



LearnersMot

*How to Trigger Primary Motivation for Learning
in Low-Educated Adults Using ICT Tools*

DEEP IN LITERACY COURSE

**BLENDED COURSE FOR EDUCATORS
INVOLVED IN EDUCATION OF LOW-EDUCATED
AND LOW-SKILLED ADULTS**



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Erasmus+ Programme
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Deep In Literacy Course. Blended course for educators involved in education of low-educated and low skilled adults - A handbook produced by **LearnersMot** project partners.

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I - ABOUT THE LEARNERSMOT PROJECT

The project "How to Trigger Primary Motivation for Learning in Low-Educated Adults Using ICT Tools" is meant to empower adult educators offering them and constructing with them knowledge and skills needed for working with low-educated and low-skilled adult learners wanting to trigger their primary motivation for learning.

To this end, different motivational strategies, methods and techniques have been surveyed, collected, and offered to adult educators, asking them to test and evaluate them in adult education centres in their respective countries.

Additionally, wanting to make these tools accessible to an international audience, an open educational platform, comprising interactive resources for adult educators and other practitioners, has been created. It includes literature and references on literacy, motivation, learning and teaching strategies in the partner languages as well as a survey of best practices in the field of basic skills teaching adult learners as well as an online interactive handbook of already existing motivational strategies used by adult educators working with low-educated and low-skilled adult learners.

To achieve this, the project implemented the following activities:

Development of a **European Report** for adult educators engaged in the field of low literacy (functional illiteracy). The partners of the LearnersMot project conducted national surveys regarding the education of low-educated and low-skilled adults in their countries. The results of the national surveys were then compared and interpreted in a European compiled report. The goals of the national surveys were as follows:

- ✓ to examine the awareness of the existence, meaning and nature of functional illiteracy in the selected countries;
- ✓ to examine to what extent adult educators perceive education of low-literates as unique and different from other target groups in adult education;
- ✓ to examine to what extent functional illiteracy in selected European countries is being dealt with through specific educational formats for adult educators;
- ✓ to get an insight into the partners' identified core needs in the field;
- ✓ to find out the characteristics of low literate participants;

- ✓ to examine the existing strategies for motivating low literates;
- ✓ to find out about the types of educational processes applied;
- ✓ to get an insight into the methods used in this type of education.



Pack for Adult Educators consisting of three parts: a resource library, a collection of good practices and an interactive Handbook.

Resource Library: A collection of national studies and existing online resources on literacy, motivation, teaching and learning strategies, both in English and in partner languages.

Good Practices: A compilation of good practices in the field of teaching basic skills to different groups of adults with low educational levels, including examples developed by the same partners or other cases that the partner organizations have known or experienced.

Interactive Handbook on existing motivation strategies used by educators of low-skilled and low-qualified adults that has been prepared with the contributions of all the partners.

Blended course for educators. The objective of the course is to improve the professional skills of adult educators, offering them the theoretical and practical knowledge needed to motivate low-educated and low-qualified adults and maintain them in education.

II - INTRODUCTION TO THE COURSE

Dear participants, you have certainly been wondering what a literacy course might look like? How to approach the issue of literacy and low educated adults who would like to develop speaking, writing, cognitive and cultural skills? The authors of this course had been asking themselves the same question, wondering how to develop the course starting from theories; theories on end-learners' feelings, linguistic abilities, thinking processes and learning and their own sense of social justice. What they were also wondering was how to make this course a pleasant and worthwhile learning experience for direct learners, adult educators.

Over the last decades, there have been numerous major social changes (digitalisation, automation, robotization, globalisation) that have to be reflected in literacy programmes. In such circumstances, no wonder that this course we are offering to adult educators is both online and face-to-face.

In today's economy, companies keep adapting to changes. Professions and strict division of work are ever less present. Today most workers have to perform a variety of tasks alone or in a team, since the old hierarchy of jobs and tasks has been vanishing. Moreover, companies are increasingly more service and customer-oriented, which requires both workers and decision-makers to demonstrate a high level of flexibility and adaptability to changes. Should they not be able to adapt, their job and company would be at risk. Literacy programmes are there to help to prevent the marginalisation of individual workers and the company.

In such a situation, it is impossible to rely only on the most educated workers. On the contrary, decision-makers have to trust *all* workers, including those who are the most vulnerable, the low-educated and low-skilled ones. They have to be confident that these workers can improve and have potentials that have not been addressed yet and can be developed through education and training.

This course directly addresses adult educators involved in literacy programmes for low-educated and low-skilled employed adults and indirectly low-educated and low-skilled adult learners in general. The focus here is on "employed" which means that literacy programmes devised by adult educators for each group of learners will be simultaneously focused on the needs of employees, employers, companies and the wider society.

Literacy programmes for low-educated and low-skilled workers and adults in a situation of functional illiteracy are important; on the one hand, the performance of the enterprise needs

to be developed, and on the other hand, the trust of the workers needs to be increased to allow the company to do better economically.

Adult educators (mentors) know that today's society requires writing, communicating, and abstract thinking and that these are precisely the competencies low-educated and low-skilled workers lack. Besides, adult educators know that writing is closely related to speaking and understanding both written and oral texts. Writing is most useful for constructing one's social inclusion; therefore, adult educators' efforts are devoted to supporting the acquisition of writing skills.

Addressing low-educated and low-skilled workers, adult educators (mentors) have a complex task to accomplish to *animate* them to enrol in the programme, motivate them, triggering their intrinsic, primary motivation for learning, help them overcome their aversion to learning and changing, maintain them in education, persuading them that *education is about acquiring social power and a way to construct their future*. To this end, they devise and deliver literacy programmes taking into account low-educated and low-skilled workers' (latent) partial, unstructured knowledge and their core characteristics as individuals and workers who are in a situation of functional illiteracy.

III - HOW TO DELIVER THIS COURSE

The course combines with the Handbook “Deep In” <http://www.learnersmot.eu/handbook> and the Literacy Resource Library <http://www.learnersmot.eu/resources.php>



WHO IS THIS COURSE FOR? WHAT ARE THE AIMS AND OBJECTIVES?

The course is directly meant for adult educators and indirectly for low educated and skilled learners.

They should increase their knowledge as to be able to

1. better understand the phenomenon of functional literacy and their low educated and low skilled learners;
2. conduct a structured literacy course for end or indirect users;
3. conduct a structured literacy course for adult educators and other professionals dealing with low-educated adults (social workers, employers, etc.)

HOW IS THE COURSE STRUCTURED

Each lesson contains two parts: General part and Practical approach

(1) The general part contains:

Introduction: the contents and/or the intent of the lesson

Contents: an overview of the issues dealt with and/or how they will be approached

Objectives: what adult educators and their learners can expect to achieve

Methods: an overview of the methods used in each lesson

Equipment

(2) The practical approach contains:

Introductory question or questions

Theoretical input/ Correlation with the Handbook <http://www.learnersmot.eu/handbook>

Activities; learning activities based on different methods

WHAT ARE THE OUTCOMES OF THE COURSE?



The course will increase participants' knowledge about today's society, social changes and requirements impacting adults' life, educational, training/learning needs related to:

- the phenomena of literacy and illiteracy
- personal and collective situations in the course of life, leading to illiteracy
- characteristics of adults/workers in a situation of functional illiteracy
- dyslexia
- approaching learners in a situation of illiteracy.

In addition, the course will enable participants to upgrade their knowledge about animating individuals and their communities to enrol in education;

- triggering primary motivation for learning throughout the delivery of the course;
- organizing learning processes;
- learning how to learn and methods to be used in literacy programmes.

THIS COURSEBOOK IS TO BE USED TOGETHER WITH:

Resource library <http://www.learnersmot.eu/resources.php>

Handbook "Deep In"; <http://www.learnersmot.eu/handbook>

REMARK

Parts of the course will be particularly useful for adult educators when they devise their own literacy contents for their participants; other parts will be directly transferable to future literacy courses as a model to follow.

DELIVERY METHODS AND TECHNIQUES ARE ECLECTIC

Listening, close reading, writing, organising texts, discussing about texts, role-playing, using text organisers, working on the structure of the text, using pictures, screening videos, dramatization, focusing on basic skills, presentation skills, oral and written activities, group work, pair work, reporting to the group, etc.



Adult learners are not to be thought of as empty buckets that need to be filled up, but as co-creators of knowledge, argues Paolo Freire. Therefore, no time spent on getting familiar with our students is wasted: are they natives or foreigners, city dwellers or living in the country, young or old, progressive or conservative, religious or not, healthy or ill, rigid or flexible, single or married? What topic would they like to start with, when and how?

TOTAL ESTIMATED TIME

For the face-to-face delivery of this literacy course, the total estimated time is about **30 periods (45 minutes each)**.

LESSON 1.

ABOUT LITERACY/ILLITERACY TODAY AND LEARNERS IN SITUATION OF FUNCTIONAL ILLITERACY



Estimated time: 5 pedagogical periods

Introduction

This introductory lesson is for adult educators who need to upgrade their knowledge about literacy and related phenomena in the context of today's society, where skills are required to cope with numerous and rapid changes.

Contents

- The guiding questions on education, skills and society developments
- Interview on PIAAC conducted with Prof. Dr Andreas Schleicher from OECD
- The film: "My afternoons with Margueritte"
- Characteristics of those who are in a situation of functional illiteracy
- Characteristics Grid
- Activities

Objectives

By the end of this lesson, learners will have improved their understanding concerning the skills needed in today's and future society, the phenomena of literacy/illiteracy, characteristics of those who are in a situation of functional illiteracy and feelings of low-educated people

Methods

- ✓ Introductory question
- ✓ Screening a video interview
- ✓ Group discussion

- ✓ Screening featured films
- ✓ Working in pairs, threes or whole group
- ✓ Studying LearnersMot library resources and the Handbook Deep In
- ✓ Autonomous learning.



Equipment

Rubber, whiteboard, screen, laptop, projector, markers, coloured stickers, A4 paper sheets, Wi-Fi

PRACTICAL APPROACH

1. INTRODUCTORY QUESTION

- ✓ *Which countries are best at offering skills/using skills? Norway, Japan, USA, UK, Korea?*

2. THEORETICAL INPUT/ CORRELATION WITH THE HANDBOOK

Estimated time: 2 pedagogical periods

For more information, refer to Module 1 in the Handbook, pp 4-10.

Study and discuss the following two texts.

2.1 What is functional illiteracy?

What is literacy versus illiteracy? What is functional literacy versus functional illiteracy?

Literacy seems to be easily understandable, though the concept of literacy is both complex and dynamic and has been changing over the centuries. Therefore, there is not just one definition of literacy, nor is literacy seen as a simple process of acquiring basic, cognitive and cultural skills, and using them in ways that contribute to:

1. socio-economic development,

2. developing the capacity for social awareness and critical reflection as a basis for personal and social change.

Originally, in English, the word 'literate' meant 'to be familiar with literature' or, more generally, 'to be well educated'. Since the late nineteenth century, this adjective has gradually come to refer to the ability to read and write texts. At the same time, it also means being knowledgeable or educated in a particular field or fields. Researchers have been devoting considerable attention to defining literacy, and their work has had direct implications for approaches to practice.

Today, literacy is not just based on mastering reading, writing, numeracy, etc. It also comprises new basic and key competencies enabling workers to manage their work on their own and take on responsibilities for improving productivity and achieving organisational targets [...]. More in-depth knowledge is needed for handling information and making decisions. Communication and problem-solving abilities, as well as independent learning, are necessary. (Carnevale, 1990, in Ivančič, In Andragoška spoznanja, p. 12).

Functional illiteracy is often dependent on the number of years spent in school and the orientation of schooling. Today, in our globalised and digitalised world, one starts being functionally literate if one meets some basic requirements: to have completed at least secondary general school education, shall we say grammar school, which caters for the development of abstract thinking and is focused on writing abstract texts. Namely, in the 21st century, vocational secondary education is not enough. Those who finish vocational schooling cannot become functionally literate to meet the needs of today.

DEFINITIONS:

"[...] literacy is crucial to the acquisition [...] of essential life skills" that enable adults "to address the challenges they can face in life and represents an essential step for effective participation in societies and economies of the twenty-first century" (United Nations, 2002)

"Literacy is beneficial for individuals, families, communities, and nations. The improvement in literacy levels has a beneficial effect on individual persons (e.g., self-esteem, trusting others, abstract thinking, etc.), at the political (i.e., democratic values), cultural (i.e. cultural openness), social (i.e., children's health), and economic (e.g., individual income) levels" (UNESCO, 2006).

To summarise, by an individual "in a situation of functional illiteracy", we refer to those low-educated and low-skilled workers who spent the compulsory years in education but could not acquire or have forgotten basic reading, writing and numeracy skills. Due to both their schooling and life situations, they could not acquire the necessary communicative, cognitive

and cultural skills. Having these skills impaired affects their effective functioning in everyday life and at work.

Illiteracy is

the basic inability to understand
or produce written information.

Literacy can stop poverty, hunger and crime spreading.

Warning: If a child does not read proficiently by the 4th grade,

It has 78% chance of not catching up later.

90% of welfare recipients are dropouts or individuals in a situation of functional literacy

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2.2. Characteristics of adults in a situation of functional illiteracy

For more refer to the “Deep In” Handbook, Module 2, pp- 10-15

<http://www.learnersmot.eu/handbook>

Is it possible to imagine an employee who is not able to read safety instructions, write a short note to his work colleagues, or count the number of items produced in eight hours? Can you imagine that there are workers who leave work much later than all the others do because they do not know how to “to read” the time? Is it possible to imagine a worker who has to fill in a form and who carries in his wallet a model that was prepared for him by his father, a model containing his name, surname, date of birth, address? (Benoit Hess, 1997, p.1).

Functional illiteracy is the condition of those who for diverse reasons throughout their life have experienced difficult individual and collective (family, social, political) situations. They have deficient skills in the fields of reading, understanding, writing, communicating, and abstract thinking, understanding sequence, space and time, and orienting themselves. As a result, they are in a situation of functional illiteracy.

3. ACTIVITIES

Estimated time: 3 pedagogical periods

3.1. Activity 1

1. Go into threes. Read the guiding questions below on education, skills and social developments related to the recording you will screen later on. Answer and discuss the questions.

- a) *Is it true that investing in low educated and low skilled people does not pay off? If yes, explain why, if not explain why.*
- b) *Is it possible to develop the skills of all people? If yes, explain why, if not explain why.*
- c) *What is the value of formal qualifications today? In your opinion, are they more or less important today than they used to be?*
- d) *What is the ultimate purpose of education?*
- e) *Which countries are best at offering skills/using skills? Norway, Japan, USA, UK, Korea?
This question is repeated in the introductory questions*

2. Join the group and discuss the above questions again in groups of six. Your mentor will moderate the discussion going around the subgroups.

3. Go into threes; watch the Interview with Prof. Dr Andreas Schleicher from OECD on PIAAC, a longitudinal study on skills, from 0.33' to 12.53. Skip the questions in Slovene.

<https://www.youtube.com/watch?v=3jYYcAyOjgl&feature=youtu.be>



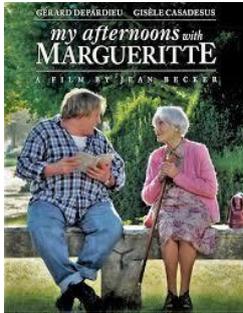
3.2. Activity 2

1. For this activity, please, refer to the “Deep In” Handbook, Module 2, pp- 10-15.

This activity will help you understand the characteristics of those who are low educated and in a situation of functional illiteracy. Watch the film if it is accessible to you, if not watch

the trailer on the tube:

<https://www.youtube.com/watch?v=flgBaCdBhGU>



MY AFTERNOONS WITH MARGUERITTE

In a small French town Germain, a man in a situation of functional illiteracy in his 50s who is considered the village idiot takes a walk to the park and happens to sit beside Margueritte, a little old lady who is reading excerpts from her novel aloud.

2. Answer the following questions:

- a) *Who was most influential in your life and why?*
- b) *Observe Germain and his friend Marguerite. Describe their looks and relationship. What are their similarities and dissimilarities?*
- c) *In your opinion, in what way may Margueritte influence him?*

3. Study the following grid of characteristics of people in situation of functional illiteracy and apply it to the film “My afternoons with Margueritte”.

Screen and discuss the film “My afternoons with Margueritte” and tick the right answers describing the main character Germain and characteristics of his state of illiteracy

Characteristics	True	False	I don't know	EXPLANATION OF THE SUPPORTING SCENE
GERMAIN IS OFTEN CHEATED	X			The opening scene when he is paid less than he required because he had not counted the banknotes.
GERMAIN IS AGRESSIVE				
GERMAIN OFTEN READS				
GERMAIN IS GOOD AT SPELLING				

GERMAIN HAS DIFFICULTIES AT WORK				
GERMAIN HAS DIFFICULTIES IN SOCIAL LIFE				
GERMAIN HAS DECREASED CAPACITIES DUE TO REPETITIVE MANUAL WORK				
GERMAIN IS MOCKED BY HIS FRIENDS				
GERMAIN WAS LOVED AND APPRECIATED BY HIS MOTHER				
GERMAIN LIVED IN A FAMILY WHERE DRINKING PROBLEM WAS PRESENT				
GERMAIN IS DEPENDENT ON HIS WIFE				
GERMAIN IS NOT READY TO HELP				
GERMAIN HAS NAÏVE REACTIONS				
GERMAIN IS OF REFUGEE BACKGROUND				
GERMAIN IS SOCIALLY DISQUALIFIED				
GERMAIN IS DISDAINED				

GERMAIN'S KNOWLEDGE IS WELL STRUCTURED				
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3.1 Activity 3

Tatiana – case Study. Putting yourself in the shoes of a low educated person

Tatiana is low educated and low skilled and employed in one of the local textile factories. Her daughter, a medical doctor, is currently living and working in Germany and Tatiana is travelling there to take care of her grandchildren while the parents are away on business. In Munich, she is supposed to change trains. By mistake, she gets off the train too early in Munich-Passing. She does not have a smartphone on her. Her daughter is waiting for her in Munich. She does not speak a foreign language.

Put yourself in her shoes. How does she feel, what does she do?

CHECK YOUR UNDERSTANDING

Which statements are true, and which are false?

- (1) Literacy is seen as a simple process of acquiring basic, cognitive and cultural skills, and using them

TRUE FALSE

- (2) Functional literacy enables workers to manage their work better and take on responsibilities.

TRUE FALSE

- (3) Characteristics of adults in a state of functional illiteracy result from their whole life

TRUE FALSE

LESSON 2

HOW TO APPROACH ADULTS IN SITUATION OF FUNCTIONAL ILLITERACY

Estimated time: 4 pedagogical periods

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Introduction

The aim of this lesson is to help adult educators approach adults in a situation of functional illiteracy. Understanding the low-educated and the low-skilled adults and their learning is essential. Therefore, adult educators will need to explore *their own* already existing but latent knowledge about this type of learners, how they act and learn skills.

Educators have to be aware that, if they want to maintain adults in a situation of functional illiteracy in education, they will have to explain to them why education is essential for them and how training will improve their lives.

Contents

- Theoretical input
- How to approach learners in a situation of functional illiteracy
- Collecting life stories - Getting to know the participants
- How to teach low-educated adults learn
- The impact of the learning group

Objectives

By the end of this lesson, participants will have learned some basic skills about how to approach low-educated adults and engage them in education. Participants will also learn some interesting teaching methods and how to apply them to teach illiterate adults.

Methods

- ✓ Debating, discussing
- ✓ Case study

- ✓ Studying theory
- ✓ Screening films
- ✓ Collecting life histories

Equipment

Rubber, whiteboard, screen, laptop, projector, markers, coloured stickers, A4 paper sheets, Wi-Fi

PRACTICAL APPROACH

1. INTRODUCTORY QUESTIONS

- ✓ Do you know somebody who is in a situation of functional illiteracy?
- ✓ What is his or her attitude toward education?
- ✓ What do you think is the best way of approaching him or her to animate them to enrol and stay in education?
- ✓ Do you think that education could change his or her life? If yes, how?

2. THEORETICAL INPUT/CORRELATION WITH THE HANDBOOK

Estimated time: 2 pedagogical periods

For more information, please refer to the Handbook pp. 23 -29

2.1. Characteristics of adults in a situation of functional illiteracy and how to teach them

Functional illiteracy is a widespread problem. In Europe, there are 55 million adults (16%) between 15 and 65, who have problems understanding and writing simple texts.

Adults in a situation of functional illiteracy have fewer possibilities to get a good job or to be promoted. This leads to social exclusion and discrimination. If they want to be integrated into

society, they have to learn writing, reading and communicating. Moreover, they have to learn ICT skills. These skills are best learned together when they are integrated.

The education of low-educated and low-skilled adults is not only about acquiring basic skills; it has **transformative value**. From not motivated learners with low self-esteem and confidence, learners may become proud learners who encourage others to study. The educator's role is crucial to address low-educated and low-skilled people, to animate them to enrol and maintain them in education.

How to teach low-educated adults

1. Teach **practical contents** that learners can use on a regular basis.

If they are to acquire basic skills like reading, writing, speaking, communicating, or calculating, adults need to use them as often as possible.

2. Start from familiar life and **familiar concepts**

Perception, understanding, problem-solving and learning activities require learners to get involved in abstraction and conceptualisation processes, but low-educated and low-skilled workers stick to just one level: to what is real, tangible and concrete.

3. Use the **learners' experience**

Adults bring experiential knowledge in education. The information adults have gained over a lifetime is useful when instructing them and is helpful for other students.

Educators should use learner's life experience as a basis for acquiring new knowledge.

4. **Teach** learners **how to learn**

Low-educated learners need to change their thinking processes, become trustful and develop the feeling of being competent.

5. Use **cognitive methods**

To boost the learner's potential and make the learners efficient at solving problems and overcoming the feeling of failure as well as develop the learners' logical thinking ability.

6. Use the method **"learning by doing"**

Low-educated and low-skilled workers have a different way of learning. They have to do first and then to think about what they have done and find the rules.

7. Respect your learners

Adult learners like to be respected; the educator should treat them as colleagues, their life experience can be equal, more challenging or significant than the educator's one. Ask them for advice about things they may know. For that matter, the educator must be familiar with the students' background.



2.2 How to approach adults in a situation of functional illiteracy

As a rule, they have had a bad schooling experience and are reluctant to enrol in education. They are happy that they have left school behind and do not want to face a bad experience again. When approaching learners in a situation of functional illiteracy, the benefits of education might bring to them must be explained to them. Educators have to contact them individually, trying not to embarrass them. Most of them will not recognize that they have a problem.

The crucial part of the training is **motivation**. Triggering motivation is a complex task since most adults in a situation of functional illiteracy believe that it is pointless to continue educating themselves. One of the best approaches is to invite a person who has finished the training and make the students listen to his or her arguments. Another way is to make them clear that the course is a unique opportunity for them and that it is a privilege for them to be part of it.

Before the course begins, the educator interviews the future learners individually, letting them express themselves and talk about their experience, difficulties, disappointments and hopes. It is important adults in a situation of functional illiteracy are listened to, are considered and respected. The interviewer should be discreetly exploiting the information he had been entrusted with.

During the course, it is important that the educator knows his/her students, but it is also very important that students know each other. In this way, they will realize that many classmates have had similar experiences; they will not feel alone and will lose the fear of learning.

It is important to use ice-breaker activities, especially at the beginning of the course, when students are getting to know each other. This will make the process quicker, and students will develop a better relationship that will create a better learning atmosphere.

2.3 The importance of the learning group

Benefits of Group work:

- ✓ Generating alternative points of view or solutions to a problem
- ✓ Giving students a chance to teach each other
- ✓ Students who have difficulty talking in the study group may speak in a small group.
- ✓ More students have a chance to participate in class.
- ✓ Students who expect to participate actively prepare better for the class.

Forming the group

The educator should form the group so that the members of the group complement each other. The size should be between 3 and 5 people.

Groups will be able to work more efficiently if they are provided with:

- Clear goals. Why are they working together? What are they expected to accomplish?
- Ways to break down the task into smaller units
- Ways to allocate responsibility for different aspects of the work

Getting Started

Groups work best if people know each other's names and a bit of their background and experience, especially those parts that are related to the task at hand. Allow some time to the students to introduce themselves.

Be sure to include everyone when considering ideas about how to proceed as a group. Some may never have participated in a small group in an academic setting. Others may have ideas about what works well. Allow time for people to express their inexperience and hesitations as well as their experience with group projects. The teacher should go around the groups and listen to everyone's ideas or encourage divergent thinking by brainstorming. Groups may take some time to settle into work.

3. ACTIVITIES

Estimated time: 2 pedagogical periods

3.1. Video screening and discussion

22

1. Answer the following questions in pairs or small groups:

- ✓ Do you know anyone (in your group of friends, relatives, co-workers) that is in a situation of functional illiteracy?
- ✓ What led them to this situation?
- ✓ How does this person behave?

2 Watch the following video about overcoming illiteracy

<https://www.youtube.com/watch?v=oQcCnZg0UWo>

3 In pairs or small groups, discuss what was interesting or surprising for you in this video. Groups share their vision with the rest of the study group.

3.2. Draw a chart with the most frequent questions

1. Draw a circle and divide it into four parts. In each quarter, write a question that an adult in a situation of functional illiteracy could ask an educator before thinking about enrolling in education and the most suitable answer.

2. Work in groups of 3 or 4 people and share your questions and answers. Choose the best question/answer. Each group makes a chart and shares it with the whole group. Stick the charts on the board.

3. Watch the video. <https://www.youtube.com/watch?v=5mApEVWZESA>

4. Compare with the charts made by the class and discuss.

3.3. Best practices - case study

Study following case of good practices in Ajdovščina, a small locality in the Western part of Slovenia: <http://www.learnersmot.eu/practice/12>

Answer the following questions:

- ✓ Do you think this practice was successful? Why?
- ✓ What is particularly interesting about this way of approaching learners in a situation of functional illiteracy?
- ✓ How would you apply this method in your own environment?

Participants discuss in small groups and share their findings with the rest of the class.

3.4. Working in groups. What would you do if:

- Somebody in a group doesn't participate
- Some members of a group are not discussing the proposed topic and are chatting about personal things.
- There is a negative atmosphere in a group due to some negative group members.

CHECK YOUR UNDERSTANDING

(1) How do adults in a situation of functional illiteracy behave? Choose the right answer,

- a) They do not care
- b) They are not aware of their situation
- c) They feel ashamed and try to hide their situation, even to their family and friends.
- d) They try to hide this situation from their employer, but their family and friends know about their difficulties.

(2) Adults in a situation of functional illiteracy learn better if the educator first teaches them theory, which they put into practice.

- a) True b) False

(3) Helping young children can be a way to encourage adults in a situation of functional illiteracy to enrol in education because they want to find out what their children are learning.

- a) True b) False

(4) Which of these statements is false.

Small groups are good for:

- a) Giving students a chance to teach each other
- b) Students who have difficulty talking in the study group may speak.
- c) More students have a chance to participate in the study group
- d) Students prepare themselves because they think that in a group other people will do his/her work

LESSON 3

FROM LISTENING AND SPEAKING TO WRITING. ABOUT BASIC SKILLS

Estimated time: 4 pedagogical periods



Introduction

How should an adult educator proceed working with learners in a situation of functional illiteracy is at the core of this lesson. Basic skills are dealt with in different activities following the theories arguing that oral language begins with listening and leads to written language and vice versa. Basic skills like listening, reading, writing, communicating as well as cultural and cognitive skills are integrated (several skills used at the same time or sequentially)

Contents

- Integrated basic skills
- Individual interview. Getting to know the participants.
- Ice-breaking activities
- Reading, simulation

Objectives

By the end of this lesson, participants will have learned about how oral and written language are connected while influencing abstract thinking. They will have got knowledge about the importance of integrated skills and practical examples of how to develop them.

Methods

- ✓ Introductory question
- ✓ Theoretical input
- ✓ Presentation and simulation of an interview with a participant getting enrolled
- ✓ Listening to the news,
- ✓ Reading,
- ✓ Simulation

- ✓ Filling in forms.
- ✓ Writing accounts
- ✓ Using text organisers
- ✓ Working with texts
- ✓ Storytelling

Equipment

Blue rubber, whiteboard/flipchart, screen, laptop, projector, markers, coloured stickers, instruction cards, A4 paper sheets, Wi-Fi.

PRACTICAL APPROACH

1. INTRODUCTORY QUESTIONS

If you go back thinking of your own schooling:

- ✓ *Which important skills did you learn first?*
- ✓ *Did you have any problems? If yes, describe them.*

2. THEORETICAL INPUT/ CORRELATION WITH THE HANDBOOK

For more information, refer to the Handbook pp-14-15.

Linguistic ability is the ability to think in an abstract way. This faculty is impaired in individuals who are in a situation of functional illiteracy; they do not have access to abstract thinking whether in their oral or in their written language.

It should be remembered that they cannot manage writing sufficiently to meet the minimal writing requirements in their professional, social, cultural and personal life. They also have difficulties with effective use of oral language. Functional illiteracy is an impairment. Language is about abstraction. They rarely use time expressions. There are practically no discourse markers in their language to clarify the logic connections between clauses. Adults meet many interlocutors; therefore, they have to learn not to speak or write as if everything

were clear to everybody. Getting out of the familiar context where words are barely needed to be understood is quite an adventure for those who are in a situation of functional illiteracy.

3. ACTIVITIES



3.1. Activity 1

Getting to know the participants. Introductory interview.

Listen and watch the following interview and analyse the crucial moments offering psychological support to the learners.

3.2 Activity 2

From ice-breaking activities towards real-life written practice - filling in forms

3.1.1. ICE BREAKING ACTIVITIES

Prepare a basket with card names, false identities which should all be socially valued. Each student should pick up one, and this is going to be their identity for the rest of the course.

Ex.: I'm John. John Peterson. I'm a neurologist. I was born in Sofia. I'm Bulgarian. Currently, I live in Slovenia. My address is Ljubljana, Stefanova 3

3.1.2. USING FALSE IDENTITY

I am a medical doctor

I am a company lawyer

I am a manager.

I am a university teacher

I am a journalist (12 socially valued professions in total)

3.2.3 ASKING QUESTIONS

What's your name?

What's your profession/ occupation?

When and where were you born?

Where do you live?

In which country do you live?

What's your address?

Why do you want to enrol in this course?

3.2.4 FILLING IN THE FORMS WITH YOUR FALSE IDENTITY DATA PRIOR TO READING AND ACTING OUT THE JOB INTERVIEWS

Name	
First Name	
Profession/occupation/job	
Date and place of birth	
City	
Country	
Permanent address	
Reason for joining the company	

3.2.5 JOB INTERVIEW

CONVERSATION 1



Personal manager: Good morning.

Peter: Good morning. Let me introduce myself. I'm Peter Blasi. Thank you for having invited me.

Personal manager: You're welcome. Have a seat. Now, can you give me some basic information about you?

Peter: Well, I am a medical doctor, a neurologist. I was born in Reus.

Personal manager: Can you tell me why you would like to work for us.

Peter: Well, I think your hospital has a good reputation. First, I could learn a lot here. Next, I like new challenges, and finally, I like meeting new people and learn from them.

Personal manager: That's a good point.

CONVERSATION 2

Personal manager: Good morning.

Jane: Good morning. I'm Jane Lee. Thank you for having invited me.

Personal manager: You're welcome. Have a seat. Now, can you introduce yourself?

Jane: Well, I was born in 1980 in Limassol, in Cyprus. I am a company lawyer. I hold a master's degree in international law, and I graduated from the University of Nicosia. I also had my first job there as a teaching assistant.

Personal manager: Can you tell me why you would like to work for us.

Jane: Well, I think your company is a big company, and it has a good reputation. I could learn a lot here. You know, I like new challenges. I like meeting new people, new colleagues.

Personal manager: That's a good point.

CONVERSATION 3

Personal manager: Good morning. Thank you for having accepted this interview by Skype.

Tim: Good morning. Thank you for having invited me to this interview.

Personal manager: You're welcome. Now, can you give me some basic information about you?

Tim: Well, I'm Tim, Tim Novak. I was born in 1990 in Zalec in Slovenia. I live in Ljubljana. I am a journalist, and I hold a degree in social sciences. I graduated from the University of Ljubljana. I have worked for different newspapers and magazines.

Personal manager: Can you tell me why you would like to work for us?

Tim: Well, because, I think your publishing house has a good reputation, and I could learn a lot here. The reason why I would like to work for you...I like new challenges, meeting new people, having new co-workers. And it is close to where I live.

Personal manager: That's a good point.

3.2.6 USING INFORMATION FROM THE ABOVE THREE TEXTS FILL IN THE FOLLOWING FORM.

FILLING IN THE FORMS PRIOR TO THE JOB INTERVIEW.

Name	
First Name	
Profession/occupation/job	
Date and place of birth	
City	
Country	

Permanent address	
Reason for joining the company	

3.3. Applied writing for everyday tasks. Writing short sticky messages

Example 1: *Let me write to my husband*

Type of text: *Short note writing*

Type of writing: *Collective, informal, private*

Tools needed: Cards with instructions

Time: 20.'

Description of the activity: Mandy is having a parental meeting at her daughter's school. She is writing a note to Peter, her husband, and will stick it on the fridge door. She wants to tell him that soup is in the fridge, he has to heat it up, and she will be back by 5 o'clock. She also tells him that she loves him and will be back by 5 p.m.

Task: Learners need to change this text into instructions:

Dear Peter. I am having a parent-teacher meeting. I'll be back by 5 p.m. Please ...

Variation: Single instructions are written on cards and learners have to compose a logic sequence of sentences by placing their cards on the table one after another.

Example 2: *Reading a local newspaper*

Type of text: Newspaper article

Type of reading: Collective, informal, private

Tools needed: Copies of an article that the tutor has previously selected. It is essential that

the article is from a local newspaper and learners are familiar with the topic. Avoid complicated issues, such as politics or the economy at the beginning. It is also important that the text does not exceed ten lines.

Time: 30.'

Description of the activity: Learners read the text individually and try to find the basic ideas of the text: what, where, when, how, why. While they do so, the tutor has to be attentive and help the students who have some doubt or problem, for instance, vocabulary questions. Once learners have read the text individually, they work in pairs and compare their answers, and after that, they try to tell what happened in their own words.

Task: Learners have to answer basic questions about the text.

Variation 1: If it is a small class (ten learners maximum), they can explain what happened together. One learner says the first idea; the next learner adds a new one, and so on.

Variation 2: Single instructions are written on cards and learners have to compose a logical sequence of sentences by throwing their cards on the table one after another

Example 3: *Going to the doctor as a witness to a car accident.*

Role-play. Applied writing.

Medical data

Name

Age

Height (without shoes)

Weight

Have you ever had a:

Physical handicap

Psychiatric illness

Accidents which needed Medical treatment

Long term absence from work

Give evidence of the following where relevant:

Special diet

Medicines are taken over the past year

Amount of alcohol each week

Quantities of cigarettes/cigars/tobacco smoked per day

This person can/cannot be accepted for our normal insurance policy.

Signed

Chief medical officer

Done in London, the 25th November 2018

3.4. Listening in

Time 20'

Your students select relevant information from the news bulletin according to their adopted role. Students work individually or in pairs. The ideas are shared with the whole study group.

Preparation: Record a live broadcast bulletin, if possible

Ask your students to select a role from the list, which you can write up on the whiteboard.

Housewife, doctor, businessman, engineer, university student, unemployed person ...

This list is not exhaustive and might need to be adapted according to the listening material.

Ask students to listen to the material and then classify the items according to the importance they have for them/ or the role they have chosen.

Bring back the whole study group together and set up a discussion.

What are the comments various characters would make on the news to the people around them?



CHECK YOUR UNDERSTANDING

Which statements are true, and which are false?

(1) Linguistic ability is the ability to think in an abstract way.

TRUE FALSE

(2) Teaching literacy requires working in different ways on the same text going from listening, oral language to writing.

TRUE FALSE

(3) Writing can be applied to all sorts of texts.

TRUE FALSE

LESSON 4

TITLE: STORYTELLING - AN ESSENTIAL MOTIVATING METHOD

Estimated time: 3 pedagogical periods

Introduction

Storytelling is an essential method in any adult education. It makes learners attentive and concentrated. The following story was originally written as a story for children, and it turned out to be telling a lot about how our thinking processes are organised and are influenced. Moreover, they say a lot about identity, which exists only in the eyes of others. We need other people to look at us and help us create an image of ourselves.

Contents

- The Bear that wasn't
- The Plot

Objectives

By the end of this lesson, participants will have learned how to deal with texts, how to structure them using text organisers and close reading method, and how to approach the audience telling the story.

Methods

- ✓ Storytelling
- ✓ Using text organisers
- ✓ Working with texts

Equipment

Blue rubber, whiteboard /flipchart, screen, laptop, projector, markers, coloured stickers, A4 paper sheets, Wi-Fi.

PRACTICAL APPROACH

1. INTRODUCTORY QUESTIONS

- *Have you ever experienced storytelling by a professional storyteller?*
- *What makes a good storyteller?*
- *How can a teacher's storytelling stimulate learning?*

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2. THEORETICAL INPUT

Storytelling is one of the most ancient methods of transmitting knowledge, teaching values and creating opinions. It is one of the most effective ways to communicate an important truth to another person. It connects people, captures their attention, giving meaning, context, and understanding in a world that is often filled with chaos and disorder.

Therefore, educators must use stories if they hope to reach their students. Stories will stay with them much longer than facts or statistics. If a teacher becomes an excellent storyteller, he or she can ensure that concepts will be remembered in years to come. Just think of your own school stories, how vivid and present they are. Storytelling is giving. The storyteller is important, the listeners are important, and the story emerging between them is important.

3. ACTIVITIES

3.1. Telling the story “The Bear that wasn’t”

- a) Tell the story in a dramatic way with numerous “silent gaps”. Use your body language to make a stronger impression while looking at your students and checking their reactions.
- b) Ask them about the images they had in their mind while you were telling the story
- c) Ask them to tell the story to each other
- d) Ask them to draw the story in pairs on large sheets of paper

- e) Tell the story again.
- f) Discuss the story
- g) Give out handouts with the text of the story.

Plot

In a beautiful forest lived a bear. He often looked up to see the tree leaves and clouds, and hear the singing birds. Then all the leaves fell off, and the birds flew away, and snow started falling. What now?

A bear settles down for his hibernation, and while he sleeps, the progress of man continues. When he wakes up, he finds himself in the middle of an industrial complex. A foreman mistakes him for a worker and tells him to go to work. To this, he responds, "But I'm not a man, I'm a bear". He is then taken to each of his bosses (general manager and three vice-presidents. They all tell him that he is not a bear but "a silly man who needs a shave and wears a fur coat". Finally, he is taken to the elderly president of the factory, who concludes: "You are not a bear! Bears are only in a zoo or a circus; they're never inside a factory".



Credit: <https://www.youtube.com/watch?v=mt106ojXPyE>

"You are not a bear; you are a silly man who needs a shave and wears a fur coat."

The president and his employees, they all take the bear to the zoo. The bear hopes to gain support from his co-bears, but even the zoo bears claim that he is not a bear, because if he were a bear ", he would be inside the cage here with us". His co-bears conclude that he must be a "silly man" who works hard in the factory to the satisfaction of the foreman and the other bosses. When later the factory closed and winter came again, and the bear was freezing

in the cold snow, he wishes that he were a bear. He finds a cosy and warm cave and enters there, feeling comfortable and bear-like once more. As the bear was sleeping he was saying to himself: "Even though all the bosses and even the zoo bears do not believe that I am a bear, I am not a silly man ...and I am not a silly bear either."

Topic

This story is richly satirical. It is a story about people who believe stories even if they are not true. We tend to change our views if an idea or a story are hammered into us, over and over again. In this story, the bear was repeatedly told that he was a "silly man who needs a shave and wears a fur coat". The bear finally is persuaded that he is a man just because "they all say it is true; therefore, it must be". In the end, the bear who freezes in winter and finds a cave finally understand he is not a human but and bear. He finally understands himself and his true nature.

The book also presents a visual satire of corporate culture. Each time the bear appears before a higher-ranking man in the corporation, the offices get progressively more elaborate (for example, more phones, more wastebaskets, more secretaries). There are also progressively more chins and less hair on each higher-ranking person as the bear ascends all the way to the president's office. (Source: YouTube) .
<https://www.dailymotion.com/video/x4mta9>

3.2. Give the students the summary of the story

Give to the pairs of students a big sheet of flip chart paper.

Ask them to analyse the text with the help of the text organisers you have prepared: who, what where, when, how, why, what for, etc. (the organisers of the story)

WHO	WHAT	WHERE	WHEN	WHAT	HOW	WHY	WHAT FOR

Ask the students to colour constituent parts of the text using different colours: introduction, the body of the text, conclusion.

As you progress with this story, glue to the wall

Whatever your students have done

To stimulate their peripheral learning.

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CHECK YOUR UNDERSTANDING

Which statements are true, and which are false?

(1) Storytelling makes learners attentive and concentrated.

TRUE

FALSE

(2) Storytelling should not adapt to the listeners.

TRUE

FALSE

(3) Storytelling enables students to remember concepts better.

TRUE

FALSE

LESSON 5

ANIMATION AS THE FIRST STEP TOWARDS TRIGGERING PRIMARY MOTIVATION IN LOW EDUCATED LEARNERS



Estimated time: 4 pedagogical periods

Introduction

Animation and motivational strategies are closely connected up to the point that animation is the very first step towards triggering primary motivation for learning in low educated learners. In this lesson, you will learn that animation is far from marketing. Moreover, it does not equal motivation, but it is a part of the motivational process.

Contents

- approaches used to support educational providers' activities and mission;
- Animating as the first step towards motivated students
- Low-educated students focused approach;

Objectives

By the end of this lesson, the participants will have improved their knowledge and skills concerning animating strategies.

Methods

- ✓ Short theoretical input
- ✓ Dramatisation

Equipment

Blue rubber, whiteboard /flipchart, screen, laptop, projector, markers, coloured stickies, A4 paper sheets, Wi-Fi.

PRACTICAL APPROACH

1. INTRODUCTORY QUESTIONS

- ✓ *Can you think of the word animation and enumerate some of its connotations? What does animation mean?*
- ✓ *Have you ever experienced commercial animation? If yes, what was its target?*
- ✓ *Is there a difference between animation and marketing in the field of education?*

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2. THEORETICAL INPUT

In the Handbook “Deep In” you will find several animating approaches, educational providers use to reach their audiences (p.p. 30 - 38). The approaches are very helpful when you want to reach out to a general or homogenized audience, groups of learners with some core common needs (professional or occupation-specific needs). Providers know where the audiences are to be found, so they choose appropriate channels through which these are best reachable: company circulars, posters, radio or TV broadcasts, educational fairs, e-mail, social networks, leaflets to be distributed at places where they meet or pass by (libraries, book-stores, other cultural institutions, medical centres, associations, cinemas, theatres, pubs, galleries, local newspapers, church, discotheques, shop windows, etc.) To this end, educational providers may use statistics on numbers and categories of newspaper readers. So many channels for animation/marketing are available, but none of them attracts the low-educated, and it is not known where to find them since they are a dispersed group. Low-educated adults are not cohesive groups; in fact, they are not groups at all, just a category of adults sharing characteristics.

It has been admitted that low educated adults are rarely attracted to education, nor can be reached by traditional media, like written texts, circular letters, posters containing texts, magazines or local newspapers. A little bit more attractive - for young, low-educated adults- seem to be graffiti, street art or pictures in general, when they are in open public spaces.

If you want to stimulate low educated adults to enrol in your education or training programmes, you will start by setting up animation strategies, that do not address your potential students who are in a situation of functional illiteracy. They should preferably be targeting their social environment: their boss, their colleagues at work, social workers,

personal managers, their children. Undoubtedly, it is not enough to send them leaflets, brochures, nor letters.

As to attract low educated adults and retain them in education, there is no better way than establishing personal contact with their social environment supporting them.

It is important that low-educated workers' superiors try to persuade them that education is essential for the growth of their department, division, company, for the future of their children; that the course is important for their future. The superiors should show these low-educated workers that the company counts on them.

3. ACTIVITIES

3.1 Activity 1

Go into pairs. Take on the role of an adult educator or the role of an interlocutor. Possible interlocutors being:

- The personal manager,
- The social worker
- The boss of some workers
- General audience

Based on what you have learned so far about functional literacy/illiteracy and characteristics of adults in a situation of functional illiteracy (Handbook "Deep In") and the choice of the interlocutor, prepare an argument defending your cause, taking into account the possible attitude of your interlocutor.

The interlocutors (employers, foremen, managers) might not believe in the value of education nor in educating the low educated ones. They are not ready to pay for education. They believe that the company has too much work at the moment. They think that, if more educated, workers would require better salaries, would leave the company, they do not know what you would like them to do, they do not know of any workers in a situation of functional illiteracy in their company.

3.2. Activity 2

Choose an interview and act it out with your neighbour.

Put yourself in the shoes and the situation of their company in today's world. Explain what cultural factors influenced adults' (non-) readiness to read and made them low educated.



3.3. Activity 3

Collectively, in threes, design a graffiti that would be inviting for adults who could profit from a literacy course

CHECK YOUR UNDERSTANDING

Which statements are true, and which are false?

(1) Animation equals marketing

TRUE **FALSE**

(2) Today employers are definitely in favour of education for all.

TRUE **FALSE**

(3) Animation differs according to interlocutor.

TRUE FALSE

LESSON 6

WHICH ORGANISATIONAL PROCESSES, WHEN AND HOW

Estimated time: 3 pedagogical periods

Introduction

Organization of learning processes is a key factor in increasing extrinsic motivation of low-skilled and low-educated adults for learning. Learning processes and how they are planned should be reflective of a fair number of factors: the mentor's beliefs about learning, his/her attitude towards learners, his/her knowledge of low-skilled and low-educated learners' characteristic and life stories, the situation and mission of the company, the mission of educational provider, etc.

Contents

- Overview of organisational processes
- Organizing and planning the implementation of the educational programme

Objectives

By the end of this lesson, the participants will have improved their knowledge and skills concerning organizing learning processes for low-skilled and low-educated learners.

Methods

- ✓ Introductory questions
- ✓ Theoretical input
- ✓ Working in subgroups

PRACTICAL APPROACH

1. INTRODUCTORY QUESTIONS

- ✓ *Have you ever organised and educational event? How did you go about this task?*
- ✓ *Have you ever participated in a well-organised educational event?*
- ✓ *What was special about it?*

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2. THEORETICAL INPUT.

For more information, please refer to “Deep In” Handbook, Module 7, pp- 45-51.

Organizing learning processes is a phase of education comprising:

- organizational and technical preparation of the learning process;
- selection and training of educators;
- use of the media for informing about an educational programme;
- the enrolment of potential students

Organizational and technical preparation of the learning process

Small groups up to 12 learners

Providing premises and related teaching/technical equipment

Goal – a relaxed and safe atmosphere in the learning group

Arrangement of chairs/lights – the room should be adequately illuminated/ decoration / appropriate equipment / technical equipment should be tested / drinks

Selection and training of educators

Educators should believe that learners have full potential, though little knowledge and not enough skills. The educator is more a facilitator than a teacher.

Using the media

Rather than using the media, educational providers use their social and professional network to publicise the programme – the most important notification tool is personal contact

Guidance and counselling

Help and encouragement by the counsellor before the learning process, within the learning process and after the learning process is essential.

Importance of defining the target group

Enrolment of low-educated and low-skilled adults

- learners have to feel safe
- the educator has to find strengths
- no stupid questions

Funding

The low economic status of the learners – It will be good if we get the programme co-financed, so it is free for learners.

Participants have to be fully informed about the possibility of co-financing and of including them in free-of-charge formats of education.

3. ACTIVITIES

3.1. Activity 1

Estimated Time: 25'

Form threes and ask each sub-group to imagine and write down and discuss the organisational steps to be undertaken in order to organize optimal delivery of the programme for low-educated and low-skilled adult learners.

3.2. Activity 2

Estimated Time: 25'

Case study: You have a learner in your group who is very demanding/is never satisfied/is bored most of the time. He/She disturbs the whole group. Please describe how you would organize your learning process in a way that he/she will be more involved. Discuss the possible answers (pros and cons) with your partner.

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3.3. Activity 3

Estimated Time: 10'

Discuss additional issues like the role of natural light, etc. basing yourself on your experience

3.4. Activity 4

Estimated Time: 10'

Look at the photo and describe the learning environment. Do you find it appropriate for the learning process? Why? Why not?



CHECK YOUR UNDERSTANDING

Which statements are true, and which are false?

1. When preparing the classroom, the mentor should be located in front of the learners as an authority.

TRUE FALSE

2. The mentor's primary job is to facilitate learning and to help learners to understand themselves and gain knowledge about the external world.

TRUE FALSE

3. The learning process has to be adapted to learner's life stories.

TRUE FALSE

4. If we want to increase the number of learners, we have to publish an ad in a newspaper.

TRUE FALSE

LESSON 7

LEARN HOW TO LEARN

Estimated time: 4 pedagogical periods



Introduction

This lesson is meant to make you think about how you learn and how could learning be more effective for your learners. Low educated adults need to become more skilled learners, so more knowledge in this field is welcome.

Contents

- Exploring learning how to learn
- Exploring learning styles
- Exploring various teaching techniques for single styles
- Group work and discussion

Objectives

By the end of this lesson, participants/educators will have *discovered different learning strategies* to teach their students and will have *identified different learning styles*: visual, auditory and kinaesthetic style. They will have *explored various teaching techniques* addressing those styles and will have *engaged in the development of educational sessions* using those techniques.

Methods

- ✓ Asking an introductory question leading to a discussion
- ✓ Theoretical input
- ✓ Screening videos
- ✓ Discussion
- ✓ Online Tests for discovering your learning style
- ✓ Check your understanding

Equipment

Whiteboard flipchart, screen, laptop, projector, PowerPoint presentation, Kahoot application installed on participants' mobile phones and the facilitator's laptop, markers, A4 paper sheets, Wi-Fi.

PRACTICAL APPROACH

1. INTRODUCTORY QUESTION

How do *you* learn? Which strategies do you employ?

2. THEORETICAL INPUT/CORRELATION WITH THE HANDBOOK.

Estimated time: 1 pedagogical period

This part is devoted to learning strategies and learning styles.

2.1. Study about and *discuss the following learning strategies* briefly comparing them with your own ones. Suppose your students have to learn new things. Here are some strategies you could teach them.

- Do not go through the first chapter of a text reading one line after another. Instead, go on “a picture walk” first. Look at headings, bolded words, pictures, diagrams first but also read the summary or abstract. This will allow you to organize your thoughts.
- Get out a notebook or a piece of paper - so you read the next chapter and take notes. Write down your key insights. Avoid mindless reading.
- Answer the questions at the end of the lesson.
- You have to focus; it is easy to become distracted (passers-by, thinking of friends).
- When you are focusing, you are putting specific parts of the brain in action. You are in "focused mode". You are in a "diffused mode" when you are daydreaming. Your mind has to go back and forth between the two modes.

- When you are learning new things, you have to focus to trigger learning.
- You are stuck if you do not understand the initial explanation.
- You can also be in diffuse mode. Therefore, you are giving your brain an idea of what is coming next.
- Go back to your notes or ask the educators to explain it again.
- You might stay stuck until you give your focus mode off.
- Take a break or concentrate on something else. Do not make your breaks too long.
- When you start doing an activity, you do not like, it feels like pain. Pain centres get activated. However, this pain often goes away quickly when you begin the activity.
- *Diffuse mode activators*; listening to some music, jogging, reading, cooking, going for a walk, etc. There is a problem with putting things off until later. Shut off all distractions (your phone, TV, internet, etc.)
- Set the timer for 25 minutes. Twenty-five minutes is not long. Get focused. After 25 minutes, reward yourself. When you are looking for a reward, your brain focuses better.
- Do not want to finish the tasks. You may wander off but bring your thoughts back.
- Active recall: Look away from the paper and try to remember the key ideas.

2.2. Learning styles

Time: 15.'

Screen the following explanatory video about the learning styles and find out what your own learning style is.

What is Your Learning Style? <https://www.youtube.com/watch?v=uQkTho2or8U>

3. ACTIVITIES

3.1. Activity 1

Estimated Time: 45'

(3.1.) Participants may use Kahoot application to take part in a short game-quiz that will test their knowledge on the different teaching techniques per learning style. The educator prepares 7-10 questions inquiring which techniques belong to individual learning styles. (e.g. the use of colours, charts and graphs, recording notes, distributing handouts, conducting experiments and organizing field trips). A presentation is followed with detailed information on different learning techniques per category. The presentation will also include information about two extra methods that enhance the learning process of low-skilled adult learners. These are learning by doing and learning by analogies. Discussion and queries will be encouraged.

3.2. Activity 2

Estimated Time: 45'

(3.2.) Go into subgroups of 4-5 and design your own inclusive lesson plan. The plan should use techniques from at least three learning styles (visual, auditory, and kinaesthetic). Each team presents its lesson plan, and the other teams share their comments, proposes changes and opinion based on their teaching experiences with this group of learners.

CHECK YOUR UNDERSTANDING

Which statements are true, and which are false?

1. Learners should carefully read each line of the text if they want to understand the text well.

TRUE FALSE

2. There is an infinite number of learning styles since each person has their own learning style.

TRUE FALSE

3. Learners should go from focused on diffused learning mode and vice versa.

TRUE FALSE

LESSON 8

ICT TOOLS IN ADULT EDUCATION

Estimated time: 3 pedagogical periods

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Introduction

Educators of adults have problem-solving skills and ICT skills similar to those of other university-educated adults; the question is if they use them enough in their professional work, particularly in the delivery of educational programmes? When educating and training low educated adults, it is important to use ICT skills, since this will make a positive impact on these learners. Moreover, being afraid of making mistakes and being less confident, these learners love using ICT technology.

Contents

- Benefits of ICT for adult education
- Different ICT tools and how to use them in education
- ICT tools for sharing contents
- Gamification and its benefits in adult education
- Sharing contents

Objectives

By the end of this lesson, learners will have a general knowledge about the most popular ICT tools and how to use them in adult education. They will be able to understand the benefits of ICT tools to motivate their students.

Methods

- ✓ Asking an introductory question leading to a discussion
- ✓ Canva for designing and creating stories
- ✓ Problem-solving
- ✓ Screening videos

- ✓ Discussion
- ✓ Check your understanding

Equipment

Whiteboard, screen, laptop, projector, Canva presentation, Kahoot application installed on participants' mobile phones and the facilitator's laptop, markers, A4 paper sheets, Wi-Fi.



PRACTICAL APPROACH

1. INTRODUCTORY QUESTION

Which application have you been using so far in your educational work, why and how?

2. THEORETICAL INPUT

Technology and the internet have changed our lives in many aspects, and education has been influenced by these changes.

2.1 The benefits of using ICT tools in adult education

First, what are **the benefits** of technology regarding education?

- It is more **time-efficient**
- Accessible to a **broader audience**, even to learners that live in remote areas and don't have time to go to an educational centre
- It can happen anytime and anywhere
- Learners **can be part of a bigger community** and share ideas and experiences with people from other areas or even other countries
- It is also an opportunity for educators that can **collaborate with other educators**

- It supposes **new means of communication and evaluation**, for example, peer evaluation
- It is more **motivating**
- It caters to the **individual needs of the students**.

2.2 ICT tools in adult education

When we talk about ICT, we are talking about Information and Communication Technologies

The educator has to decide about the content and how to use the ICT tools. He/she must also decide if a specific group is ready for certain tools or not. As we are talking about low-literate or in a situation of functional illiteracy learners, some of them might not be familiar with some of the tools, and this can add stress to them.

1. Slide Shows

Powerpoint has always been the most significant choice for classroom presentations, but now there are many other tools, such as Emaze (<https://www.emaze.com/>), Prezi (<https://prezi.com/dashboard/next/>), HaikuDeck (<https://www.haikudeck.com/>) and powtoon (<https://www.powtoon.com/>).

The educator can use these tools to prepare their own presentations or ask learners to do their own presentations.

2. Flash cards

Flashcards are beneficial to learn and review vocabulary, in the learners' native language as well as in a foreign language.

Some of the uses are: For storytelling, you can use cards with images to tell a story. You can even add keywords to handle or use a video without a voice to invent your own story.

3. Canva is a user-friendly application used to design

Using CANVA, adult educators can create a beautiful design. They can use CANVA's drag-and-drop feature and layouts to design, share and print flashcards, logos, presentations and they can learn how to create great graphics and documents – for example, for social media posts. CANVA is useful to create stories that help low-educated adults to grasp the message quickly and to remember it.

4. Videos and audios.

You can use already existing videos from video platforms such as YouTube (<https://www.youtube.com/>),

Vimeo (<https://vimeo.com/>),

Ted-Ex (<https://www.ted.com/watch/tedx-talks>),

some of them have additional activities

You can look for the song and the lyrics and do some exercises, for example, to leave some words out that learners have to complete or use already existing platforms, such as lyrics training

(<https://es.lyricstraining.com/>)

You can make your own videos or ask learners to make the videos. To make your own videos, you can use the following programs:

Openshot (<https://www.openshot.org/>),

PodBean (<https://www.podbean.com/>),

Spreaker (<https://www.spreaker.com/>) or

Camtasia (<https://www.techsmith.com/>).

4. Gamification

Are the use of game thinking and game mechanisms in a non-game context to improve user engagement and learning. If things are enjoyable, they will be perceived as easy to use and efficient.

There are many websites for teachers to create games. Some of the more popular ones are:

- The teacher's corner (<https://www.theteacherscorner.net/>)
- That Quiz (<https://www.thatquiz.org/>)
- Puzzlemaker (<http://puzzlemaker.discoveryeducation.com/>)
- Tools for Educators (<https://www.toolsforeducators.com/>)
- Kahoot (<https://kahoot.com/>)

These are only some websites that were available when we wrote this course. As new websites and online tools are continually appearing, the educator should try to keep up to date.

5. Sharing contents

Technology and the internet are also handy tools to share content with other educators or your students. For this purpose, you can use Google Drive or, especially for educational purposes, Google Classroom.

Google Classroom is a free web service that aims to simplify creating, distributing, and grading assignments in a paperless way.

2.3 Conclusion

- ICT tools in adult education have many benefits, as they make the classes more dynamic and interesting; motivate the learners and make their learning more accessible.
- On the other hand, the teacher has to be continuously updated, which is very time consuming, and some adult learners may not be familiar with ICT tools and find it stressing to do activities online. Some may not have a computer or internet at home.
- The educator's role is to decide whether the learners are ready to use ICT tools in the classroom and which are the most suitable ones.

3. ACTIVITIES

3.1 Activity 1

Watch the following video about how to prepare a Prezi presentation and follow the steps shown in the video to create your presentation.

<https://www.youtube.com/watch?v=cca17J8ohr8>

Students watch the video and work in pairs to deliver their own presentation. They can take notes and go back to the video for clarification whenever they want.

3.2 Activity 2

Prepare a Quiz with Kahoot about a topic related to the course. Explain to students how to use it and play. Once they have completed the game, ask them to go to the Kahoot website <https://kahoot.com/> and in small groups (up to 3 students) prepare a quiz to play in the class.

If students have difficulties preparing the Kahoot Quiz following the instructions on the website, they can watch the following video:

<https://www.youtube.com/watch?v=sY9Bc9lIigY>

TEST YOUR UNDERSTANDING

1. ICT tools are not appropriate to teach adults; they are usually used for children at school.

TRUE FALSE

2. Which of these statements is NOT true:

- a. ICT tools are more motivating
- b. ICT tools cater to the individual needs of the students
- c. ICT tools are complicated to use, and there is no need to use them in education
- d. ICT tools have many benefits for the students but are time-consuming for the educator

3. Which of these programs is NOT a software to prepare presentations

- a. Emaze
- b. Prezi
- c. Kahoot
- d. Powtoon

4. Gamification is the use of game-thinking mechanisms in a non-game context to improve user engagement and learning.

TRUE FALSE

APPENDIX

LITERATURE AND ADDITIONAL RESOURCES

<https://www.youtube.com/watch?v=RlzENI49m-g>

<https://www.youtube.com/watch?v=c-GVx-XUqnc>

https://www.youtube.com/watch?v=nqeKgUSwN_8

(Oakely, B; Sejnowski, T. (2018). *Learning how to learn*. New York: Penguin Random House.

This video illustrates the fact that new situations can be managed to forget about what we know and adapting to completely new conditions (like teaching low educated people). In this interesting film, playing jazz and management processes are combined.

Lean – Jazz Analogy 2 <https://www.youtube.com/watch?v=WH9dLnkBCrU>

Vark Strategies <http://vark-learn.com/strategies/>

ANSWER KEY

Lesson 1

1- False 2- True 3- True

Lesson 2

1. c 2- False 3- True 4- d

Lesson 3

1. True 2- True 3- True

Lesson 4

1. False 2- False 3- True

Lesson 5

1. False 2- False 3- True

Lesson 6

1. False 2- True 3- True 4. False

Lesson 7

1. False 2- True 3- True

Lesson 8

1. False 2- c 3. C 4- True



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