

# 6

## FACILITATING ADULT LEARNING

As a School of Public Health in South Africa we intend to ‘offer health workers exposure to the latest thinking in Public Health and opportunities to extend their own knowledge and skills in the field’ while care is taken to allow ‘health and welfare professionals ... to exchange ideas relevant to health services’. In addition, we want to meet our own aims – which are to improve the delivery of health services to the broader population through supporting practitioners and civil society groups to do so.

Short courses, which in our case are largely held over five weekdays, necessarily limit what can be offered. In addition, the multi-disciplinarity of the field of public health means that course participants often come from diverse backgrounds, disciplines and educational levels, which requires that the content and processes take these into account.

After 25 years, our School of Public Health is now fairly skilled at identifying the amount of content that can be covered in five days as well as where to pitch the material. Despite our experience, however, we are still sometimes told that there is too much information or that some of it was too difficult (as was noted in the 1995 evaluation).

This chapter addresses some of the factors that might help in designing short courses for adults who may well be experienced practitioners or active community members – but who may not spend a lot of time in formal learning sessions.



## How participants might learn: adult learning theory

---

When designing any educational event for any audience, a primary concern has to be how you think your participants might best engage with the content – i.e. how they might best learn.

As university educators you are familiar with course design and teaching - but if you largely work with undergraduates or younger postgraduates, you may not have worked with the kinds of learners who attend short courses – namely more mature people with life and work experience. While all learners need to learn through enquiry, vocationally-focussed education intended for adult practitioners requires that you approach the teaching/learning endeavour differently to courses you design for undergraduates or young postgraduates.

Given the prior experience and knowledge of many short course participants, a range of approaches becomes possible which might not occur with a younger or less experienced audience. Not only do the participants themselves provide a rich resource for the course, but to underestimate the experience they bring into the room is likely to damage the learning experience – and the implementation of what they might learn.

### Experience as a resource

Working actively with the experiences of these practitioner-participants is both important for their learning as well as valuable as a resource. Drawing on examples from the participants themselves, using case studies that relate to their experience, setting problems that address pertinent issues are essential to both acknowledging their prior knowledge as well as taking your material as close as possible to their various realities. In addition their experiences are a rich comparative resource within the class.



But experience and prior knowledge is not simply a ‘good’ thing. It would not be unusual if, among the range of diverse views, some may be contrary to your value systems or approaches. We have all attended meetings or courses where some people simply insist that they know better – or are unwilling to examine their point of view. (So if, for example, a person believes that doctors are the only people who can ‘really’ do health work, they might under-value the contribution to health of community-based health workers who, in spending time regularly in people’s homes, can often do and see what doctors, in fact, cannot.)

## Facilitation

The facilitator's role, then, is to offer alternative views and to set up a process of enquiry that might help people see things differently. This is what learning is about – and it requires that the participants are willing to engage with the conflict that this may produce with their own ideas, as well as to 'un-learn' what they know. Ultimately one has to allow the participants to make up their own minds, however, as learning for adults can be a risky business – and requires respectful but robust facilitation!



How to manage diverse experiences requires skill and flexibility. So for example, if a participant has strong views on something - like 'in order to prevent HIV transmission people who have sex before they are 20 years old should be punished' – hearing it will give you the opportunity to examine it with other participants. With luck and skill it may result in shifting their thinking - but it might equally distract the main intentions of the course as people get embroiled in a long discussion about youth, sex, morality, social norms etc. As with any class you teach, you would need to decide whether to spend time on this discussion or continue with the main theme, given time constraints. Invariably managing these situations requires flexible and responsive facilitation that both holds onto the main frame of the course while working with the various resources brought by these adult learners.

## Participants' views

'In most courses, some time is spent creating good group dynamics. Adult learning methods are used, and this facilitates a conducive learning environment'. These were the views of some of our first course participants as reported in the 1995 evaluation - and they recommended that 'adult-learning, learner centred methods be more emphasised in order to maximally use the rich resources that the participants represent'.

Certainly the School is alert to the importance of participative learning methods - and in fact has dedicated staff who focus on the pedagogical aspects of our larger distance learning enterprise. While we do do some formal 'teaching' we more often focus on facilitating learning.

The 2017 evaluators of our Winter School commented on the design and delivery of our courses as follows:

*'Overall, the courses are appropriately designed and delivered to meet their purpose by aligning their content with their learning objectives, while incorporating important aspects of the context and learner profiles.'*

*Since the majority of students are professionals, and thus not traditional students, there is the application of adult learning principles and appropriate assessment strategies. The very high level of response and positive evaluation from students across all the courses, shows that the time that the instructors put into course design and delivery is well received by the students, and that they feel supported in this learning environment.'*

And finally a sample of students' comments on the way in which we have presented courses are:

- ▶ *"The group work allowed for good analysis of policy and process."*
- ▶ *"It was an opportunity to apply adult learning principles and explore other options. Group participation and ownership of learning."*
- ▶ *"It was a bit challenging, very interesting with a bubbly convenor who made it exciting to learn more."*
- ▶ *"The group work was more informative and fun. We all come from different backgrounds and different understandings."*
- ▶ *"The level of engagement that happened in class, I really enjoyed it."*

But there have still also been comments that:

- ▶ *"At the beginning the content was quite basic but I understand because of the nature of the diverse participants."*
- ▶ *"Lectures that was not relevant to my scope of work/job function."*
- ▶ *"I felt that some days the info was an overload, gets too much to take it."*

So working with adults from diverse backgrounds places particular importance on the process of facilitating learning – although it is also clear that pleasing all the people all of the time is not always easy to do!

## Facilitating adult learning

Course design therefore needs to take account of the way in which you want the participants to learn. This entails imagining who they are. Not only do you need to identify the experiences, insights and values they bring with them and what they might know about the topic already (as this will influence where you start and what you include) – but you need to be clear about the assumptions you are making about their ability to work with new ideas, abstract ideas, text etc.

## Target audience

On page 16 in chapter 2 above, we offered a set of questions to facilitate your thinking about who your participants may be. We asked you to identify a range of the participants' characteristics, particularly those of the primary audience, and then asked 'How might this affect what you offer, and how, in the curriculum?' So here

we address how the participant profile influences what and how you offer your short course. While the design and pitch of a course will inform who attends it – similarly, who attends a course will (or should) influence the course design!

As noted above, in addition to the ‘health workers’ and ‘health and welfare professionals’ who attend our courses, we have also had ‘significant attendance by academics and postgraduate students from our own and from sister institutions’ - which, significantly, includes some of our own Masters students who choose to attend a Winter School short course to supplement their distance learning. So although everyone is broadly interested in public health, the participants bring a range of experiences, are involved in a variety of occupations and workplaces, many are South Africans but some are also from other (mostly African) countries, some may not have completed school while some are doing postgraduate qualifications. In addition they bring into the learning space their world views and preconceived ideas, their hopes and fears.

Having a clear idea of who they are will help you

- ▶ decide where to pitch the course – i.e. where you must start and what the main points are that you will need to make;
- ▶ what ‘teaching’ approaches you will use to make it possible for these participants to learn; and
- ▶ to choose examples, case studies and problems to be solved that relate to their realities.



*“The course is relevant for the work I am doing as a public health medicine registrar. I do mostly technical advisory work for hospital executives and also in the provincial office. So getting to know where to find data and how it is packed in the software is very important.*

*“I know people that I work with who complain about sourcing information from the hospitals. I advised one such person to teach the data capturers what she is expecting from them. This course especially will help me to take back to such a person techniques and methods, as well as training materials and tutorials in the information software which she can use to do a refresher course. She will then be able to show the data capturers what she wants and how useful it is.”*

*Participant at 2013 Winter School: Dr Victor Matabane,  
Public Health Registrar based at Pietersburg Hospital,  
Limpopo province.*

## How do adults learn?

In his book *The Modern Practice of Adult Education: From Pedagogy to Andragogy*, adult education theorist Malcolm Knowles (1980) popularised the concept of ‘andragogy’, which he defined as ‘the art and science of helping adults learn’. The first column in the table below outlines the main principles of adult learning identified by Knowles. The second column suggests some of the implications these principles have for adult learning and teaching.

| Principles of adult learning  | Implications for teaching and learning  |
|---|---|
| <p><b>Self-concept:</b><br/>As people mature, they become less dependent on others, and more internally motivated and self-directed. They are able to take responsibility for their own learning.</p> | <ul style="list-style-type: none"> <li>▶ The learning content must be relevant to the needs and expectations of students.</li> <li>▶ If possible, allow students to make choices and direct their own learning (e.g. set their own learning goals or provide a choice of tasks).</li> </ul>   |
| <p><b>Experience:</b><br/>Adults bring life experiences and knowledge to learning experiences.</p>  | <ul style="list-style-type: none"> <li>▶ Include opportunities for students to reflect on their prior knowledge and experiences, and compare it with what they are learning.</li> <li>▶ Draw on relevant life and work experience as a learning resource.</li> <li>▶ Work from the concrete to the abstract; from the personal to the analytical; from the familiar to the unfamiliar; from the known to the unknown.</li> <li>▶ Adults are a rich resource for one another – encourage peer discussion and learning. Different experiences ensure diversity in a group.</li> </ul> |
| <p><b>Relevance:</b><br/>Adults need to know why they need to learn something (what the goals or outcomes are).</p>   | <ul style="list-style-type: none"> <li>▶ Adults return to formal learning generally because of some need, e.g. need to know, need to improve qualifications. Encourage students to set their own goals (related to their needs) and to check their progress against them.</li> <li>▶ Provide opportunities for them to identify their learning needs and the gaps in their knowledge.</li> </ul>  |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>▶ Adults need to know from the outset (and be constantly reminded) what is expected of them and what they should be able to know, do, value, by the end of the learning experience.</li> <li>▶ Be transparent, e.g. outline the learning outcomes and expectations, provide assessment tools such as rubrics.</li> </ul>  |
| <p><b>Readiness to learn:</b><br/>Adults are interested in learning about subjects that have immediate relevance to their jobs or personal lives.</p>  | <ul style="list-style-type: none"> <li>▶ Learning must have relevance to life and/or work tasks.</li> <li>▶ Organise learning and assessment around real-life/authentic tasks that are practical and relevant to their daily work/life.</li> </ul>   |
| <p><b>Orientation to learning:</b><br/>Adults are interested in learning knowledge and skills for their immediate application. They become more problem-centred than subject-centred.</p>                                      | <ul style="list-style-type: none"> <li>▶ The curriculum and support resources needs to be participatory, process-focused, requiring problem-solving and application, and based on authentic, relevant learning.</li> <li>▶ Acknowledge that adults construct knowledge and change their own perception, views and beliefs.</li> <li>▶ Provide opportunity for them to reflect and express their views on their knowledge construction, learning process and outcomes.</li> </ul> |
| <p><b>Motivation to learn:</b><br/>Adults are more motivated by internal rather than external incentives, e.g. by the need for self-esteem, recognition, better quality of life/work, self-confidence, self-actualisation.</p> | <ul style="list-style-type: none"> <li>▶ Use self- and peer-evaluation, and other relevant assessment methods to help adults reflect on what they are learning, and to reinforce internal motivation.</li> <li>▶ Give maximum opportunity to put new knowledge and skill into practice.</li> <li>▶ Provide feedback timeously.</li> </ul>  |

## Constructing knowledge

One of the most common pitfalls in a short course programme is when too much material is offered in the short time available. And talking faster does not help! Not only is this overwhelming – especially for people who may not have been in a formal learning setting recently – but it misunderstands how adults actually learn. As noted in the table above, adults don't just absorb knowledge but must construct it.

When adults are learning they first have to understand what is being offered, after which they compare it with what they already know. They then either adopt it (possibly replacing some of their existing ideas with the new ones) or think about why it does not match what they know and whether or not it makes sense for them to adjust their existing knowledges and views. This is done largely unconsciously but as constructing knowledge (“learning”) is best done through a process of enquiry, it often helps to be able to identify and engage with the enquiry. While some people can do this alone, a face-to-face course offers a place where participants can construct new understanding with one another and with facilitators.

### *The authority of the messenger*

Part of what adults bring with them, however, are views regarding the authority of the facilitators and of the course itself.

Some will think that people at universities hold the ‘truth’, given that they specialise in research and knowledge, while others understand that the university has a specific kind of knowledge which is different to their experiential /professional knowledges and that together these can enhance their own understanding and practice. These participants usually engage with what is offered, melding the new ideas with their existing understandings to deepen and transform their thinking.

In the first case, however, participants who regard knowledge from the university as ‘correct’ often take on these new ideas uncritically. This may well result in either

- ▶ their implementing these new ideas unquestioningly ; or
- ▶ poor uptake, as their failure to engage with the material may result in a skewed version of what was being offered, or in their simply lapsing into their old ways, setting aside the course material.

Either way, the learning will be less integrated than is ideal and may well not be implemented. This undermines our aim to improve practitioners’ practice so that they may improve the delivery of health services to the broader population as well as enhance their own working lives. This means that learning that is not relevant or transformative in some ways fails to meet our broadest goals. As doing so is obviously important, make sure you keep your broadest aims in mind, so that the approaches you choose achieves them.

## Unlearning

Given the participants’ experience and knowledge, the process of learning for adults invariably involves having to ‘unlearn’ some of what they know or even hold dear. This can be uncomfortable, exciting, confusing, fascinating. People will respond differently – and while the facilitator cannot hope to be aware of all of this as it unfolds, we need to build ‘processing time’ into the curriculum. Small group work, self-reflection, and robust but carefully crafted discussions are all elements that give adults the space to change their minds and/or construct new knowledge. And ultimately they will decide for themselves. Perish the thought that the facilitator insists on their view, silencing any dissenting voices.



*“Offering learning opportunities such as this Winter School is vital to enable professionals to share best practice – whatever their respective discipline - in a spirit of discovery whilst questioning current practices and unblocking challenges to meet the ever changing needs of our diverse communities.*

*“Ongoing education is a real investment in growing future leaders in this important field. And most important, as you leave here today, I feel sure you will continue to be ambassadors and guardians of the UWC vision as a pioneer in promoting human rights, ethics, good governance and social justice in all aspects of your work.”*

*Winter School 2015: Address by Dianna Yach,  
Director of the Mauerberger Foundation Fund*

## SOPH's approach and interests

Our School has interests and approaches that it promotes and is known for. While this is true for all educational events, in some cases the interests of the convenors are less obvious. You will decide how your programme places itself in this marketplace of ideas and values.

That being said, some people may not agree with your approach and/or want a more 'neutral' space – and indeed one of the comments made in the 1995 evaluation was that 'the courses should be a-political so everyone felt included'. Offering a range of ideas without weighting any of them would be one way of doing this. But as noted above, while we strive to be inclusive and avoid being doctrinaire, we do have a set of approaches, values and interests that we are interested in promoting - and do so clearly, without apology.

Only the most technical of education might be simply neutral – but we do not offer this. Rather we work from the premise that the allocation of resources, how and why services are structured the ways they are, and who gets what levels of service are political issues. These very services – and the health system generally - are designed, managed and implemented by people with values, life experiences and approaches that will influence how the system runs. And we have opinions about this – which some people might find excluding.

That being said, our School is overt about its values and the approaches it takes to public health and public health education - valuing access and equity, prioritising a focus on primary health care and working actively with the social and economic determinants of health. The facilitators of our courses broadly work within these values and paradigms such that our short courses are, unapologetically, characterised by three things:

- ▶ we are clear about our approach to public health – i.e. that it is a socially constructed and political space;
- ▶ we advocate values and practices that promote equity and social justice; and
- ▶ we understand learning to be about engagements and discussion that uses all the resources in the course from both the facilitators and all the participants' professional and life experiences.

## Reducing the gap with implementation

The other pitfall of short courses is that while the participants may enjoy the course, it makes no difference to them and/or their practice. Again this defeats our main purpose. While enjoyment may well facilitate learning – and the facilitators may be pleased that the participants had a nice time – this should not be confused with learning necessarily having taken place. A course is not (just) successful because the participants liked it; a course is successful if they learned something and implemented some of it, whether practically or conceptually!

It is crucial to design a course in such a way that it reduces the gap between the 'classroom' and the contexts in which the participants will implement what they have learned. There are a number of ways of doing this – one of which is to provide 'integrated learning' based on the participants 'constructing' knowledge that fits with who they are and what they do. If they have engaged with the material and made new understandings of their own, they are more likely to want to try this out.

Other ways to minimise the gap between the course and implementation are to

- ▶ actively use examples from their contexts during discussions;
- ▶ set 'problems' based on situations that may well arise in their contexts (this can include having them write up a short case study of an issue before they attend the course with a view to their using it in the course as a problem they want to solve);
- ▶ have them apply some of the new ideas to a real issue they are dealing with in a project during the course; and



- ▶ do an exercise that addresses the matter of implementation head-on – asking
  - ▷ “what will help you *implement* what you have learned when you get back into the field?”
  - ▷ “What will *hinder* you in implementing what you have learned? And what can you do to minimise this?”

One caution however:

Some participants may be uncomfortable using their own examples if this exposes ideas or information that they feel, for some reason, should not be said outside of their workplace. They might also consider some issues confidential or private. You may need to respect that this is a limitation for some people.



*“The message that I would like to convey to you is that all the opportunities that are offered to you are not just for the sake of adding to your resume. It’s something that you need to value and take to heart. Try to implement what you learn – at whatever level of management you may find yourself at.”*

Address to 2013 Winter School Graduates  
by Dr Zandile Mahlangu- Mathibela  
Executive Director, City Health Cape Town

### **The value of comparative examples**

Experiences and ideas from other countries - or previous periods in your own history – can provide really valuable insights into different ways of addressing an issue. These should not be overlooked as you prioritise the use of local examples that are close to the learners’ experiences. In fact looking at something that is NOT one’s own can sometimes provide exactly the right space to see why something might work in one’s own setting. It is how comparative material is used that is important.



The other factor is that your participants may not be from one country or locale. Where people are from elsewhere, care should be taken to design a course that is inclusive and also that uses their material for offering insights to one another. This is another example of how the design might be influenced by who registers for a course.

## Support mechanisms

We at the SOPH do not offer formal mechanisms to support the implementation of what has been learned. There is little doubt, however, that implementation is promoted by

- ▶ actively supporting networking during the course – such that participants may contact one another after the course to get support, or to check their ideas and/or ask advice;
- ▶ having more than one person from the same workplace attend a course – so they can discuss and support one another on agreed implementation steps;
- ▶ having part of a (final) session dedicated to their planning how they might take up what they have learned as well as how they might overcome some of the challenges they imagine they may encounter.

A more formal approach could include linking people with mentors or peers or coaches – but we do not do this for our short courses as this adds a dimension to provision and cost of courses that our School cannot currently manage.

### Issues to consider

- ▶ How can you design the course and modules around the needs of adult students?
- ▶ Are there any opportunities to allow students to make choices and direct their own learning?
- ▶ How will you include opportunities for students to reflect on their prior knowledge and experiences and to compare it with what they are learning?
- ▶ How will you encourage students to move beyond what they know?
- ▶ How can you provide students with maximum opportunity to put new knowledge and skill into practice?

The more practical factors regarding how you want your participants to learn could include – already listed above - include

- ▶ What principles of design will you use to ensure you facilitate adult learning?
- ▶ Might there be any opportunities that would allow students to make choices and direct their own learning?
- ▶ How will you encourage students to move beyond what they know? How will you include opportunities for students to reflect on their prior knowledge and experiences and to compare it with what they are learning?

- ▶ How can you provide students with maximum opportunity to put new knowledge and skill into practice?
- ▶ Will there be a central project that runs across the whole course?
- ▶ Will you use group work for activities and exercises?
- ▶ How will you offer new information – through presentations?/ printed material? / audio-visual material? In what format will you offer course materials, given your participant profiles? How can this be done most efficiently and cost-effectively?
- ▶ Will they do written work? If yes, will this be alone or in groups?
- ▶ Will you send out pre-reading?

## Prerequisites for attending

In order to focus a course, as well as to help people decide if a course is suitable for them, our brochure identifies the target group for whom the courses is intended. Sometimes it also includes prerequisites for someone being allowed to attend.

So, for example, our course on Qualitative Research Methods specifies the target group as being

*‘Honours or Masters students, researchers and health practitioners in government, research institutions and non-governmental organisations who possess at least some research training at undergraduate level.’*

And the prerequisite is:

*‘Some prior training in research methods (qualitative or quantitative) is required to engage effectively with this course, i.e. credit for a course at undergraduate level or evidence of research experience in the field. Please include either an academic transcript, or a one page detailed description of the role you have played in a research study, with e-mail contact details of the Principal Investigator or your supervisor.’*

In contrast, the target audience for the course on Health Committees is as follows:

- ▶ *‘National, provincial and local government officials working in the field of public health. The course is specifically targeted at facility managers and officials working in the area of health policy, human resource planning, community-based services, quality assurance, health management, health promotion, environmental health and community liaison;*
- ▶ *Staff and volunteers from civil society organisations, networks and Commissions involved in promoting community participation in health initiatives that advocate for the realization of socio-economic rights, including health;*

- ▶ *Local government councillors, particularly ward councillors and those who are members of the Health Portfolio Committee;*
- ▶ *Practitioners working in the field of public health and health promotion and interested in the issue of community participation and the right to health.'*

There are no prerequisites for attending this course.

While we have seldom had people attend a course which was completely unsuitable for them, we have sometimes battled to get the pitch right, given the very broad spread of experiences – and expectations – amongst the participants. (Some people may have felt a bit lost while others may not have been extended as much as they might like to have been.) This can become accentuated where our MPH students are attending courses alongside long-standing practitioners who tend to be very practical.

This difficulty is not uncommon in courses open to the public, many of which may attract people from a wide variety of sites – in our case from the health sector broadly, from beneficiary communities and from the research and academic community.

## Generic rather than specific

While the 1995 evaluation suggested that we should ‘make courses inclusive, rather than tailor-make them for any specific group’, we are clear that some courses do have a niche market and that this should be clearly stated in the description, as in the examples above. Another example is where a course would be wasted on someone – like if a participant is not going to implement the district health info system, a course on the technical nature of the system would be a waste of their time.

Designing courses for specific target groups – and advertising them as such – is a useful practice where this is what is needed.

## Starting competence

The 1995 evaluation suggested that the School offers ‘bridging courses for those coming from an academically poor backgrounds’ – citing particularly ‘maths for epidemiology and biostats’.

This is difficult for us to do as it is not our core competence. That being said perhaps a foundational day could be considered (which people may choose to attend or not) which deals with some of the basic concepts. We are unlikely to do a whole course on an introduction to maths for epidemiology and biostats, however.

This is an example of a choice you may need to make: how do you include people whose formal education may not equip them to access important information?

Do you

- ▶ offer a catch-up course (e.g. in maths for epidemiology and biostats); or do you
- ▶ teach epidemiology and biostats in ways that allows ordinary users of this information to understand and use them and even to produce some basic data of their own?

## Does it make a difference?

One of the recommendations from the 1995 evaluation was that a ‘follow-up evaluation of the trainees who are out in the field’ be done ‘to determine the benefits accrued from the courses in terms of attitudes, skills and knowledge’. We have not done so – but if resources are available, you might include this in your programme budget and as a reflexive loop in your ongoing monitoring processes.

An example would be to follow up a participant like Dr Simon Mgqunyana, Public Health Registrar based at the Pietersburg Hospital in the Limpopo province - to see if the course help him in practice. At the time he attended the Winter School Course on the District Health Information System, he said the following:



*“I was clueless when I arrived. I heard people talking about health information systems. Now I can say that district health information will be a familiar animal to me and not something wild - but a pet!”*

*“We have a good DHIS system, but the challenge lies at the level of data capturing. It is very difficult to control the human error. What I learned in the last weeks is that we also need to take responsibility to train our data capturers: to pay attention to what they are doing and giving them feedback on how important this work is. They think that the role they play is minute, and yet we know that it is so important. It is the same as having a cleaner in the facility: this role is one of the most important in the facility. Managers at the top cannot take proper decisions without getting information based on clean and verified data.”*

*“This is a skill that I need; this is the main reason why I came. Obviously I am not yet an expert on DHIS in two weeks, but what I learned is a very good starting point, a good foundation that I can build on.”*

## Participants' engagement

Many participants are sponsored by their employers or organisations to attend a short course. Of those who are 'sent', some attend willingly while there may well be some who do not. This is in slight contrast to the optimistic view expressed by participants in the 1995 evaluation that, as they 'choose to follow a certain course, [they] can therefore be expected to be highly motivated'. While this may be true in many cases, there may well be some participants who are passive or disengaged.

## Conclusion

---

Facilitating the learning of adults is a wonderfully worthwhile endeavour - particularly if you are lucky enough to have learners who value what is offered for themselves and their practice.

Our jobs as convenors and facilitators is to understand how best to offer our material to these learners to facilitate robust, transformative and relevant learning.