

ADULT LITERACY

FROM CREATING JOYFUL LEARNING
EXPERIENCE INTO ACTIVE CITIZENSHIP

**Trainer's Toolkit –
Methods for Joyful Teaching**
First edited and updated by:
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Trainer's Toolkit – Methods for Joyful Teaching

The Trainer's Toolkit was first edited in 2015 and updated later on by Mag. Andrea Fenz, Skills International GmbH, Austria

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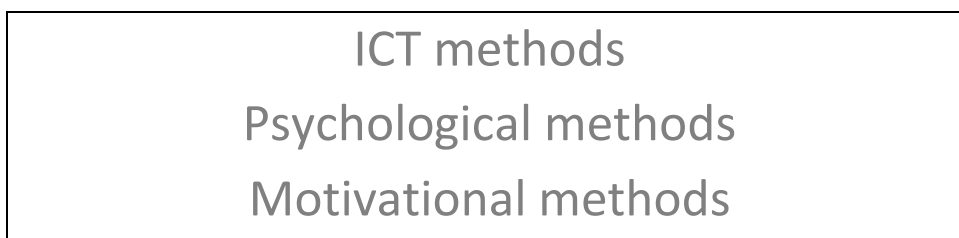
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1 The ADULT LITERACY project

The purpose of the Trainer's Toolkit is to provide readers with a quick and user-friendly introduction to methods for joyful teaching and some of the key issues to think about when exploring how to use adult literacy and language teaching most effectively.

The second section is a short introduction into teaching and learning styles and the key competences addressed by the Adult Literacy project.

For those who have a deeper interest in methods for joyful learning and teaching, the **Adult Literacy Trainer's Toolkit** is grouped around three topics.



The Adult Literacy Trainer's Toolkit – Methods for Joyful Teaching was developed by six partners from Austria, Italy, Poland, Portugal, Turkey and UK within the framework of the EU's Lifelong Learning Programme – Grundtvig Learning Partnership (2013 – 2015)



The overall objectives of the project are

1. to help provide adults - particularly from disadvantaged groups - with **pathways** to improving their knowledge and competencies by promoting adult literacy learning and social engagement addressing local needs
2. to improve and enrich **teaching tools in adult education for trainers** working with the target group.

Specific project objectives are

- to promote adult literacy & voluntary activities between disadvantaged groups
- to develop a creative training kit
- to foster active citizenship and communication by initiating intercultural pilot projects with disadvantaged people (migrants, disabled, unemployed people and elder people), improve the coexistence between different ethnies and multicultural citizens
- benchmark of different methodologies
- strengthen the resources of this target group (self confidence, courage, resistance) by common intercultural work

Technology is the learner's tool, but the
trainer is the driver



Adult Literacy – From Creating Joyful
Learning Experience into
Active Citizenship

2 How do adults learn? How do trainers teach?

2.1 Learning styles

Adult learners have different learning styles, which are partly inborn and partly based on experience from the past. There are many different learning style models. We have picked one of them, Neil D. Fleming's VARK model with the following categorization of learning styles:

1. visual learners;
2. auditory learners;
3. reading/writing preference learners;
4. kinesthetic learners or tactile learners.

The T-kit 2: Methodology in Language Learning. For trainers, language teachers, and language facilitators published by the Council of Europe and the European Commission shows a model of the Learning Style Spectrum ranging from experimental to studial. [12]

- Experimental learners prefer learning by doing. They ask questions and focus on speaking the language as much as possible, not thinking too much about grammar rules or mistakes.
- Studial language learners prefer to have rules for everything and often they prefer language in the written form.

Cedefop (2014) Terminology of European education and training policy. A selection of 130 key terms [11] gives the following definitions:

- **Formal learning**
learning that occurs in an organised and structured environment (such as in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). formal learning is intentional from the learner's point of view. it typically leads to certification.
- **Informal learning**
learning resulting from daily activities related to work, family or leisure. it is not organised or structured in terms of objectives, time or learning support. informal learning is in most cases unintentional from the learner's perspective. Comments:
 - informal learning outcomes may be validated and certified;
 - informal learning is also referred to as experiential or incidental/random learning.
- **Non formal learning**
learning embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning non-formal learning time or learning support). Non formal learning is intentional from the learner's point of view.
 - non formal learning outcomes may be validated and may lead to certification;
 - non formal learning is sometimes described as semi-structured learning.

2.2 Teaching styles

How can trainers and adult education facilitators support the learning of adults? The adult education professional must be able to identify what learning style is most appropriate.

Teaching styles in the classroom can be either

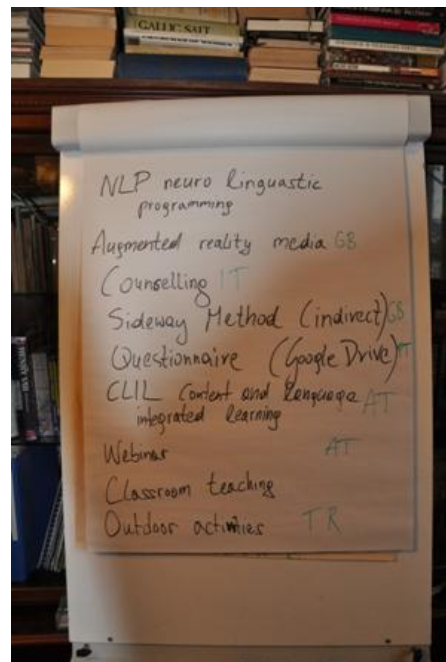
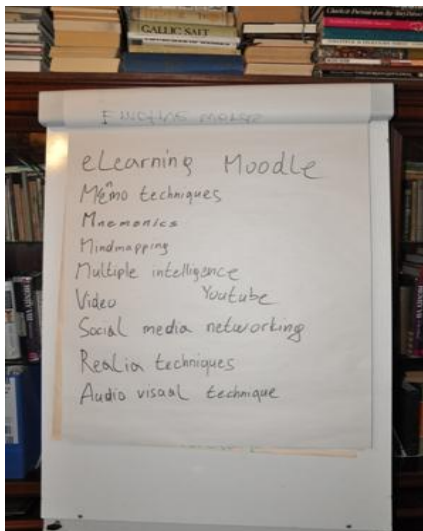
- didactic (strict programme by the teacher with little interaction by the learners),
- learner-centred (using e.g. task-based learning, working in groups) or
- informal (where learners decide on the classroom practice).

2.3 Methods for adult education trainers and tutors

The Adult Literacy Trainer's Toolkit – Methods for Joyful Teaching was developed by six partners from Austria, Italy, Poland, Portugal, Turkey and UK. The development started to become concrete in the second transnational meeting and workshop in January 2014 at JPE in London.

Training kit - Methodologies and tools related to teaching / learning processes.

Brainstorming sessions on methodologies that the partner institutions use and will be using in their pilot training sessions.



2.4 Key competences addressed by the toolkit

There are specific key competences addressed by the Adult Literacy partnership:

Communication in the mother tongue (KC1)

Learning to learn (KC5)

Social and civic competences (KC6)

Including

- Basic skills for adult learners
- Learning opportunities for people at risk of social marginalisation
- Teaching basic skills for adult learners

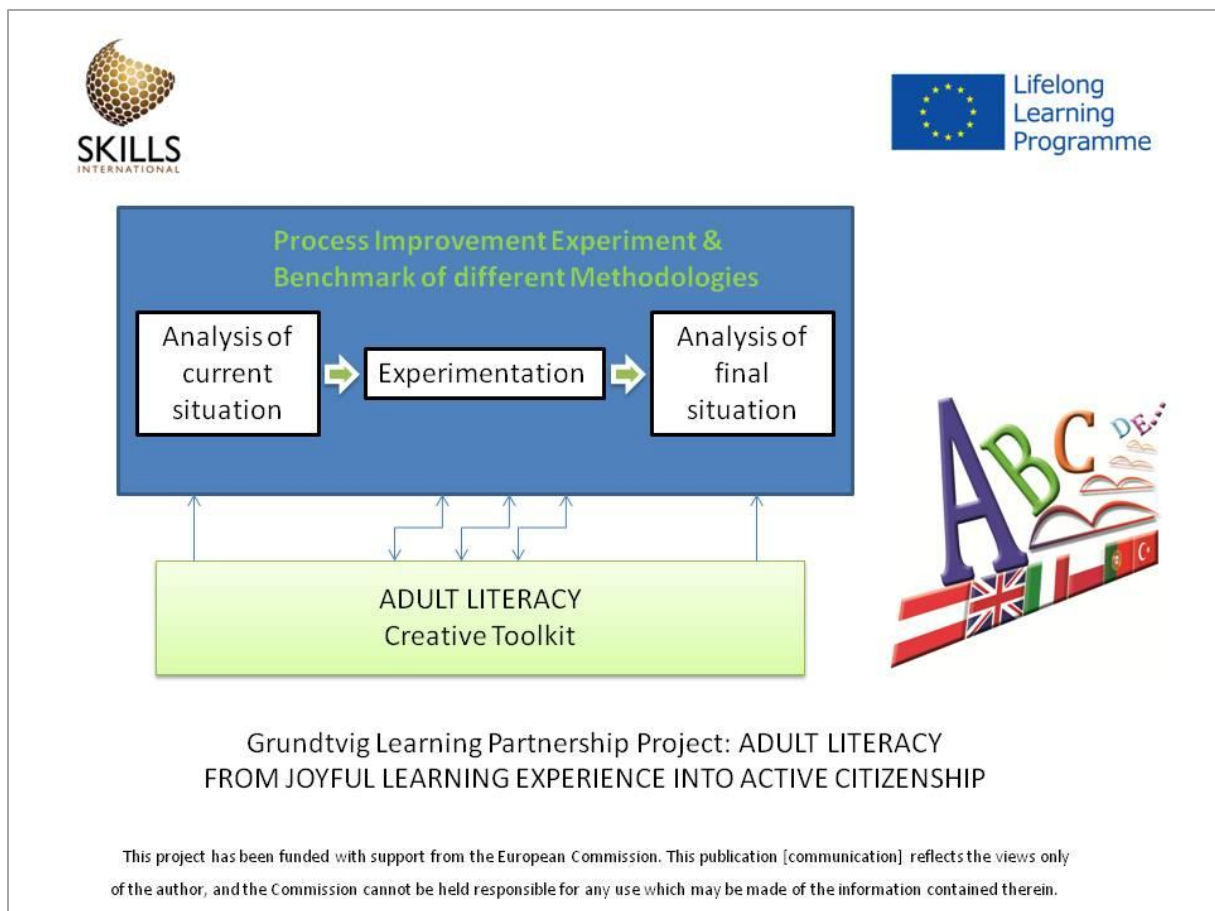
Languages for Jobs. Providing multilingual communication skills for the labour market. Report from the thematic working group "*Languages for Jobs*". European Strategic Framework for Education and Training (ET 2020) [1] gives the following definitions:

Mother tongue/ First language(s) refer to the first language a child acquires and uses. In some cases children will be fully bilingual and thus may not actually have one first language, but perhaps two or more languages.

Foreign language - A language which is not usually used in the surrounding social environment.

Second language is used to describe a language widely used in the surrounding environment which is not considered to be a foreign language.

Immersion learning is when the language of learning is a second language.



Trainer's Toolkit – Methods for Joyful Teaching

3 ICT Methods

The aim of ICT-based methods is to enable trainers and learners to use Information and Communication Technologies for teaching and learning purposes. You will find descriptions for the following:

- **eLearning** means learning, training and education with electronic and ICT means
- **Webinar** is short for Web-based seminar
- **Blended Learning** is an approach to combine periods of physical mobility of trainees with distance learning.
- **Augmented Reality** and How to Avoid **Cognitive Loading**
- **Using Videos to Teach the Alphabet and A1 Classes for Asylum Seekers**



3.1 eLearning

Description

eLearning means learning, training or education by electronic means.

eLearning is based on ICT (Information and Communication Technologies) applications and processes including computer-based learning, web-based learning, virtual classrooms and digital collaboration. Educational technology is crucial to boost the modernization of education and training.

eLearning refers to learning

- with computers and mobile devices (computer, laptop, tablets, smart phones)
- computer-based learning, web-based learning, social networks, as well as local networks
- Using content which is delivered via the internet, intranet/extranet, CD-ROM etc.
- With different types of media to deliver texts, images, audio, video, podcasts, animation, discussion groups, case studies, assignments, quizzes, multiple choice question pools etc.
- which can be supported by software applications (educational games, visualisation, simulation)

E-learning and educational technology can be used both inside and outside the traditional classroom.

Digital technologies for learning lead to new forms of collaborative platforms and online courses such as Massive Open Online Courses (MOOCs) and Open Educational Resources (OERs), collaborative International Learning, webinars etc.

Research and development for eLearning combines often different technologies such as mobile technologies, augmented reality, virtual environments, game-based learning or real-life learning situations.

E-learning is learning supported by information and communication technologies (ICT).

Comments:

- e-learning is not limited to 'digital literacy' (acquiring ICT skills). It may encompass multiple formats and hybrid methods: using software, internet, CD-ROM, online learning or any other electronic or interactive media;
- E-learning can be used as a tool for distance education and training but also to support face-to-face learning.

Source: Cedefop, 2008.

Practical exercises / How did you use it for the adult literacy project?

The innovation and useful aspect for trainers and learners lies in the combined usage of a range of ICT-tools to manage and perform eLearning. In the Adult Literacy project

- we set up Moodle as a Content Management System based eLearning platform
- in Moodle Adult Literacy course spaces have been created for the project and for various languages
- Moodle workshop for trainers and learners in Ponte de Lima, Portugal in August 2014
- Registration to courses and online feedback collection is done with online forms created in Google drive.



This is the lesson learned from the London workshop.

- Webinars to create virtual classrooms with the GoToMeeting® tool, Skype or other tools are the ideal tool for trainers to have online trainings.
- Our learners use their smart phones with internet connection during German language classes to look for vocabulary in their languages (Chinese, Arabic, etc.)

- Google, Inc.'s Google Translate bought the Word Lens app for Android, iOS, and Google Glass. If the device's camera is put at text or e.g. street signs, the app will replace the text in the image with a translation. Some of our learners used their smart phones to translate the most important parts of the English training material into Turkish language during the training in Vienna.
- We have also used Google Translate for pronunciation exercises. We added a link in the Moodle Learning Management System so that learners can get to a website where they can not only translate words but also press a loudspeaker button and then listen to the correct pronunciation with the loudspeaker. Pronunciation is one of the most important issues for self-study of learners, especially for beginners.

Lessons we learned / Recommendations

A trainer who uses eLearning must understand that managing an eLearning project is a complex task and requires a combined set of skills: knowledge about eLearning technology tools and standards, general project management and knowledge about learning and teaching using eLearning tools and resources.

For learners the access and usage of the learning resources and tools must be as simple as possible. E-learning should not be implemented for the sake of doing an eLearning project, but to support learner-centred approaches. Learners want an easy access to learning materials and should not be concerned with the handling of the technology instead.

We found the combination of downloadable learning materials from Learning Management Systems (such as Moodle) and the support with webinars by trainers in the learning phases as most effective. The learners first download the training material from the internet. There is a training agenda agreed for webinars with the trainer. One webinar session should not be longer than 1,5 hours. The webinar could be recorded as well for future use.

E-learning enables also learners to be put in contact with others for the exchange of knowledge in discussion forums and creation of partnerships.

eLearning means learning, training and education with electronic and ICT means

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3.2 Webinars

Description

Webinar is short for *Web-based seminar*. Webinars are a form of distance learning using the internet with video conferencing software. The webinar can be a training, workshop, seminar, lecture or presentation etc. Webinars are synchronous courses where the teacher and the students meet online at an agreed time using distance learning tools. It is up to the trainer to decide which media to use.

The students can download the training material before the webinars and print it out. In this way the trainer does not need to share the screen with them. The trainer can share the screen e.g. for selected occasions only to show some additional material and attract the learners' attention.

The webinar is interactive and allows interaction between the trainer and the learners. The webinar is most similar to onsite trainings. It is a key feature of the webinar that students can ask questions. The learners can give immediate feedback about the training programme.

Webinars are different from Webcasts where the instructor can be pre-registered for the students. Webcasts do not allow immediate interaction between the trainer and the learner. Professional webinar tools offer functions for learner management and registration and reporting functions for recording the times when the learners joined the distance learning.

Practical exercises / How did you use it for the adult literacy project?

Webinars have been presented at the project meeting in Portugal in the Moodle workshop for demonstrating how to run Webinars with GoToMeeting® (participants can log into the webinar during the workshop following a link they receive in advance). There are also free tools such as Skype which can be used for webinars.



Lessons we learned / Recommendations

A trainer who uses Webinars must understand the needs of the learners for distance education. Some technical problems are still to overcome, such as muting microphones of participants or user interactions in groups of more learners. A good internet connection is required to have satisfactory quality for webinars.

The learner should not be overloaded with technology and information – we rather focus most of the time during the webinar on the voice of the trainer only – and use additional channels (screen transmission, other sources) only in selected cases for demonstration. It is also up to the trainer to decide whether he/she switches on the camera constantly. We rather focus on the content on the screen of the presenter, with video transmission of trainer or participants on a limited scale.

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eLearning

3.3 Blended Learning

Description

The EU funding programme Erasmus+ (2014 – 2020) supports the integration of a greater variety of study modes (distance, part-time, modular learning). Blended learning is a study type that involves learning in a combination of modes.

Blended Learning is an approach to combine periods of physical mobility of trainees with distance learning. Often it is used more specifically as an innovative concept to combine face-to-face workshops or seminars with distance learning (such as internet, webinars, television etc). The structure of blended learning courses is built upon a mixture of traditional onsite class room training with ICT-based eLearning courses.

For the distance learning phase, we can distinguish between

- **Platforms** to download learning material, to perform exercises, forums ...
- **Tutorial support** of blended learning courses by the trainer with webinars...

Practical exercises / How did you use it for the adult literacy project?

The usage of blended learning for teaching German language was first of all focussed on classroom teaching. Distance learning is used as an add on to stay in contact with the learners, to exchange learning material with the online platform, to provide them links to free tools for pronunciation exercises and for short eLearning interventions with the tutor.

Practical exercise:

Design a structured course comprising a number of modules. Let's say the course has 11 modules.

1. Upload the training material with all modules and exercises into a Learning Management System (LMS) such as Moodle.
2. Design the course in a way that some modules will be covered in the face-to-face training (e.g. 7 modules). Pick the most important modules and exercises for the onsite course.
3. The remaining modules and exercises will be covered by distance learning using a LMS such as Moodle and webinar sessions with the trainer (e.g. 4 sessions to cover each of the modules, discuss exercises, answer open questions). For the webinars you can use ICT-tools such as Skype, GotoMeeting or others.

Lessons we learned / Recommendations

Blended learning offers immense advantages. The combination of modes allows to keep the onsite presence shorter for the learners and the trainer/teacher. But at the same time the learners benefit from the advantages of traditional classroom teaching and the trainer can create personal contacts with learners and transmit the main principles of the course in the face-to-face training.



If trainings are held in different places across Europe usually the room rental fees are very high. Blended learning helps to limit the cost both for training organisations and also the cost for hotel and stay for international training participants.

We see that the acceptance of blended learning depends also on the target group. Course participants who have higher-skilled jobs find the approach very convincing and they are very proactive in using distance learning resources and webinars.

The usage for language teaching is challenging as some organisations are still rather sceptical about the advantages of using eLearning tools in teaching German language e.g. to migrants. This is also due to the fact that not all learners have regular access to the computer and to the internet.

In case that organisations providing adult literacy skills are skeptical about the benefits of eLearning in general, it is recommended that the implementation of blended learning courses should be based on small scale trials with selected learners in a first phase to proof the benefits and show that eLearning works for the learner – and not vice versa.

We recommend that single webinar sessions between learners and the trainer should have duration of 1-2 hours, not more. It has shown that learners find about one webinar session with the trainer per week useful.

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Blended Learning

3.4 Reduction of Cognitive Loading in Development of 3D Modeling Skills – a step prior to enhancement in Augmented Reality (AR) media

Description

ICT-based learning environments and new technologies such as Augmented Reality offer a great potential and variety to make learning more enjoyable but at the same time the cognitive load imposed on learners can become an issue.

In cognitive psychology, **cognitive load** refers to the total amount of mental effort being used in the working memory. Cognitive load theory was developed out of the study of problem solving by John Sweller in the late 1980s. [1] [2]

Augmented reality (AR) is a live direct or indirect view of a physical, real-world environment whose elements are augmented (or supplemented) by computer-generated sensory input such as sound, video, graphics or GPS data. It is related to a more general concept called mediated reality, in which a view of reality is modified (possibly even diminished rather than augmented) by a computer. As a result, the technology functions by enhancing one's current perception of reality. [3] [4]

Mariano Alcaniz, Manuel Contero, David C. Perez-Lopez and Mario Ortega (2010). Augmented Reality Technology for Education, New Achievements in Technology Education and Development, [5] state

In this sense, **augmented reality** appears as an emerging technology that promises to make "educational immersion" available to practically everyone. Augmented Reality (AR) is a technology that permits to overlay computer graphics onto the real world. Unlike immersive Virtual Reality, AR interfaces allow users to see the real world at the same time as virtual imagery attached to real locations and objects. In an AR interface, the user views the world through a handheld or head mounted display (HMD) that is either see-through or overlays graphics on video of the surrounding environment. AR interfaces enhance the real world experience, unlike other computer interfaces that draw users away from the real world and onto the screen.

Practical exercises / How did you use it for the adult literacy project?

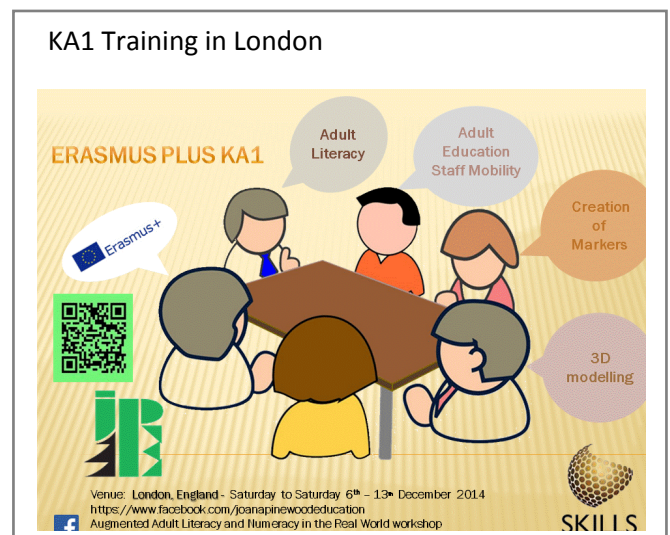
Workshop in Naples, Italy using AR Playing Cards to teach the Alphabet

Krzysztof Bahrynowski from JPE used Octagon's playing cards in the LLP Grundtvig Adult Literacy workshop in March 2015 in Naples. The smart phone was connected to the video screen and with a special App the smart phone read the content of playing cards, each of them or one letter of the alphabet. A 4D animated animal was shown on the video screen for each letter and the learners repeated the name of the animals together in the training.

In this exercise the cognitive load that affects the learners can be considered as quite low as they joyfully learn together with the trainer which runs the AR applications with his smart phone.

Workshop in London by Joanna Pinewood Education: Introduction of Numeracy and Literacy opportunities in Sketchup and Augmented Reality

Krzysztof Bahrynowski from JPE, London introduced Sketchup and Augmented Reality (AR) tools in the Erasmus+ KA1 staff training in London in December 2014. Sketchup is a computer programme used to create 3-dimensional objects. AR is a growing field of technology where real life is modified and enhanced by computer-generated sights and sounds.



The most common use of AR can be seen through mobile apps. Point your device's camera at something that the app recognizes, and it will generate a 3D animation or video superimposed over whatever is on your camera's screen. The effect makes the computer-generated item appear like it's really there.



During the workshops staff from Skills International GmbH and JPE created 3-dimensional molecules and used the AR to view their Sketchup molecule's models in Augmented Reality with AR-media. All the participants received Sketchup tutorial for beginners well before the meeting to prepare themselves.

Discussion on potential of learning: smart phones/ android apps / laptops, and usefulness of those tools for teaching basic literacy and numeracy. As Krzysztof

stated he uses those tools to improve motivation and self-confidence of the adult learners, who can create objects and pictures and learn meaning of icons used in computer applications.

Communication of digital information to adult learners is difficult most times and even in last few days JPE had to overcome new problems. Andragogists have to be not only facilitators but activators.

Krzysztof presented Google drive and tools like survey for effective communication. One barrier is that, to share any docs or survey, the recipients must have Google account as well.

The cognitive load for adult education staff and more generally for learners can become quite high when it comes to learn how to use the technology and Apps as a trainer or staff member of an adult education organisation. Therefore the training method should be adapted as a mixture of formal (guided) training and non-formal experimental approach.



Chemical language in 3D

This purpose of developing clearer steps or instructions in ICT skills for 3D atomic and molecular modeling is to prevent the cognitive learning loading or stress of learners and trainers that cause “word blindness” that prevents acquisition of knowledge. It allows development of the international chemical language.

The brain thinks and dreams images and sounds (visual and audio senses). Persons unable to express themselves in writing often resort to kinesthetic processes like illustration, painting and craft. Through kinesthetic practice ICT skills are acquired. Instructions developed and facilitated such as the above example allow learners to acquire new employable ICT skills with less stress.

Lessons we learned / Recommendations

Augmented Reality and 3D Visualisation tools are very complex and change extremely rapidly. Especially young staff needs transparent learning paths to create output successfully. Although young staff members are usually very experienced with computers and smart phones, it does not necessarily mean that they are used to use the development tools to create own content. If the Flipped Classroom method is applied – where learners get learning assignments prior to the training and use the joint time in class rather for practical implementation – junior staff needs clear instructions and support by experienced staff to create own educational content.



We realized that the educational staff can be best motivated if they either learn to use existing AR applications or if they are guided well to develop new solutions with tools. A good practice example is the project logo for the KA1 project 'FANTASY TO REALITY – From Adult Literacy Skills to Augmented Reality'. First

staff from JPE started to create the logo, and in the workshop in London the young staff from Skills International GmbH Austria further adopted.

Andrea Fenz from Skills International GmbH visited the EduDays 2015 at Donau-Universität Krems in Austria. She attended the workshop about Augmented Reality where also AR applications for the 'schoolbook of the future' were discussed. One of her findings was that we have to distinguish whether educational staff and facilitators aim to

- a) use educational resources just as they are offered on the internet or
- b) develop own AR content for education and training.

The skills required by adult education staff and trainers are quite different if we consider both options. Trainers who use existing solutions must be able to find AR applications and use them in the classroom with the tablet, smart phone or computer. Adult education staff and trainers who want to develop own content must know about AR tools and how to use them successfully. The digitalisation of objects with photography and laser is also an actual hot topic together with 3D printers.

We also learned that knowledge about intellectual property rights is an issue which will need more attention in the future both for users and developers of new content.

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3.5 Using Videos to Teach the Alphabet and A1 classes for Asylum Seekers

Description

Educational videos are short films that are useful for learning in ICT-based learning environments. In the past, some experts found that learning from film and particularly TV would be inferior to text.

The educational benefits of learning from film and video have been recognised more and more over the past years with the emergence of the internet that allowed to search for and use short videos on our own. With the emergence of channels for upload of videos and music, the offer was enlarged considerably by trainers but also by the learners.

Digital Film Making



Practical exercises / How did you use it in the DIGITAL FILM MAKING project?

Alphabetisation classes in Austria

Learning today takes place in a context of interactions between formal and informal learning. The changing role of trainers, the impact of social media and the need to actively involve the learners in the design of learning activities made it necessary to re-think the teaching strategies.

Broadening the Landscape of Adult Informal Learning with Digital Film Making is an Erasmus+ project aiming to enhance the learning mobility of adult education staff and trainers. The project was co-ordinated by Skills International GmbH in collaboration with the Adult Literacy project partner Joanna Pinewood Education Ltd. from London, United Kingdom.





The aim of the project is to enhance the international dimension of education by helping adult education providers to overcome the gap between traditional eLearning provision with digitalised training materials and the design, content and structure of Open Educational Resources (OERs) and eLearning.

The use of short videos was trialed in alphabetisation classes for illiterates in Austria by the trainer Andrea Fenz. In 2017

there were German language and alphabetisation classes financed for asylum seekers in the region of Styria (Austria). The trainer had the chance to teach a number of alphabetisation and A1 classes. The learners were a mixture of people who knew the alphabet already and others who had to learn the alphabet in beginners classes.

First of all the learners were asked how they had learned German so far. Most of them had used smart phones regularly to learn language by watching short videos, mainly from YouTube. The next step was to integrate short videos into the classes. This was not an easy task at the beginning as the learners had different needs and it was not always easy to find the appropriate short videos and integrate them into the teaching process 'on demand'.

Therefore we started a new course in our eLearning Learning Management System in Moodle. First of all, the Moodle environment was just used by the trainer to organize the choice of potential short films better. For alphabetisation classes, short videos about the German alphabet and numbers to 20 were selected. This made the teaching easier, as the trainer could select the appropriate video from a choice just by a click in the eLearning environment.

As a second step the choice of videos should be opened also for the learners for self-study. We originally had started the new Moodle eLearning course on the Moodle of Skills International GmbH SKILLS ACADEMY. As the trainer is also teaching in other organisations, it turned out that it was a good solution to offer the course from another environment. We chose the Moodle that we had installed for the Adult Literacy Grundtvig project <http://moodle.literacy-project.com/> and called it LANGUAGE.LAB.

Lessons we learned / Recommendations

The use of educational videos is extremely useful in language learning. Performing alphabetisation classes for asylum seekers in Austria was a quite challenging task at the beginning. We found out that the use of educational videos was very useful. We realized that illiterates depend even more on visual learning resources. It is important that the videos are not too long, so we prefer a length less than 5 minutes.

The website address of the Moodle was passed on to the learners. They were given help to enter the website address directly in browsers instead of starting just internet searches. By

having communicated the website address, they will be enabled also to access new digital learning resources that will be added by the language trainer in future.

The challenge was to select the right choice of videos. Most of the videos that we came across were simply not useful for our learners. Many videos that are labelled for A1 German language learners are simply too difficult so that the learners do not benefit enough. It was important to consider the cognitive loading. It was interesting to see what type of videos were liked by the learners. For the alphabet, it was often videos that had originally been made for schools, including songs etc. In the A1 classes, one of the favorite learning videos was based on pictures or drawings with written text added. It explains simple concepts, such as 'einsteigen – aussteigen' (e.g. from the bus), 'einschalten – ausschalten' (das Licht), 'aufmachen – zumachen' (die Türe, die Jacke etc.), 'duschen', 'Wasser kalt – Wasser warm'.

Sources / Bibliography

Skills International GmbH from Austria has participated in a number of European adult education projects, which helped to raise awareness and gain the necessary skills to implement innovative ICT-based teaching and learning solutions into the classroom.

Participation in EU Projects

- Broadening the Landscape of Adult Informal Learning with Digital Film Making (E+ 2016 - 2017)
- 3D Visualization for Learning in the Classroom with Mobile Phone Devices (Erasmus+, 2015 - 2016)
- Fantasy to Reality - From Adult Literacy Skills to Augmented Reality (Erasmus+ KA1, 2014 – 2015)
- LLP Grundtvig Partnership 'Adult Literacy' (2013 – 2015)
- LLP Leonardo 'ResEUr' Certified EU Researcher Entrepreneur (2009 – 2011)
- Tempus 'CromEU' – Capacity building for EU project management in Croatia (2006 – 2009)

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CREATIVE TOOLKIT

Educational Videos

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3.6 German Language and Integration Courses in Austria

Description

Austria is one of the EU countries with the highest number of refugees and migrants in relation to the number of inhabitants. Integration courses, the so-called value and orientation trainings, have become more and more an integral part of German language classes that German language trainers have to provide in adult education.



Practical exercises / How did you use it?

Language and integration trainings for refugees and migrants in Austria

In the German language classes we have seen that many people that come from outside Europe have little knowledge about Europe or more specifically about the European Union (EU). They often think that European citizens have for example the right to live and work anywhere in the world – in the US, Canada, Australia, or wherever. And even inside the EU, people started to take freedoms and rights just for granted.

Value and orientation know-how has become integral part of most of the German language trainings for migrants and asylum seekers in Austria. Moreover, questions about the European Union must be answered in the citizenship test by those who want to receive the Austrian citizenship.

CREATE – SHARE – GROW - LINKUP is an Erasmus+ project aiming to enhance the learning mobility of adult education staff and trainers. The project was co-ordinated by Skills International GmbH in collaboration with the Adult Literacy project partner Joanna Pinewood Education Ltd. from London, United Kingdom. We had chosen the project partner from UK because after the Brexit Referendum in the UK June 2016 many questions have been asked about the EU – by citizens in the UK and the EU.

What were top questions on the European Union in the UK since Brexit results officially announced according to Google Trends?

1. What does it mean to leave the EU?
2. What is the EU?
3. Which countries are in the EU?
4. What will happen now we've left the EU?



5. How many countries are in the EU?

One of the aims of the project was to learn from the example of the United Kingdom. The UK entered – what is today known as the European Union (EU) – in the first enlargement round in 1973 – about 45 years ago!

The history of the European Union goes back more than 60 years. It is based on a number of treaties we member countries agree on rights and obligations.

As best practice exemplified, we have used digital training materials to enrich the training offer in German language and integration classes in Austria for refugees and migrants. The training materials are going to be enriched also in future also in view of integrating the materials into the EU Project Manager courses.



Source: European Commission Audiovisual Services

The **European Union** - also known as the EU - is an economic and political partnership involving **28 European countries**.

The idea started to grow after World War Two to avoid war in the future by fostering economic co-operation in Europe.

The total population is more than 500 million people.

Within the European Union, the single market allows goods, people, services and money to move freely within the EU as if the member states were one country. → **The four freedoms**

Citizens of EU countries can travel, live and work anywhere in the EU.

In the Schengen area 26 European states have abolished passport and border controls.

The United Kingdom joined the EU in 1973. Austria entered the EU in 1995. Croatia has been so far the last country to join the European Union in 2013 as 28th member state.



Lessons we learned / Recommendations

The use of digital learning materials and educational videos is most useful in alphabetisation classes where the learners have a very low level of understanding. But they are also very useful for learners who do already have a higher level of command of the language.

For the alphabetisation classes (illiteracy) the focus should be more on

- which are the 28 (!) EU countries, what is the name of the countries, where are they in Europe,
- free movement of people for EU citizens as compared to not being part of the EU (other continents, but also non-EU member countries within Europe)
- history of Europe after World War Two.

In German language and integration classes we usually have a majority of participants who are so-called third country citizens, meaning coming originally from countries outside the EU and not having received the Austrian citizenship yet. In the German language classes, we actually have to cover 7 topic fields which are for example built on the European Convention on Human Rights.

Classes for EU Project Managers should also include more information about the EU budget and on how the EU works (EU institutions etc.) in general.

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CREATIVE TOOLKIT

Integration and European Union

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Trainer's Toolkit – Methods for Joyful Teaching

4 Psychological Methods

We have chosen the following psychological methods to be included in the Adult Literacy Trainer's Toolkit:

- **Mind Mapping**
- **Multiple Intelligences**

4.1 Mind Mapping

Description

Mind maps are a type of notes that are recorded in accordance with how our brain works, which stores information using the patterns and associations. In a similar manner the information is remembered. The creator of mind-mapping is Tony Buzan.

How to create a mind map

Maps are being drawn mostly on a smooth sheet of A4-size paper or larger, set horizontally, along the long edge, as our side peripheral vision is greater than the vertical. In the centre should draw a colored drawing, the best three-dimensional. In rare cases there can be a word in the centre, but one should then use the three-dimensional effect. From the central



figure run the main branches of the map, distinguished one from the others, in which we put the key words or images.

There will be usually no more than seven, because so many elements are able to be accommodated by short-term memory of the average person. Only from these main branches will diverge the other branches?

The order is also important here - often first is formed the central image of the map, and then the main arms. We then have in mind the overall picture of the material covered by the map. Only then enhanced it with more branching, drawings and details.

Practical exercises / How did you use it for the adult literacy project?

Mind map for this project was made by the training provider. This has helped in "seeing" all the material that had to be taught. This allowed to notice information that were associated with each other at various workshops. When creating a mind map made it possible to eliminate loopholes that destroy the logic of the whole material.

Mind map made before the class with basic IT literacy.

Lessons we learned / Recommendations

Good notes make it easy to organize knowledge and effective repetition, give a conviction - although often illusory - that if we have something written down on a paper, we should also remember it. Illusory, because if the notes are wrong, the memory will not help.

If you look at the process of making notes for the possibility of the brain, we can say that:

- a) We write words (and figures) in detail and in a logical consequence of preserving a chronological sequence, and one colour is used (usually black or blue)
- b) We can use drawing, ideogram, schema, and creative work of the imagination.



In the first case, we employ only the left hemisphere of the brain, in the second - right. In one and the second note is depleted, incomplete: either boring with excess words and details, or too crowded, understandable only to the creator. Tony Buzan created a system

that does not have any of the drawbacks of the methods described above, and combines the advantages of both. Using all the resources of intelligence, stimulates the intellectual potential, and most importantly, accelerates understanding, remembering and consolidation of new information. It is like a multi-dimensional photograph images thoughts on the topic.

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4.2 Multiple Intelligences

Description

Theory of Multiple Intelligences (TIW) by **Howard Gardner** (psychologist, professor of neurology) negates uniform vision of intelligence, and thus the concept of education, in which there is only one way of teaching, learning and assessment. In return, promotes the creation of an educational environment that involves both hemispheres of the brain, and so it will be appropriate for all persons involved in the educational process.

In his theory Gardner mentions couple of intelligence types:

- linguistic,
- mathematical-logical,
- musical,
- spacial,
- kinaesthetic,
- nature,
- intrapersonal,

- interpersonal,
- existential.

It stipulates that with a further examination another types of intelligence may be distinguish. The main assumption of the theory of Howard Gardner is as following:

- Each person has all kinds of intelligence, developed to varying degrees.
- They create a unique intelligence profile for other units.
- These profiles are dynamic and change during the development of the individual.
- All intelligences work together in various configurations.
- Intelligences can be developed through a variety of exercises.
- Development of multiple intelligences can be enhanced by good organisation of educational and home environment, which provides long-term functioning.

Application of the theory of Howard Gardner in education requires the fulfilment of several conditions:

- determine the intelligence profile of the teacher to eliminate unconscious preference for teaching methods consistent with his profile,
- determine of the intelligence profile of each person in the group taught
- Matching methods of teaching / learning according to the intelligence profile of every person,
- familiarise people with their type of intelligence, which will allow the conscious choice of self-learning methods.

TIW is applicable not only in education but also in business. Many modern managed companies create a working environment using a variety of intelligence of their employees. Instead of slowing those who cannot cope with the responsibilities entrusted to them looking for jobs suited to their profile intelligence.

The inclusion of TIW in adult education and the employment of employees in the workplace would optimally exploit the potential of the individual, because each of this intelligence can additionally be characterised by high innovation and creativity.

Practical exercises / How did you use it for the adult literacy project?

At the beginning of the training, each participant performed a test on the dominant type of intelligence. It has been briefly discusses and the types of intelligences have been presented. Learners have been informed how to acquire knowledge with a specific type of dominant intelligence. It helped learners to focus on these methods obtaining information that best allow them to achieve their goal.

- a. This theory is used, among others, adults to learn a foreign language in schools Colin Rose.
- b. "... Multiple intelligences - how do you learn the easiest way?

It was commonly thought, that in order to succeed in private and professional life it is required a high level of IQ. However, several years ago, Professor of Pedagogy at Harvard University, Howard Gardner, drew attention to the fact that the successful people are often with completely average IQ. He examined the understanding of intelligence in different cultures, and came to the conclusion that intelligence manifests itself in various forms, and the IQ indicator measures only one of them. Intelligence is so much more than just the efficiency in mathematics and logic, which is useful for solving the classic "intelligence tests". Howard Gardner singled up eight types of intelligence and concluded that each person represents a different combination thereof.

If a person has an innate, highly developed intelligence such as mathematics and logic and linguistic probably easily be the top student in the school. It is a fact that these intelligences dominate in education and they tend to dominate in teaching. If a man happened to have these intelligences less developed, may have problems in school, and probably soon will believe that he is not "very capable". Meanwhile, one may be such a person of high kinaesthetic intelligence and he easily will excel in sport and learns to dance. Without high linguistic intelligence, however, one does not get good marks during language classes.

Colin Rose method allows anyone to easily learn the language of aligning the feed for the type of intelligence, or more simply, to personal preferences in the way of learning..... "

(<http://www.szybkiangielski.pl/o-metodzie/opis-metody/>)



People are smart in different ways. Some people can create a catchy song at the drop of a hat. Others can memorize everything in a book, paint a masterpiece, or be the center of attention. When you realize what you're good at, you can figure out the best way to study.

Based on **Howard Gardner's theory of intelligence**, study these tips can help you tailor your learning for your intelligence type.

Word Smart (Linguistic Intelligence) - Word smart people are good with words, letters, and phrases. They enjoy activities dry as reading, playing Scrabble or other word games, and having discussions. If you're word smart, these study strategies can help:

- Make flashcards
- take extensive notes
- keep a journal of what you learn

Number Smart (logical-mathematical intelligence) - Number smart people are good with numbers, equations, and logic. They enjoy coming up with solutions is a logical problems and figuring things out. If you're number smart, give these strategies a try:

- Make your notes into numeric charts and graphs
- use the Roman numeral style of outlining
- put information you receive into categories and classifications



That you create **Picture Smart (spatial intelligence)** - Picture smart people are good with art and design. They enjoy being creative, watching movies, and visiting art museums. Picture smart people can benefit from these study tips:

- That sketch pictures go along with your notebook or in the margins of your textbooks
- draw a picture on a flashcard for each concept or vocabulary word you study
- use charts and graphic Organizers to keep track of what you learn

Body Smart (kinaesthetic intelligence) - Body smart people work well with their hands. They enjoy physical activity as a dry exercise, sports, and outdoor work. These study strategies can help body smart people be successful:

- act out or imagine the concepts you need to remember
- look for real-life examples that Demonstrate what you're learning about
- search for manipulative, try as computer programs that can help you master the material

Music Smart (Musical Intelligence) - Music smart people are good with rhythms and beats. They enjoy listening to cd's, attending concerts, and creating songs. If you're music smart, these activities can help you study:

- create a song or rhyme that will help you remember the concept
- listen to classical music while you study
- remember vocabulary words by linking them are similar-sounding words in your mind

People Smart (Interpersonal Intelligence) - Those who are smart people are good with relating to people. They enjoy going to parties, visiting with friends, and sharing what they learn. People smart students should give these strategies a try:

- discuss what you learn with a friend or family member
- have someone quiz you before an exam
- create or join a study group

Self Smart (Interpersonal Intelligence) - Self smart people are comfortable with themselves. They enjoy being alone to think and reflect. If you're self smart, try these tips:

- keep a personal journal about what you're learning
- find a place to study where you will not be interrupted
- keep yourself involved in assignments by individualizing each project

<http://distancelearn.about.com/od/studyskills/a/studysmart.htm>

<http://www.youtube.com/watch?v=zz4voNYevvI#t=54>

Lessons we learned / Recommendations

I believe that the application of this theory in practice is very demanding on the part of the teacher. The trainer must be very attentive, conduct a lecture in a very personalised way and listen carefully to the feedback from our students. This method is best used in small groups.

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Trainer's Toolkit – Methods for Joyful Teaching

5 Motivational Methods

5.1 Inquiry-Based Science Education – IBSE

Description

The inquiry method is a method for active learning. This approach imitates scientific research that is characterized as a multifaceted activity that involves observations; formulating questions; consult books and other sources of information, to know what is already known; planning research; review of knowledge in the light of experimental evidence; use of tools for analysis and interpretation of data; formulating answers, explanations and predictions and communication of results. Scientific research requires identification of assumptions, use of critical and logical thinking, and consideration of alternative explanations in shaping responses to questions.

Therefore, the teaching based on research (inquiry, research) encourages students to develop their own understanding of the fundamental scientific ideas, through direct experience with the substance, by consulting books, other resources and expert consultation and through argument and debate among themselves. This whole process should take place under the supervision of teachers / trainers.

Communicate and justify explanations of the research, which relies on smaller or larger guidance from the teacher / trainer.

IBSE activities, built to include experiences of research projects involve students in important trials with “hands-on” experimental procedures and “minds-on” teaching students to think. Other benefits of IBSE method include the enhancement of understanding rather than memorizing, and teach students to build a foundation of concrete knowledge through exploration, dialogue and argumentation. The IBSE method is a more dynamic method using a cooperative and cumulative approach to knowledge, and promotes not only knowledge of content, but also considers the values and the nature of science.



Practical exercises / How did you use it for the adult literacy project?

The use of experimental teaching has decisive impact on student learning with low education and literacy difficulties, developing the ability to think for themselves, to discuss and accept different ideas and results that lead to the acquisition of new knowledge. As a strong point, the experimental work is an effective way to provide the student contact with study subjects, materials and multidisciplinary problems.

However, the experimental activities should not only promote the manipulative aspect - which can be a weak point of this method - but also the cognitive and socio-emotional skills. There are a number of very interesting practical exercises, able to demonstrate the degree of learning achieved.

Lessons we learned / Recommendations

Positive and negative experiences during the using this method:



Teaching methods based on research and testing are an important means to promote, and scientific development and to increase the confidence of students to deal with scientific issues.

I think this training meets current needs that society demands, because the school values, giving it a major role in the construction of scientific knowledge, and allowing the

formation of young people with an open and flexible mind, capable of dealing with change constant that currently companies are subject.

Participation in these activities helped students to become more critical and involved citizens.

Thus, once again, it was possible to verify the use of inquiry teaching methodology, during learning.

It's appealing and awakens curiosity for the phenomena of the surroundings, and may combine with other methods and approaches to teaching;

- Involves students in the discipline, manifest interest and motivation;
- Develops investigative skills (predict, observe, record, formulate hypotheses, identify, operationalize and control variables, interpreting data, planning / conduct experiments, communicate);
- Acquire largest scientific vocabulary (skills in communication);
- Facilitates understanding of concepts and the promotion of logical reasoning;
- Develop a positive attitude towards science.

It should be noted the great interest and commitment shown by the students in performing all activities, with special emphasis on the study visits and the presentation of the work.

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5.2 Counseling

Description

The term “counselling” indicates a professional activity which tends to guide, support and develop the client's potentialities, by encouraging active and purposeful attitudes and by stimulating the capability to choose.

Counselling faces some specific issues, either of an individual, of a couple, or even of a group, through listening, support and orientation, but it doesn't deal with pathological ones, i.e., problems which have to do with mental or behavioural disorders.

Counselling allows both the operator and the immigrant, in our case, to have a more close and deep relationship, in that, the individuals' diversity is forced to come out and so we also have to deal with our inner diversities.



By asking them about their cultural backgrounds, we become more aware of a new cultural system, but we also come to be more aware about our own, and through narrating their own experiences our interlocutor can try to accept and re-elaborate his own bad experiences.

Counselling is not a one way experience; it's a trip towards the other and with the other, which is characterized by active listening to the interlocutor's point of view, to their historical memory, to their sources, their narrations and to their expectations from the future.

Another very interesting aspect of the active listening is that of sensing and recording untold messages, along with what is said, in other words, a good counsellor needs to possess a good empathy degree. In this way, the more the conversation will go on, the more confident about his interlocutor the client will be, and he will be also ensured his issues and feelings are taken seriously in consideration.

And last but not the least, when you listen to somebody, you can figure out a general profile in which the person listened to will be put.

The Systemic-relational counselling methodology is based on two main theories:

The individual experience is elaborated on two accessory aspects;

The relationship and the individual processes and those of self-empowerment.

In both fields one can experience difficulties and issues of any sort, which might waste the individuals' abilities.

One of the fundamental counselling strategies is self-observation by the counsellor, the confidence about his own representations, and the feelings they bring about, the relational mechanisms they produce has to accompany him in every situation. The counsellor shall supervise his ideas, his preconceptions, observing how they affect him, the other, the relationship and how he and the client can cooperate to build up realities they didn't even wish for.

Another speech strategy is verification and feedback; the other thing to do constantly is that of verifying that the client is doing fine and that his advices and explanations are taken.

Practical exercises / How did you use it for the adult literacy project?

During the experience within the S.P.R.A.R. Project our beneficiaries were offered the possibility of being helped by a psychologist and by a law consultant, along with the possibility of taking part to a literacy course.

As our guests had very hard life conditions, back in their country, it sometimes has been very hard to deal with them, because of their total lack of trust in the people they had in front.

Mostly in the case of psychological counselling and that of teaching we used "empathy" as keyword.

The first thing to do is to be always ready to listen and do all of our best not to feel them judged or pitied.

Another very important thing to do is not to ask questions in a direct, outright way, not at the beginning, at least. Some of the people we are sheltering have gone through very tough experiences and being asked questions might annoy them, or just making them feeling unease, feeling as the object of our curiosities. Respecting their silences and their will not to talk to us is also essential.

As far as our experience concerns, we have noticed that, if the people we are helping feel they can trust and rely on us it's easier to get into their past lives and also to catch their attention and interest about what we have to tell and teach them, apart from the literacy course.

1 EXERCISE: THE IMPORTANCE OF THE GAME IN THE LEARNING PROCESS

The efficiency of the “formative game” is given by the possibility of those taking part to it to live an educational, non-organised experience, beyond one’s own organizational context, by living a metaphor which has all the variables and criticalities in it.

Dramatizing fosters the awareness of interpersonal relationships, an improvement of the listening and communication skills; it doesn’t only allow to learn, but also to enhance the capability to express one’s own feelings, and emotions.

I will now ask you to form a few small groups, to read the script excerpts. I will give you and you will also have to assign yourselves some roles and then give us a short performance. You have twenty minutes to get things sorted out.

This activity allows relating a relationship between people who don’t know, putting them into play. We introduced this activity in English, so that all participants had the opportunity to learn a different language. This activity put in contact the participants who appear to join in the organizing the representation of the scene. In this way they put up relationship, emotions and personal skills.

2 EXERCISE: THE CONFIDENCE...ALL IN A ROW



Purpose of this exercise is to get in contact with the confidence within us, staying focused on present. Sometimes we live moment without confidence and we have doubts, anxiety and troubles. In those moments is important to think about operate in our life.

In this exercise we use writing because it involves the senses and it can stimulate an emotional response of the body. We want to include in the list all people, things and situation in which we trust.

- I trust my family
- I trust in love
- I trust my intuition

It doesn't matter the length of the list, it could also be just a word. It's possible to note everything, even we consider trivial.

- I trust that the sun will rise again tomorrow

This list gives us access to the trust already present within us. This exercise is important especially with people who have left their country, their family and they are facing (?) a radical change of their life. This exercise can be helpful to think about positive aspects of this change.

Lessons we learned / Recommendations

Dealing with people with a totally different background is not always easy. Sometimes the immigrants don't show they feel at our ease with us, and they don't do it outright. They seem to keep wondering who we are, and what we want from them: there are apparently any particular issues, nor from the one side, neither from the other.

Immigrants bring some difficulties along with them, which they often keep hidden, until they don't perceive a sort of complicity with the mediator.

Counselling is for sure an innovative vehicle to tackle the disadvantage, a support to help out people to re-find their own identities.

We carry out interviews with the aim of exploring the immigrants disadvantage, both under the outer point of view (economical and working field) and the inner one (psychological disadvantage) .

With the aim of reducing this disadvantage, we have been offering our beneficiaries psychological assistance and support in the search of a job, and helping, in this way, our immigrants to get included in the job field on our territory.

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CREATIVE TOOLKIT

Counseling

5.3 Outdoor Activities

Description

Outdoor education usually refers to organized [learning](#) that takes place in the [outdoors](#). Outdoor education programs sometimes involve residential or [journey wilderness](#)-based experiences in which students participate in a variety of adventurous challenges and outdoor activities such as [hiking](#), [climbing](#), [canoeing](#), [ropes courses](#) and [group games](#). [Forest Schools](#) and the [John Muir Award](#) are amongst organizations which encourage and provide opportunities for outdoor learning. Outdoor education draws upon the philosophy, theory, and practices of [experiential education](#) and [environmental education](#). [1]

Objectives and Expectations

The versatility of courses in music, arts and crafts, literacy course , home economics and the like, offered by the institute, present possibilities of choice for learning and integration while the students are engaged in a hobby. The versatility of courses offered also makes it possible to support the growth of the student's personal identity.



In the 2014-2015 curriculums there will be more Turkish language courses in daytime and courses will be added for those who cannot read and write. The students will have a course passport in which they will collect stamps from optional courses organized in the institute. Group tutors will enhance integration with other courses in the institute. A day cafe or information desk operated by the immigrants themselves would be needed. Participation in a Literacy Course group, especially, for immigrant women seems to empower the student. This may have a positive effect in other areas in the student's life. Doing exercise in language course is perceived as useful for one's independency in society and well-being. The presence of students in class has yet been changing.

It still needs to be considered how the students could be more committed to come to class.

We will consider offering childcare and organizing a new Turkish language course with much more outdoor activities in the following 2014-2015 educational season.

Practical exercises / How did you use it for the adult literacy project?

- Cooperating partners
- Local walking friends
- To be part of walk to talk groups
- Main challenges
- The volunteers on a regular basis
- Using local cultural heritage
- Route listed Unesco's World Heritage It
- Clearing the route in spring to make it accessible for walkers
- Organising picnic and festivals
- Getting involved in fairs

Challenges

- Anchor the activity in other classes than the introductory program
- Learners start walking with my class next week
- develop methods of formal learning which will support the informal language acquisition and cultural learning



Results

- Knowledge of the Turkish language is necessary when you live in Turkey, work or run errands in Turkish. A free course organized in an easily accessible place attracts students.
- Students would like to have more lessons and more intensive studies on the course. Students learn not only language but also about Turkish customs and culture. Literacy Course theme days are perceived positively: part of the students exercises actively, part of them not at all.
- Men would like to have internships somewhere else, too.
- Participation on the Turkish language course activates students to participate on other courses of the adult education institute.

Motivation

- Language learning
- Cultural understanding
- Better shape and health
- Motivates the migrants for language learning
- Two ways: Migrants and locals learn from each other

Lessons we learned / Recommendations

- The same people meet up every week, people that want to do something meaningful
- The walking friends interested in exchanging culture and background.
- Learners break up the barriers to communicate
- Learners are very comfortable to learn culture
- The Learners are volunteer to get to know a foreign language
- You become a part of culture and part of society

The Learners & Trainers Feedback

- % 90 of learners speak Turkish with the walking friends and the students
- %75 of learners are volunteers to take part in outdoor activities
- % 70 of learners learned something new about Turkish and their culture.
- % 78 of learners present at the institution when the outdoor activities are organised.

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CREATIVE TOOLKIT

Outdoor activities

5.4 Museums as Learning Places

Description

Museum education can either take place during a museum visit, in the framework of a guided city tour or inside the classroom using digital resources.

MUSEUM EDUCATION - How museums are changing their approach for an adult audience is an Erasmus+ KA1 project with partners from Austria and the United Kingdom (2018-2019). The project aims to integrate museums as learning places into adult education taking benefit from best practice in the UK and Austria. Target groups are migrants and refugees who attend German or English language and integration courses as well as people who want to learn more about Europe and the European Union.

1. **Resources for the visit** offered by museums are mainly for schools, children and families. E.g. the British Museum in London distinguishes resources by [culture, by subject and by age group](#). Downloadable material gives indication what we can do before, during and after the visit. The materials are very good and also link up to other online resources.
What can we learn from?
2. **Online resources** are especially useful if the class cannot do outside activities. They can either support onsite museum visits, or they can also be used as stand-alone solutions for learning in the classroom. Moreover, museums develop more and more concepts including games, apps and quizzes. [GrazMuseum offers digital resources](#) such as 'Demokratie Quartett' in German.



Guided city tour and museum visit: Steirischer Museumstag 2019 in Hartberg, Styria, Austria

Practical exercises / How did you use it for the MUSEUM EDUCATION project?

When it comes to integrate museums into adult education, we have to answer questions first in order to pick the right museum for our group:

- 1) **Where?** The choice of the **place** is especially relevant if trainings take place in regions far away from big cities. Do we need to organize public transport or is there a museum around the corner?

2) **What?** This is about choosing the right **topic**.

We found out that museums that offer *historic, cultural* and *industrial* background information are a good choice. Guided city tours offer good chances to start conversations for language learners and exchange cultural experience.

3) **How?** The Museum Education project is a lot about the HOW!

It's about methodology and didactics to make city tours and museum visits attractive for adult learners with little language skills or learning disabilities. Historic objects and visualization have shown to be good pathways to open up to demonstrate what is Europe and the EU.



Hands on – touching historical objects is an interesting approach at the British Museum

We used museum education in the framework of German language and integration classes in Austria including museum visits, guided city tours and online resources. Learning with objects and visualisation is very useful for disadvantaged learners who lack language skills. Objects can be either historical objects (like from the Roman period, or showing implementation of law in the middle ages ...), or they can also be digitalised such as old post card collections made accessible online by a museum. A good example is the [Postcard Collection Online](#) from GrazMuseum in Graz, Austria. The conditions of use are explained in detail.

The European Union has come to a critical point. People from Europe and newly arrived people from outside Europe find it often difficult to understand the history and importance of the EU. Museum education makes an important contribution to make Europe 'understandable' and bring it closer to the citizens.

Lessons we learned / Recommendations

Trainers play an important role to promote museums as learning places as they are positioned in the middle between the learners, adult education organisations and museums (including city guides). In doing so, the trainer can at the same time give valuable feedback to the museum collaborators.

We had the impression that originally group visits and thus also (if available) accompanying materials have first of all been developed for children, schools and their teachers. Why? Simply because groups from schools are those inside the educational system that have rather introduced guided city tour and museum visits into their regular school activities. This may include also a visit to the library.

We have learned in the MUSEUM EDUCATION project that in adult education there are obstacles to overcome.

- Duration of the training (number of hours): if the trainer has a very limited number of hours to cover all learning goals, the participants have little interest to leave the training room.
- In Austria there are publicly funded training courses (German as a second language, alphabetisation courses) with a duration of about 12 weeks. There is enough time to go out, but requires permission by the training organisation and organisation effort by the trainer.
- Erasmus+ KA1 staff trainings often have a duration of a week. So there would be time for outdoor activities. However, the museum visit or city tour must be TARGETED and related to the **learning outcomes** of the training. Just walking around the city for fun might have the effect that it is not accepted as an eligible activity by the funding authorities.
- The European Union has come to a critical point and many benefits are taken for granted. History can help to explain Europe and the EU better. Museums and tours with a guide are a good point to start conversation and exchange of experience in a framework that is different from the classroom where just the trainer is responsible for the programme and input. Museum and city guides can bring in new (fresh!) point of views.

Trainer's Checklist for Museum Visits

Here is a possible trainers' checklist for museum visits:

1. Are outdoor activities included in the training goals? Is there time in the training plan for outdoor activities? Is the topic or outdoor activity included in the course curriculum?
2. Does the training organisation allow to take the group outside? Have all security questions been answered? Are there under-aged adults in the group?
3. If we are in a region away from big city centres, can we identify a museum in the region or do we have to organize transport? Is the museum in the region open during winter time?
4. How can we identify the right museum?
5. Is it allowed to take photos or make videos inside the museum? If yes, is it allowed to upload or use the materials?
6. Do we contact the museum for a guided tour or does the trainer visit the museum with the learners without a guide?
7. In case of illiterate people or people with lack of language skills, how can we overcome that?
8. Do we plan learners' activities before and after the visit (during the outside visit / in the classroom)?
9. Is it necessary to prepare the museum visit in the classroom first? E.g. with a short introduction to the history of the region where the class is located?
10. Can we use objects and visualisation as learning tools?



11. Are there online resources? What types of online resources are there? In which language are they available? How can we integrate them for the museum visit and/or in the classroom?
12. How can the trainer pass on good practice for museum visits to the training organisation, other trainers and finally to museums from a user perspective?



MuseumEdu

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Project website

<http://www.skills-int.com/projects/museum-education/>



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MOTIVATIONAL METHODS

Museum Education



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ADULT LITERACY

FROM CREATING JOYFUL LEARNING EXPERIENCE INTO ACTIVE CITIZENSHIP

6 Active Citizenship – Case Studies

Involvement of participants into active citizenship through learning process

One of the objectives of the projects was the inclusion of target groups in the active participation in society by learning the basic skills of reading, writing and use of ICT. In the first year of the project, the Foundation has partnered with the Representative of Malopolska Authorities for National and Ethnic Minorities, who arranged a meeting with Roma in their places where they live. This meeting was an opportunity to listen to the needs of adult learners from this group.

At the same time the basic computer course was held for adult learners with the use of mnemonics. The same course was organized for a group of seniors. Both groups were interested in developing their competence in this area.

Major motivating factors have been listed:

- The need for contact with relatives abroad.
- The opportunity to use the press and information portals.
- The opportunity to develop interests.
- Participation in the course is also an opportunity to meet and go out with friends.

The initial reluctance of adults to use computers and the Internet turned into curiosity and willingness to learn. The seniors appreciate the opportunities offered by the Internet, such as access to information, contact with people from all over the world, participating in blogs, discussion groups.

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ADULT LITERACY

FROM CREATING JOYFUL
LEARNING EXPERIENCE
INTO ACTIVE CITIZENSHIP



Reading Volunteers in Portugal

In recent years, economic and social crisis has aggravated the risks associated with social vulnerability, which now threaten a larger portion of the population. This effect has been strongly felt in the municipality of Ponte de Lima where the association is located.

The Temática Positiva Association through training try to create or develop mechanisms and instruments aimed in training for employability, prioritizing the unemployed in vulnerable situations, including the development of soft skills and the acquisition of skills for the labor market.

The training has the primary objective of promoting the social inclusion of people through the (re)integration, making it possible by the personal, social and professional training of socially disadvantaged groups.

To promote a greater conscience and citizenship practices, involving citizens with the institutions of the community in order to reduce inequality, strengthen inclusive, solidary and intergenerational relationships, Temática Positiva Association with the Municipality of Ponte de Lima joined the Volunteer Reading project which is intended to potentiate the development of a volunteer network in promoting reading area.

Through this project we intend to raise volunteers to constitute a support in reading promotion in partnership with children and young people of the municipality.

The reading volunteers are people who generously offer some of their time to promote the pleasure of reading among various audiences, thus contributing to active citizenship and also enhance the projection of the Portuguese language as a teaching vehicle and learning, of transmitting humanistic values.

The Association organizes outdoor activities promoting interaction between different people in the family, between the general community and creates a set of conditions for people to improve their physical and mental health.



The concern for the preservation of the environment can serve as a key to awaken the common interest between the different generations because it combines a concern that should be common to all generations.

To promote interest in common cause we are really contributing to an approach between generations.

The activity of collecting waste in the environment prepares young people together with the elders who are those who have more free time to monitor for active citizenship through involvement in community service activities for the preservation of the environment and defense common welfare.



Promote environmental citizenship, promoting public participation through actions of environmental education.

Come learn with us and teach us what can be done to develop a more participative and interactive awareness among generations.

The sharing of this experience is very pleasant and enriching for all generations.

Opportunity of sharing with older leisure moments allows more new awareness and sensitizes the community in general for good environmental practices.



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8 Glossary of Terms

Acronym	Description
APL	Accreditation of Prior Learning
Assessment of learning outcomes	The process of appraising knowledge, skills and/or competences of an individual against predefined criteria, specifying learning methods and expectations. Assessment is typically followed by validation and certification. ^[6]
Certificate	An official document, issued by an awarding body, which records the achievements of an individual following a standard assessment procedure.
Certification of learning outcomes	The process of formally attesting that knowledge, skills and/or competences acquired by an individual have been assessed and validated by a competent body against a predefined standard. Certification results in the issue of a certificate, diploma or title. ^[6]
ECQA	European Certification and Qualification Association (ECQA, www.ecqa.org)
ECTS	European Credit Transfer and Accumulation System
ECVET	European Credit System for Vocational Education and Training
EQAR	European Quality Assurance Register
EQAVET	European Quality Assurance in Vocational Education and Training
ESCO	European Skills, Competences, Qualifications & Occupations
EQF	European Qualifications Framework
EU	European Union
Formal learning	learning that occurs in an organised and structured environment (such as in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). formal learning is intentional from the learner's point of view. it typically leads to certification. ^[11]
Informal learning	learning resulting from daily activities related to work, family or leisure. it is not organised or structured in terms of objectives, time or learning support. informal learning is in most cases unintentional from the learner's perspective. Comments: <ul style="list-style-type: none"> • informal learning outcomes may be validated and certified; • informal learning is also referred to as experiential or incidental/random learning. ^[11]
Learning outcomes	The set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process. ^[6]
ManagEUr	Acronym for ECQA Certified EU Project Manager
NA	National Agency
NARIC	National Academic Recognition Information Centre
Non-formal learning	learning embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning non-formal learning time or learning support). non-formal learning is intentional from the learner's point of view. Comments: <ul style="list-style-type: none"> • non-formal learning outcomes may be validated and may lead to certification; • non-formal learning is sometimes described as semistructured

	Learning. ^[11]
NQF	National Qualifications Framework
Qualification	<p>The term qualification covers different aspects:</p> <ul style="list-style-type: none"> • formal qualification: the formal outcome (certificate, diploma or title) of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards and/or possesses the necessary competence to do a job in a specific area of work. A qualification confers official recognition of the value of learning outcomes in the labour market and in education and training. A qualification can be a legal entitlement to practice a trade (OECD); • job requirements: the knowledge, aptitudes and skills required to perform the specific tasks attached to a particular work position (ILO); • personal attributes: the sum of knowledge, know-how, skills and/or competences acquired by an individual in formal, non-formal and/or informal settings. ^[6]
OER	Open Educational Resources
Standard	<p>Expectation, obligation, requirement or norm expected.</p> <ul style="list-style-type: none"> • educational standard refers to the statements of learning objectives, content of curricula, entry requirements as well as resources required to meet the learning objectives; • occupational standard refers to the statements of the activities and tasks related to – or to the knowledge, skills and understanding needed for – a specific job; • assessment standard refers to the statements of the learning outcomes to be assessed, the level of performance to be achieved by the individual assessed and the methodology used); • validation standard refers to the statements of the learning outcomes to be assessed, the assessment methodology used, as well as the level of performance to be reached; • certification standard refers to the statements of the rules applicable for obtaining a certificate or diploma as well as the rights conferred. ^[6]
Units of learning outcomes	<p>A unit of learning outcomes (also called “unit” or “module”) is a component of a qualification consisting of a coherent set of knowledge, skills and competence that can be assessed and validated. This presupposes that the units of learning outcomes are structured comprehensively and logically and that they can be examined. Units of learning outcomes can be specific to a single qualification or common to several qualifications and may also describe so-called additional qualifications which are not part of a formal qualification or curriculum. ^[7]</p> <p>‘Unit of learning outcomes’ (unit) means a component of a qualification, consisting of a coherent set of knowledge, skills and competence, that can be assessed and validated; . ^[13]</p>
Validation of learning outcomes	<p>The confirmation by a competent body that learning outcomes (knowledge, skills and/or competences) acquired by an individual in a formal, non-formal or informal setting have been assessed against predefined criteria and are compliant with the requirements of a validation standard. Validation typically leads to certification. ^[6]</p>
VET	Vocational Education and Training

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