community**

Adults are eager to learn in a group, but in a group that gives them a sense of community. They may have a common goal, common interests, place of residence, but also group relations, good atmosphere and trust.

# Elements of educational situation



## Group activity

Activity allows to learn more effectively. Various activities are necessary, especially those that force contacts within the group - joint work, exchange of ideas, conclusions. Sometimes physical activity is also useful - not necessarily physical exercises, but even changing the place where a person sits.

# — Elements of educational situation

## Sense of security

Adults learn when they feel safe. When they know that they can "be themselves", speak honestly and openly, share their doubts, admit ignorance, be wrong. When they know that they are respected and their dignity is not threatened. Also remember about the physical aspects of security!



# — Elements of educational situation

## Reward

People learn effectively when they know that they will receive a reward. It may be the implementation of an educational goal (I know more, I can do something new), but this is not the only option. The reward can be a nice, common time or awareness that the training will improve the participants' professional or private situation. Each person has some vision of their "reward" for learning.





# Elements of educational situation



# Adult learning by Malcolm Knowles

1

2

3

4

5

6

# Adult learning by Malcolm Knowles



1

**Self-concept** – As a person matures his self concept moves from one of being a dependent personality toward one of being a self-directed human being.

2

3

4

5

6

# Adult learning by Malcolm Knowles

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**Self-concept** – As a person matures his self concept moves from one of being a dependent personality toward one of being a self-directed human being.

2

**Experience** – As a person matures he accumulates a growing reservoir of experience that becomes an increasing resource for learning.

3

4

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# Adult learning by Malcolm Knowles

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**Readiness** – As a person matures his readiness to learn becomes oriented increasingly to the developmental tasks of his social roles.

4

5

6

# Adult learning by Malcolm Knowles

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**Readiness** – As a person matures his readiness to learn becomes oriented increasingly to the developmental tasks of his social roles.

4

**Time perspective** – As a person matures his/her need for immediate application of new acquired knowledge or skill increases

5

6

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**Orientation to learning** – As a person matures his time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject-centeredness to one of problem centeredness.

6

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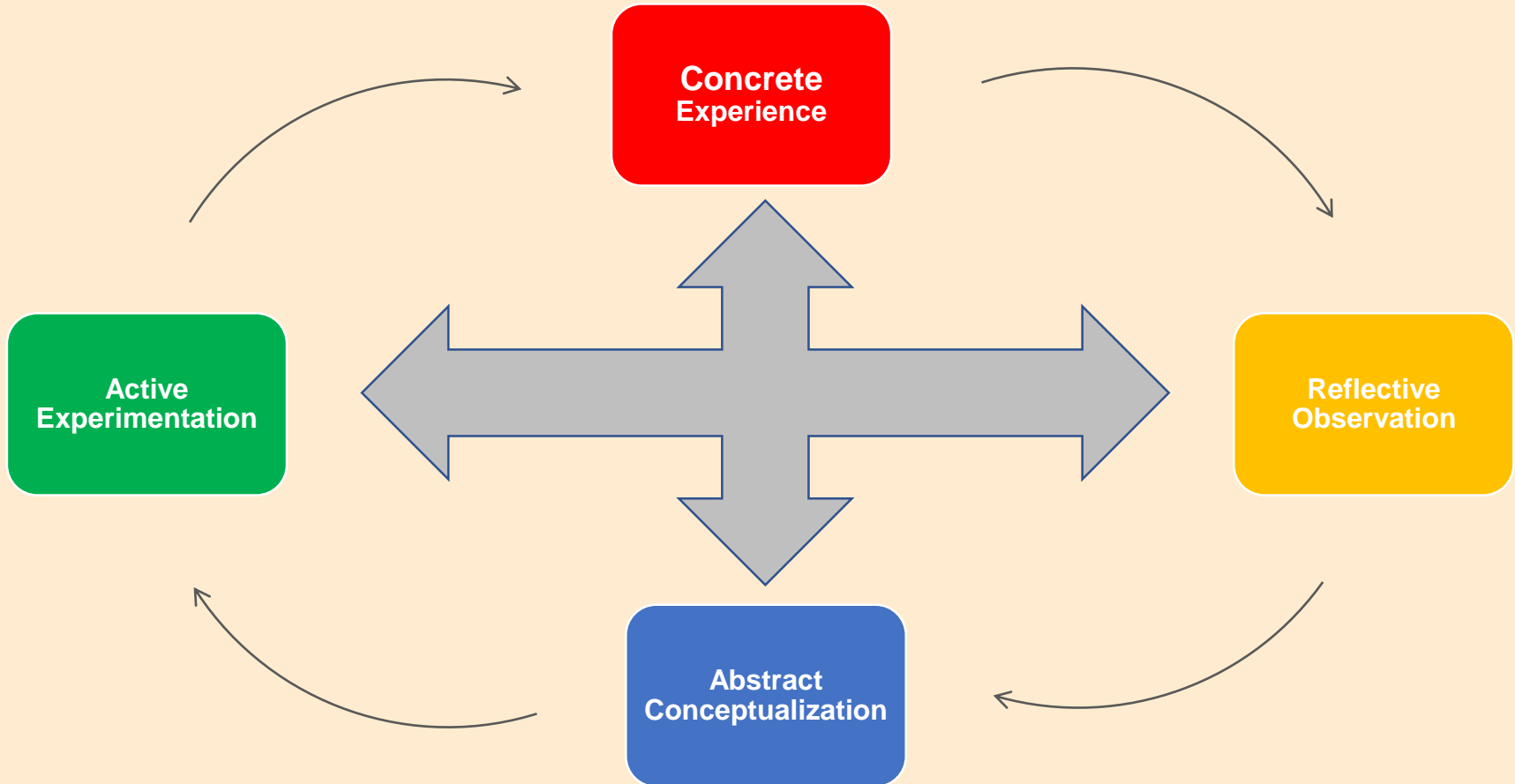
**Orientation to learning** – As a person matures his time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject-centeredness to one of problem centeredness.

6

**Motivation to learning** – As a person matures the motivation to learn is internal



# Experiential Learning Model





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## Concrete Experience

Participants immerse in some reality - sometimes dealing with a problem directly related to the subject of the training or completely abstract.

This stage is designed to "feel" the situation, do the task, take on a role, etc. Experience something and be able to build further education and develop on it.



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## Reflective Observation

Various aspects of the experience may be observed:

- impressions or thoughts of particular people (e.g.: "How did you feel during the task? Was it pleasant for you or not?" or "Indicate which elements of the task were easy and which were difficult for you"),
- observation of the whole group - „Make a list of the most important reasons why your group managed to succeed in this task?“).

It is a moment to put in mind what happened during the experience, but also to learn the opinions of others on this topic - it can also be learning!



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## Abstract Conceptualization

The essence of this stage is to:

- draw conclusions from experience and observation and "create a theory", or
- supplement the earlier elements with a specific dose of knowledge.

It may be created/ provided by a trainer or participants.



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## Active Experimentation

It is the last element of the Kolb series. A moment when you need to think how to apply the new knowledge/skills in practice.

To think about application or just to apply.

Right away, in the library or in "real life", outside of class.

The shortest description, the very important moment 😊

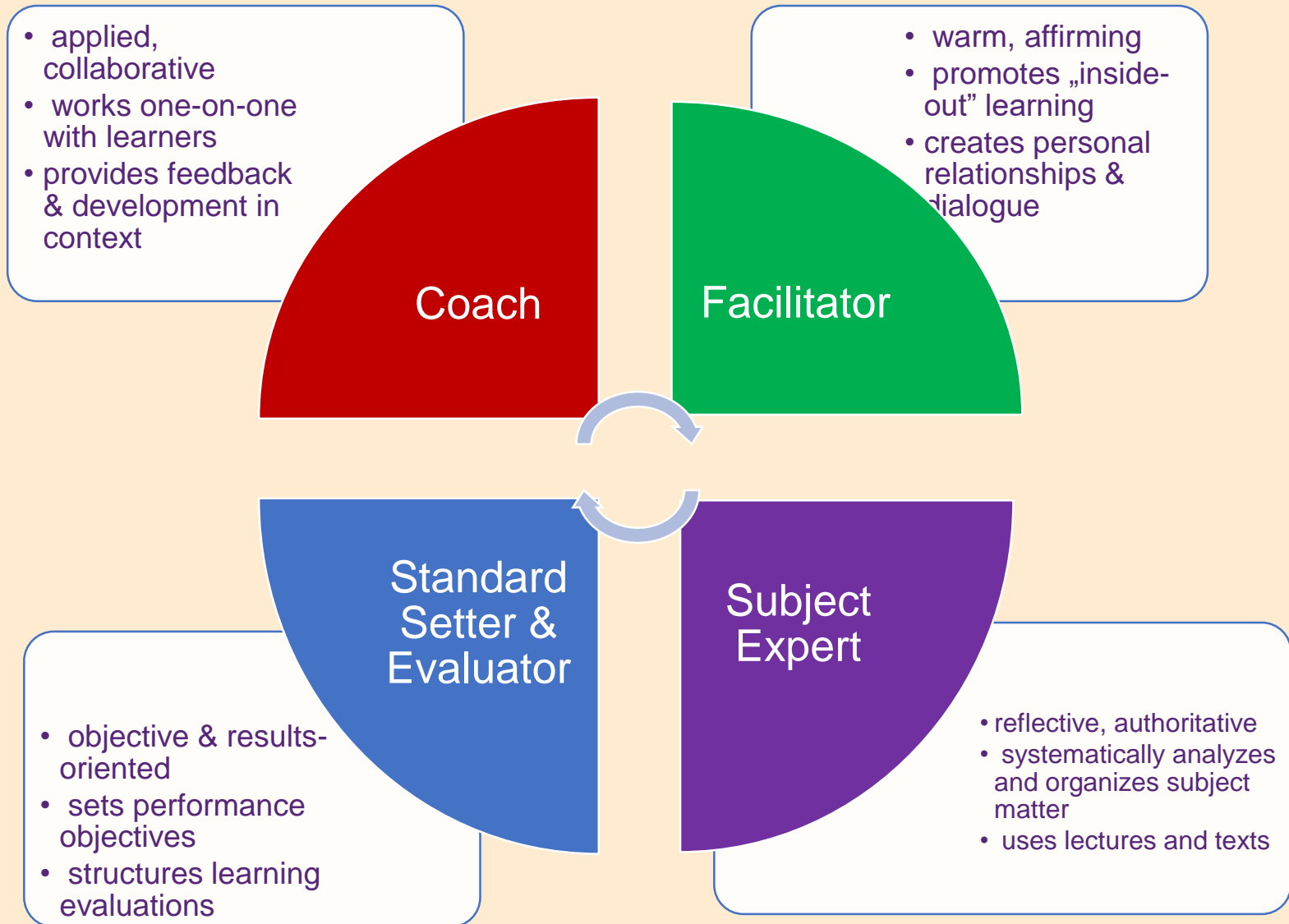
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**What is your favourite part of learning?**



**questionnaire**

# — Role of an educator according to Kolb cycle



## — Blended-learning - upsides

- High-efficiency learning
- Saving time and money
- Attractive/innovative for users/participants
- Interactive and motivating
- Learning at one's own pace
- ???





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# Educational path for educators



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## Educator's path

- e-learning course for librarians providing financial education in libraries (5 modules)
- stationary training program improving training coaching skills (8 modules x 90 minutes)
- series of webinars: how to use the finlit.eu platform, what we propose in the project, financial education goals, benefits of the course for libraries and residents



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## Online course - goals

- raising knowledge about adult education
- expanding knowledge on how to create educational situations
- increasing knowledge about learning styles and roles of educators
- increasing knowledge about tools and techniques supporting adult education

# — Online course - content

## Course's map

The course is divided into 6 modules. You can open any module you want, adult education, we recommend following the suggested order.

List of modules:

1. How do adults learn?
2. Introduction to facilitation
3. Simple solutions to increase engagement
4. Conflict resolutions
5. Useful online tools for FE trainers
6. Code of ethics of FE trainers (educators)
7. Assessment test

## How do adults learn?

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### David Kolb and his contribution

There is a lot of models, patterns and theories how to teach adults 'better'. Among them, special attention should be given to one of the most important figures of andragogy, **David Kolb**.

Who is he? He is creator of one of the more popular models of adult learning, typology of learning styles and dimensions of education.

What affects the effectiveness of adult education? Look at the next screen to find out the dimensions of adult education and the elements that make up it.



## How do adults learn?

### Rules of adults learning

The educational situation, understood as a friendly learning environment, is important for everyone, regardless of age or life experience. When thinking about adult education, however, you need to be aware that there are certain rules that make it easier and more effective.

Click numbers to learn the key assumptions of adult education (**andragogy**) formulated by Malcolm Knowles, who is considered one of the creators of this science.



Sources: Malcolm Knowles, *The Adult Learner: A Neglected Species*, Gulf Publishing Company, Houston 1973

<http://infed.org/mobi/andragogy-what-is-it-and-does-it-help-thinking-about-adult-learning/>



## How do adults learn?

Look at the four roles below and drag every button to the proper place onto the schema. Read short descriptions as hints. Click „check” when you are ready.

coach

facilitator

subject expert

standard setter & evaluator

**Action Focus**

- applied, collaborative
- works one-on-one with learners
- provides feedback & development in context

**Learner Focus**

- warm, affirming
- promotes „inside-out” learning
- creates personal relationships & dialogue

**Meaning Focus**

- reflective, authoritative
- systematically analyzes and organizes subject

- objective & results-oriented
- sets performance

Educators Roles and the Learning Cycle

16 / 17

# Offline course - content

## Educational goals of the training:

- to increase facilitation skills of educators,
- to refresh educators' knowledge on adult education, method of group engaging and ethical aspects of the program,
- to familiarize educators with e-learning platform as a tool for educators.

## Program:

- Knowing your audience and its needs
- Commitment reaching and difficulties solving
- Questions and other communication tools
- E-learning platform – „onboarding”





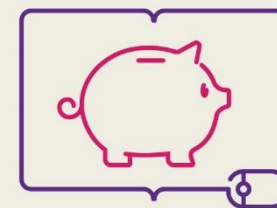
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# Educational path for library users

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# FINLIT course modules – basic level

1. Financial planning and personal budget
2. The financial system
3. Credits and loans
4. Insurance
5. Consumer protection and security
6. Central bank

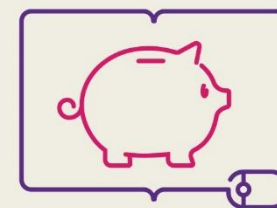


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# FINLIT course modules – advanced level

1. Online banking
2. Online shopping
3. Secure finances on the internet
4. Savings and investment
5. Inheritance
6. Earning when retired



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What does a lesson look like?

Photo: Municipality  
Library in Morag, Poland

<b>Name of the part</b>	<b>How much profit? How much risk Investments without secrets</b>				
<b>Goal of the part</b>	<b>Increasing knowledge about investments and investment risks.</b>				
<b>Kolb cycle stage</b>	<b>Short description</b>	<b>Time</b>	<b>Numbers of slides</b>	<b>equipment</b>	<b>Additional comments</b>
<b>Concrete experience</b>	<p>Invite participants to the exercise. Hand out sticky notes and markers. Instructions: talk in pairs or threes, share your experiences on this topic:</p> <p>Has anyone of you heard (from friends from the press, television, etc.) about other possibilities of saving financial surpluses - something other than bank deposits.</p> <p>If so, what was the name?</p>	10 min.	25	Colorful little notes, markers	
<b>Reflective observation</b>	<p>Ask them to stick cards on a flipchart - a map with saving options other than deposits "...,</p> <p>Read the records, comment on what appeared there.</p> <p>Ask the questions in turn:</p> <ul style="list-style-type: none"> <li>- How easy was it for you to do this exercise?</li> <li>- What was the difficulty?</li> <li>- Was it easy to find the right name for this form of saving that you discussed?</li> </ul> <p>Let each group, willing people, speak spontaneously, share their reflection.</p>	5 min.			
<b>Abstract conceptualization</b>	<p>Suggest participants that you will now complete this set of saving forms using the course.</p> <p>Then everyone in pairs U sit down to the computers and go through part of the course (Chapter III).</p>	20 min.	25-34	projector, screen, online course	
<b>Active Experimentation</b>	<p>Ask participants to apply what they have learned:</p> <ul style="list-style-type: none"> <li>- Will they need knowledge about investing?</li> <li>- Are they planning to verify their savings and consider investing in the nearest future?</li> </ul>	5 min.			

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# Recommendations



## Talking

- They like talking, so let them talk!
- Work in pairs, work in groups, ask them for anything – they will be happy, engaged and grateful.



## The past

- Ask them about their past, experience, memories.
- They live on it and are eager to share.



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## Success

- Let them celebrate success (even small one).
- Create opportunity to „win” 😊



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## Time management

- Do not forget about time.
- There is a real danger that your lesson turns into small talks session.
- Keep an eye on participants and have them focused on the topic.



# Questions and answers



The background is a photograph of a library. Bookshelves are filled with books, and some have labels like 'angličtina', 'nemčina', 'fotografia', 'móda', and 'hudba'. People are seen sitting on the floor reading books. A purple semi-transparent rectangle is overlaid on the image, containing white text.

Next webinar - on BigBlueButton platform

# How to use the FINLIT platform?

July 8, 2020, 1pm (CEST)

You are welcome!



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<https://finlit.eu>

