



Republic of the Philippines
SULTAN KUDARAT STATE UNIVERSITY
EJC Montilla, 9800 City of Tacurong



COLLEGE OF INDUSTRIAL TECHNOLOGY

PROFED 011 - THE ANDRAGOGY OF LEARNING INCLUDING PRINCIPLES OF TRAINERS METHODOLOGY 1

UNIVERSITY VISION

A leading University in advancing scholarly innovation, multi-cultural convergence, and responsive public service in a borderless Region.

UNIVERSITY MISSION

The University shall primarily provide advanced instruction and professional training in science and technology, agriculture, fisheries, education and other related fields of study. It shall also undertake research and extension services, and provide progressive leadership in its areas of specialization.

UNIVERSITY STRATEGIC GOALS

- a. Deliver quality service to stakeholders to address current and future needs in instruction, research, extension, and production
- b. Observe strict implementation of the laws as well as the policies and regulations of the University
- c. Acquire with urgency state-of-the-art resources for its service areas
- d. Bolster the relationship of the University with its local and international customers and partners
- e. Leverage the qualifications and competences in personnel action and staffing
- f. Evaluate the efficiency and responsiveness of the University systems and processes

PROGRAM OUTCOMES (PO) COMMON TO ALL PROGRAMS AND ITS RELATIONSHIPS TO INSTITUTIONAL OUTCOMES

A graduate of Sultan Kudarat State University can:	INSTITUTIONAL OUTCOMES (IO)						
	a	b	c	d	e	f	g
a. Articulate effectively and independently in multi-disciplinary and multi-cultural teams the latest development in the fields practiced such as Automotive, Architectural Drafting, Civil, Electrical, Electronics, Food and its allied discipline,	✓	✓	✓	✓	✓		
b. Lead in the promotion and preservation of Filipino historical and cultural heritage, social empowerment and environmental sustainability in a professional and ethical approach.		✓			✓	✓	✓
c. Generate research-based information and technologies at par from international standards, and	✓	✓		✓		✓	✓
d. Promote and transfer knowledge and technologies for effective and efficient school-industry partnership		✓		✓		✓	✓

COURSE CODE	ProfEd 011
COURSE TITLE	THE ANDRAGOGY OF LEARNING INCLUDING PRINCIPLES OF TRAINERS METHODOLOGY 1
3 PREREQUISITE	None
4 CREDITS	3 units

5 COURSE DESCRIPTION

The Andragogy of Learning including Principles of Trainers Methodology I is a foundational course designed to equip aspiring trainers and technical-vocational educators with essential knowledge and skills in adult learning and competency-based training delivery. The course explores the principles of andragogy—the art and science of helping adults learn—and integrates the core competencies of Trainers Methodology Level I (TM I) as prescribed by TESDA. Learners will develop an understanding of how adults acquire skills and knowledge, and how to design, deliver, and assess learning based on competency-based training (CBT) standards. Emphasis is placed on learner-centered instruction, effective facilitation strategies, training session planning, and competency-based assessment aligned with industry needs.

6 COURSE LEARNING OUTCOMES (CLO) AND ITS RELATIONSHIPS TO PROGRAM OUTCOMES

At the end of the course, a student can:	Course Learning Outcomes (CLO)	Program Outcomes			
		a	b	c	d
• Explain the principles of andragogy and apply adult learning theories to create learner-centered training environments.		✓	✓		✓
• Demonstrate understanding of the training cycle by planning, delivering, and evaluating sessions based on the Trainers Methodology Level I framework.		✓	✓		✓
• Apply adult learning principles to the design of competency-based training programs tailored to diverse learners in technical-vocational settings.		✓	✓	✓	✓
• Facilitate learning sessions effectively using appropriate training methods, tools, and materials that support skills development and engagement.			✓	✓	✓
• Evaluate trainee performance and provide constructive feedback based on established competency standards and assessment criteria.		✓	✓	✓	✓

7 COURSE CONTENTS

WEEK	CONTENT	INTENDED LEARNING OUTCOMES (ILOs)	TEACHING AND LEARNING ACTIVITIES (TLA)	OUTCOMES-BASED ASSESSMENT (OBA)	COURSE LEARNING OUTCOME S (CLOs)
1	Course Orientation <i>SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading System and other related requirements.</i>	At the end of the Orientation, the Learners can: a. discuss the University's VMGO, classroom policies, course overview, requirements and grading system	Discuss the VMGO of the University, the classroom policies, scope of the course, course requirements and grading system		

	1. Introduction to Andragogy 1.1 What is Andragogy? Definition and History 1.2 Pedagogy vs. Andragogy: Key Differences 1.3 Characteristics of Adult Learners 1.4 The Role of the Adult Learner in the Learning Process	At the end of the Lesson, the Learners can understand : <ul style="list-style-type: none">• What Is Andragogy? Definition and History• Pedagogy vs. Andragogy: Key Differences• Characteristics of Adult Learners• The Role of the Adult Learner in the Learning Process	a. Oral Reporting and presentation Lecture and Interactive Discussion b. Case Study Analysis c. Role-Playing and Simulations d. Peer Review and Feedback e. Reflections	<ul style="list-style-type: none">• Practical Demonstration• Training Program Design Project• Case Study Evaluation• Peer and Self-Assessment• Reflection Paper/oral	ab
3-4	2. Principles of Adult Learning 2.1 Malcolm Knowles' 6 Principles of Adult Learning 2.2 Motivation and Barriers in Adult Learning 2.3 Learning Styles and Preferences of Adults (VARK, Kolb's Model) 2.4 Creating a Positive Learning Environment for Adults	At the end of the Lesson, the Learners can understand: <ul style="list-style-type: none">• Malcolm Knowles' 6 Principles of Adult Learning• Motivation and Barriers in Adult Learning• Learning Styles and Preferences of Adults (VARK, Kolb's Model)• Creating a Positive Learning Environment for Adults	a. Oral Reporting and presentation Lecture and Interactive Discussion b. Case Study Analysis c. Role-Playing and Simulations d. Peer Review and Feedback e. Reflections	<ul style="list-style-type: none">• Practical Demonstration• Training Program Design Project• Case Study Evaluation• Peer and Self-Assessment• Reflection Paper/oral	ab
5-6	3. Trainer's Methodology 1 – Foundation 3.1 Roles and Responsibilities of a Trainer 3.2 Competency-Based Training (CBT) Overview 3.3 The Training Cycle: Plan, Deliver, Assess, Evaluate 3.4 Ethical Considerations in Training	At the end of the Lesson, the Learners can understand the: <ul style="list-style-type: none">• Roles and Responsibilities of a Trainer• Competency-Based Training (CBT) Overview• The Training Cycle: Plan, Deliver, Assess, Evaluate• Ethical Considerations in Training	a. Oral Reporting and presentation Lecture and Interactive Discussion b. Case Study Analysis c. Role-Playing and Simulations d. Peer Review and Feedback e. Reflections	<ul style="list-style-type: none">• Practical Demonstration• Training Program Design Project• Case Study Evaluation• Peer and Self-Assessment• Reflection Paper/oral	abc

	4. Planning and Designing Training 4.1 Needs Analysis and Target Audience Identification 4.2 Writing Learning Outcomes and Training Objectives 4.3 Designing Competency-Based Learning Modules 4.4 Selecting Appropriate Training Methods and Media	At the end of the Lesson, the Learners can understand the: <ul style="list-style-type: none">• Needs Analysis and Target Audience Identification• Writing Learning Outcomes and Training Objectives• Designing Competency-Based Learning Modules• Selecting Appropriate Training Methods and Media	a. Oral Reporting and presentation Lecture and Interactive Discussion b. Case Study Analysis c. Role-Playing and Simulations d. Peer Review and Feedback e. Reflections	<ul style="list-style-type: none">• Practical Demonstration• Training Program Design Project• Case Study Evaluation• Peer and Self-Assessment• Reflection Paper/oral	abc
9	MIDTERM EXAM				
10-11	5. Training Delivery Methods 5.1 Lecture, Demonstration, Group Discussion, Role-Play 5.2 Interactive and Experiential Learning Techniques 5.3 Using Technology in Training (Blended & e-Learning) 5.4 Managing Group Dynamics and Engagement	At the end of the Lesson, the Learners can understand the: <ul style="list-style-type: none">• Lecture, Demonstration, Group Discussion, Role-Play• Interactive and Experiential Learning Techniques• Using Technology in Training (Blended & e-Learning)• Managing Group Dynamics and Engagement	a. Oral Reporting and presentation Lecture and Interactive Discussion b. Case Study Analysis c. Role-Playing and Simulations d. Peer Review and Feedback e. Reflections	<ul style="list-style-type: none">• Practical Demonstration• Training Program Design Project• Case Study Evaluation• Peer and Self-Assessment• Reflection Paper/oral	abc
12-13	6. Assessment and Evaluation 6.1 Principles of Assessment in Training 6.2 Types of Assessment Tools (Formative, Summative, Authentic) 6.3 Creating Rubrics and Checklists for Competency Evaluation 6.4 Feedback Mechanisms and Continuous Improvement	At the end of the Lesson, the Learners can understand the: <ul style="list-style-type: none">• Principles of Assessment in Training• Types of Assessment Tools (Formative, Summative, Authentic)• Creating Rubrics and Checklists for Competency Evaluation• Feedback Mechanisms and Continuous Improvement	a. Oral Reporting and presentation Lecture and Interactive Discussion b. Case Study Analysis c. Role-Playing and Simulations d. Peer Review and Feedback e. Reflections	<ul style="list-style-type: none">• Practical Demonstration• Training Program Design Project• Case Study Evaluation• Peer and Self-Assessment• Reflection Paper/oral	abcd

	7. Facilitating Competency-Based Learning 7.1 Facilitator vs. Traditional Teacher: Shifting Roles 7.2 Creating Learner-Centered Activities 7.3 Scaffolding and Differentiation In Adult Education 7.4 Managing Diverse Learners and Inclusivity	At the end of the Lesson, the Learners can understand the: <ul style="list-style-type: none"> • Facilitator vs. Traditional Teacher: Shifting Roles • Creating Learner-Centered Activities • Scaffolding and Differentiation In Adult Education • Managing Diverse Learners and Inclusivity 	a. Oral Reporting and presentation Lecture and Interactive Discussion b. Case Study Analysis c. Role-Playing and Simulations d. Peer Review and Feedback e. Reflections	<ul style="list-style-type: none"> • Practical Demonstration • Training Program Design Project • Case Study Evaluation • Peer and Self-Assessment • Reflection Paper/oral 	abcd
16-17	8. Practical Training Delivery 8.1 Planning a Training Session 8.2 Microteaching and Peer Feedback 8.3 Handling Questions and Challenging Situations 8.4 Reflective Practice and Continuous Development	At the end of the Lesson, the Learners can understand the: <ul style="list-style-type: none"> • Planning a Training Session • Microteaching and Peer Feedback • Handling Questions and Challenging Situations • Reflective Practice and Continuous Development 	a. Oral Reporting and presentation Lecture and Interactive Discussion b. Case Study Analysis c. Role-Playing and Simulations d. Peer Review and Feedback e. Reflections	<ul style="list-style-type: none"> • Practical Demonstration • Training Program Design Project • Case Study Evaluation • Peer and Self-Assessment • Reflection Paper/oral 	abcde
18	9. Documentation and Compliance 9.1 Training Records and Documentation 9.2 TVET/Institutional Compliance (if applicable) 9.3 Alignment with National Competency Standards 9.4 Understanding Quality Assurance in Training	At the end of the Lesson, the Learners can understand the: <ul style="list-style-type: none"> • Training Records and Documentation • TVET/Institutional Compliance (if applicable) • Alignment with National Competency Standards • Understanding Quality Assurance in Training 	a. Oral Reporting and presentation Lecture and Interactive Discussion b. Case Study Analysis c. Role-Playing and Simulations d. Peer Review and Feedback e. Reflections	<ul style="list-style-type: none"> • Practical Demonstration • Training Program Design Project • Case Study Evaluation • Peer and Self-Assessment • Reflection Paper/oral 	abcde

FINAL EXAMINATION

Total No. of Hours: 54

8 COURSE REQUIREMENTS AND COURSE POLICIES

COURSE REQUIREMENTS Each student is required to:

1. Attend classes on schedule time and day.
2. Accomplish all assessment;

3. Pass the major exams (midterm and final)
4. Perform Oral Reporting and Presentations.

COURSE POLICIES

Attendance: A student will be marked late if he/she enters the class 5 minutes after start of class period. Any student who comes to class 15 minutes after the scheduled time or always late for three consecutive meetings shall be marked absent.

Missed work or exam: Any student who missed to submit a work assignment or to take a test should consult the concerned instructor for immediate compliance

Cheating and Plagiarism: Any student who committed any form of academic dishonesty (e.g., copy-paste plagiarism) shall be given disciplinary action provided in the SKSU Student's Handbook

Use of Technology: Cell phones should be turned off while the session is in progress. Using laptops, notebook PCs, smart phones, and tablets shall be allowed only when needed.

5 GRADING SYSTEM AND RUBRICS FOR GRADING

GRADING SYSTEM	Midterm Grade		Final Term Grade		FINAL GRADE
	Midterm Examination	50%	Final Examination	50%	
	Oral Presentation	25%	Oral Presentation	25%	
	Attendance/ Class Participation	10%	Attendance/ Class Participation	10%	
	Quizzes	15%	Quizzes	15%	
	TOTAL	100%	TOTAL	100%	Total 100%

Rubric for Presentation

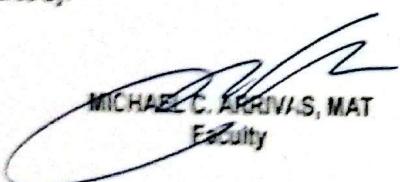
Criteria	1.0 (Excellent)	1.25 (Very Good)	1.5 (Good)	1.75 (Satisfactory)	2.0 (Needs Improvement)
Clarity of Presentation	Clear, concise, and easy to understand; well-organized structure.	Mostly clear with minor areas of confusion; organized.	Understandable but occasionally unclear or disorganized.	Somewhat unclear or lacking organization; could be more concise.	Difficult to understand; poorly organized.
Content & Accuracy	All information is accurate, relevant, and thoroughly explained.	Information is mostly accurate and relevant; minor details missing.	Adequate content but with some inaccuracies or incomplete explanations.	Some inaccuracies or irrelevant content; incomplete explanations.	Many inaccuracies or irrelevant information; lacking details.
Visual Aids/Models	Excellent use of visual aids/models; they enhance the understanding of the project.	Good use of visual aids/models; supports most key points.	Visual aids/models are used but could be more detailed or helpful.	Minimal use of visual aids/models or unclear visuals.	No visual aids/models or poorly executed visuals.

Delivery & Presentation Skills	Confident, engaging, and professional delivery; excellent use of tone, body language, and eye contact.	Clear and confident delivery; minor issues with tone or body language.	Adequate delivery with some nervousness or lack of engagement; minor issues.	Delivery lacks confidence or engagement; noticeable issues with tone or body language.	Unclear or very nervous delivery; major issues with tone, body language, or eye contact.
Overall Impact	The presentation is compelling, memorable, and clearly communicates key ideas effectively.	Engaging and informative; most key points are well communicated.	Sufficient presentation, but lacks strong impact or memorable elements.	Presentation is somewhat disengaging; missing key elements.	Presentation lacks impact and fails to effectively communicate key ideas.

10 REFERENCES

- Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). *The adult learner: The definitive classic in adult education and human resource development* (8th ed.). Routledge.
- Merriam, S. B., & Bierema, L. L. (2014). *Adult learning: Linking theory and practice*. Jossey-Bass.
- Brookfield, S. C. (2013). *The skillful teacher: On technique, trust, and responsiveness in the classroom* (2nd ed.). Jossey-Bass.
- TESDA. (2021). Trainers Methodology Level I Curriculum Guide. Technical Education and Skills Development Authority.
<https://www.tesda.gov>
- UNESCO Institute for Lifelong Learning. (2010). Harnessing the power and potential of adult learning and education for a viable future.
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- Rogers, A. (2002). *Teaching adults* (3rd ed.). Open University Press.
- Tough, A. M. (1979). *The adult's learning projects: A fresh approach to theory and practice in adult learning*. Ontario Institute for Studies in Education.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.
- Piskurich, G. M. (2006). *Rapid instructional design: Learning ID fast and right* (2nd ed.). Pfeiffer.
- International Labour Organization (ILO). (2017). *Quality apprenticeships: Guidelines for policy makers and social partners*.
<https://www.ilo.org/>

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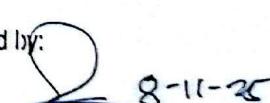
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