

CRITICAL REFLECTION SEBAGO PLAN

PATRICIA A. BURTON

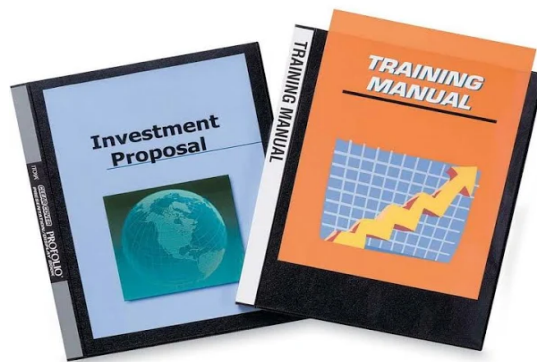
St. Joseph's College of Maine

**Abstract**

**The initial task accomplished in the process of formulating my approach for a professional education and training portfolio was to create a powerpoint presentation that encapsulated the essence of my vision and purpose. This writing is the accompanying reflective dialogue that articulates the general facts about the structure and content of the professional portfolio.**

## Introduction

Creating a professional portfolio is an optimal platform to showcase newly acquired expertise in any field, but it is particularly fitting if the field is adult education. Adults engage in learning to solve a problem, so they don't want to trudge through tons of literature looking for solutions. They need to see what you have to offer and be able to make a timely decision about your product. Are your services the answer to their problem? Are you the one to provide the missing piece to propel that potential client forward? It comes down to the external packaging of your skills, or what is commonly referred



to as your portfolio.

In my case, I am comfortable with creating presentation portfolios, so that will definitely be my go to for showcasing what I have to offer. I want the portfolio to present information in a straightforward manner. The portfolio must be visually appealing and designed to facilitate an easy way to update the contents to accommodate individual needs of clients.

The layout of my presentation will follow the order shown below.

- Cover design
- Professional photograph and brief personal biography

- Collection of pdf pages with short excerpts about services that are linked to improving skills needed for job success.

As always, when the topic is adult education, we keep in mind that the learner is engaging in the learning to improve a work related skill. Therefore, we need to focus on presenting information as efficiently as possible to meet the learners' needs.

### **Reflecting on the Adult Education and Training Project**

The strength of an adult education and training project is rooted in the following major components:

- ❖ Attitude and commitment of the program facilitator
- ❖ In depth knowledge of needs assessment and evaluation procedures
- ❖ Understanding the relationship between adult learning and adult training.

Adult education facilitators must recognize and accept that the focus lies not on the facilitator, but squarely on the learner. Initially the adult learner seeks out the facilitator, but after that initial contact, roles are forever reversed. It becomes the facilitator's job to nurture, develop, and sustain the professional relationship. It requires a commitment rooted and grounded in personal core values driven by the facilitator's goal to provide adult learners with education and training to help them achieve their real life goals. The ultimate success of the AET project hinges on the attitude and the commitment of the program facilitator. What is in your heart conveys to your head, the actions taken by your hand. Commitment first, and things will line up.

As with any education project, a keen awareness of the needs of the learner drives the individual plan designed for each adult learner. How can you meet needs that you are unaware of, or have misconceptions about? Following the basic steps ensures that we stay on target to assist the adult learner with fulfilling the desired goals. Planning is the first and probably the most important step. A

well planned assessment can negate the need to conduct subsequent assessments. During the planning stage, a thorough examination of the current situation is crosswalked with the outcome expectations to determine what strategic shift is needed to facilitate a movement in the desired direction. When you execute a well planned needs assessment, you have accomplished the first step in meeting the learners' needs. "What makes a needs assessment such a unique tool is that it consists of diverse (mosaic) elements that can take on a fluid characteristic with the intent of maintaining alignment with the activities of the test subject, as the study progresses. Further, it can be adjusted as needed because it is being administered in the test subject's natural environment." (Burton, 2022).

We will discuss the needs assessment process further as we move through developing the AET project portfolio.

### References

Burton, P. (2022). *Methodology. Program Development-Needs Assessment*. Saint Joseph's College of Maine. Unpublished manuscript.

Kitchenham, A. (2008). *The Evolution of John Mezirow's Transformative Learning Theory*. Journal of Transformative Education Volume 6 Number 2. Retrieved from <https://journals.sagepub.com/doi/pdf/10.1177/1541344608322678>

Knowles, M. (1975). *Andragogy: Adult Learning Theory in Perspective*. <https://journals.sagepub.com/doi/pdf/10.1177/009155217800500302>

Merriam, S. (2017). *Adult Learning Theory: Evolution and Future Directions*. Journal of Lifelong Learning Volume 26. [https://www.iup.edu/pse/files/programs/\\_r/instructional\\_design\\_and\\_technology\\_ma/paace\\_journal\\_of\\_lifelong\\_learning/volume\\_26,\\_2017/merriam.pdf](https://www.iup.edu/pse/files/programs/_r/instructional_design_and_technology_ma/paace_journal_of_lifelong_learning/volume_26,_2017/merriam.pdf)