Digital Tools for Professional Development: Roles of HEIs in Raising Competences of Teachers Developing Basic Skills of Adult Learners

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The Scope of the Presentation

This presentation will highlight the following aspects:

- **International LLL contexts** of the topic

- **Roles of HEIs in the construction of MOOCs so as to support the continuing professional development of educators and trainers** working with adult learners with the need of basic skills development.

- Effectiveness of PDS4BST MOOCS and to relate to newly formed setting for micro-redentials supported knowledge transfer **bridging in between UCE and practitioners in basic skills development so as to improving quality and professionalization** based on the cooperation and connection.

- The **conditions of connecting micro-credentials and digital-badges to the process of professionalisations** in digital learning environment emphasizing *Facilitation in Adult Learning.*

- **Conclusions**

The European context
Declaration on ALE by the Conference of Slovenian EU Presidency for 8 September 2021

si2021.eu

...vited and motivated to participate).

6. Quality and professional development in ALE

We are committed to:

- Providing permanent and quality professional training of adult educators (teachers, trainers, mentors, tutors, counsellors, leaders and managers in ALE, etc.), including the use of ICT and digital tools.
- Teaching and learning processes leading to optimal responses for individuals and society.
- Finding and developing new learning environments (e.g. learning communities).
- Increasing diversity in ALE provision and its responsiveness to topical socio-economic trends.
- Engaging learners as mentors to include learners' voices.
- Developing and implementing innovative pedagogical/andragogical and didactic approaches and methodologies with professional standards and frameworks (for example, defining and validating key competences).
- Strengthening professional support for adult learners through quality guidance, validation and outreach activities.
- Developing and implementing lifelong guidance and career development for individuals to improve quality of ALE provision.
- Establishing regulatory frameworks, setting quality standards, certifying adherence to these standards and making information on provider performance against explicit indicators available to service users.

The European context
The New European Agenda for Adult Learning 2030 – Goals

NEAAL 2030 adult learning priorities and roadmap:

Priority area 1 - Quality, equity, inclusion and success in education and training

Priority area 2 - Lifelong learning and mobility

Priority area 3 - Teachers and Trainers

Priority area 4: Green and Digital transition

The wider context – UN Agenda 2023 for SDGs and the UNESCO CONFINTEA VII

https://mailchi.mp/unesco/marrakech-framework-consultation?e=83e4e16040

CONFINTEA VII - Marrakech Framework for Action(MFA)

Priorities and principles

- ALE within a lifelong learning perspective

- Role of ALE in creating humanistic responses

- **Recognizing literacy**

- Future of work

- **Digital learning environments**

- Climate action

- Culture of lifelong learning

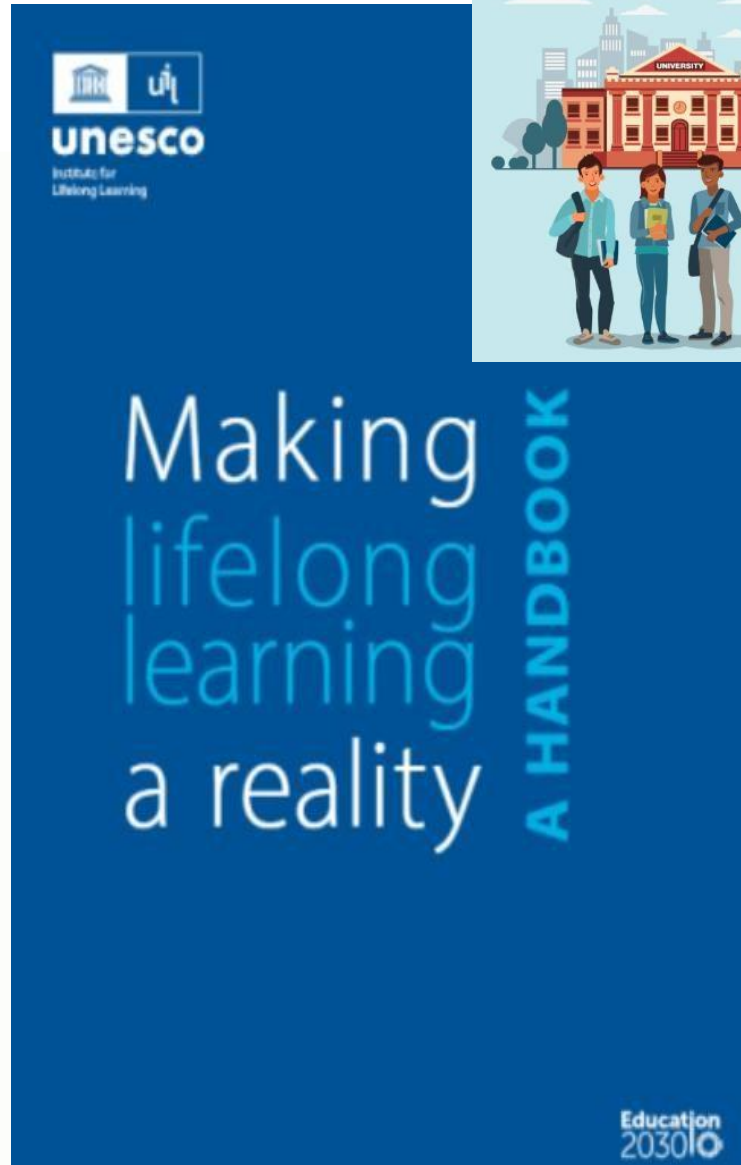https://mailchi.mp/unesco/marrakech-framework-consultation?e=83e4e16040

Bridging LLL-policies to Roles of HEIs

Why LLL should be promoted — 22
  - Developments in digital technologies — 22
  Transformations in the world of work — 25
  Demographic changes — 27
  The urgency resulting from climate change — 29
  Health and well-being — 31
  Strengthening citizenship — 33

[Making lifelong learning a reality: a handbook | UIL (unesco.org)](#)

The European Basic Skills Network

- EBSN - established in 2010
- Supporting excellence, policy design & implementation
- 80+ members of policy-makers and providers too (from and beyond Europe)
  - ministries for education, VET, employment
  - adult education networks (national, regional level)
  - higher education institutions
- Basic Skills: Literacy, Numeracy, Oral Communication and Digital Skills (+ second language)
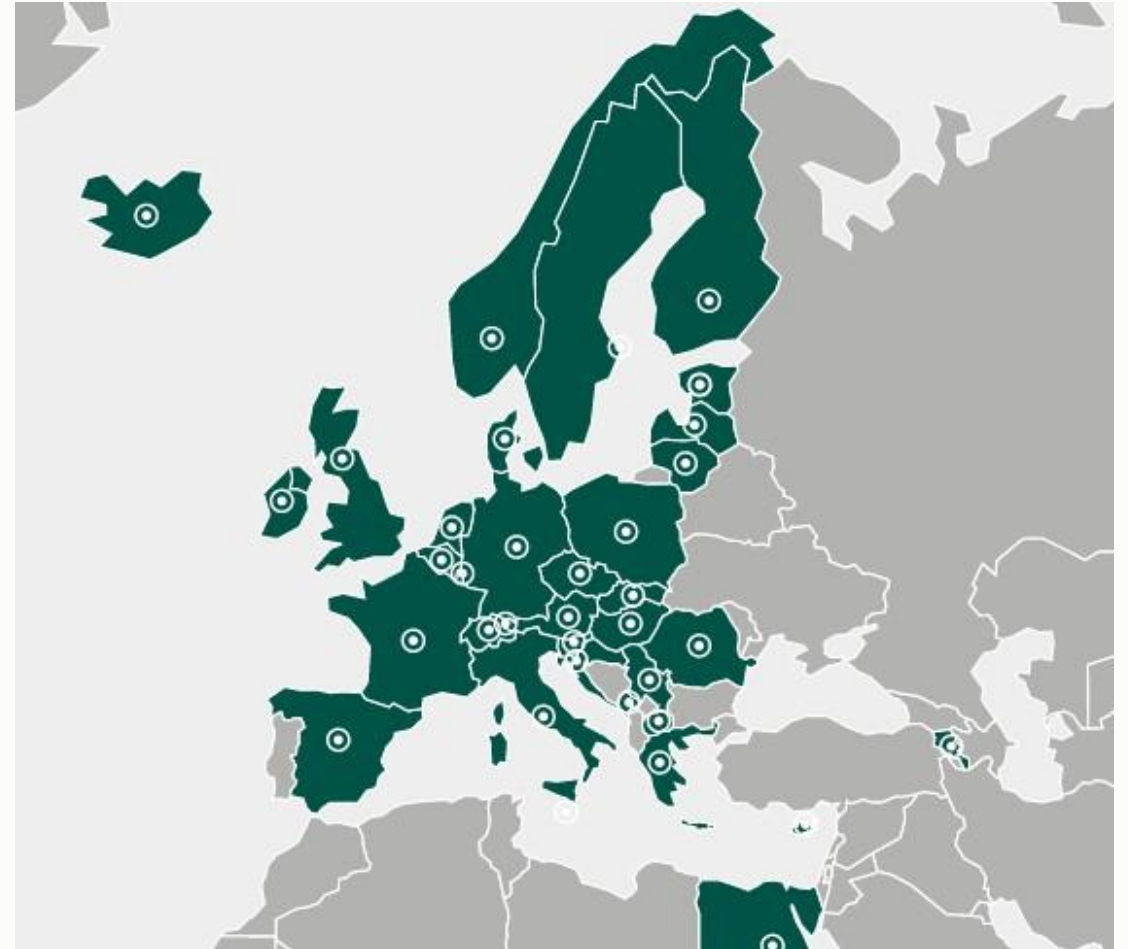
The Opportunity

- **New European Agenda for Adult Learning**
  - <u>Professionalization</u> of Adult Educators

- **Micro-credentials offer an opportunity to provide short, targeted courses to basic skills teachers in accessible formats**
  - Delivered in <u>flexible</u> modes (primarily online or blended)
  - Can be accessed easily and at a <u>low cost</u>
  - Can be <u>accredited</u> and aligned to national and European Qualification frameworks
  - May offer an opportunity to be <u>stackable</u> ie to accumulate micro-credentials towards an award

PDS4BST MOOC Development – EBSN Courses for Teachers, Trainers and Facilitators in Adult Learning and Education

European Basic Skills Network platform:

- 6 MOOCs:
    - Approaching Digital Teaching & Learning
    - Basic Literacy
    - Diversity & Interculturalism
    - Empowering Adult Learners of Basic Skills
    - Digital Basic Skills Programs for Adults
    - Facilitating the Learning Process

- MOOC structure :
    - Extended into 8 weeks!
    - 4 units with 6-7hours each
    - a total of 25 hours equivalent to around 1 ECTS
    - 3 webinars
    - self-instructed study with self-checks + thematic forum

with tests, quizzes, questionnaires, creative tasks

EBSN PDS

OPEN ONLINE COURSES

— For basic skill teachers, tutors, instructors, and counsellors

Approaching Digital Teaching & Learning

Basic Literacy

Diversity & Interculturalism

Empowering Adult Learners of Basic Skills

Digital Basic Skills Program for Adults

Facilitating the Learning Process

Each course:

25 hours

8 weeks

1 ECTS

Facilitating the Learning Process – An example for MOOC Development by HEIs in the PDS-focused project

This MOOC-based course has specifically been designed **to assist users in facilitating adult learners and to enhance teaching practices** when working with adults of basic skills.

This course **supports users to professionally develop abilities to facilitate, design and evaluate the learning process of basic skills students**.

Users explore how the learner progresses and how learner monitoring takes place for adults of basic skills. Users will also be given an **insight into learner support services, tools and systems**.

This MOOC has been developed as part of the EBSN project in tandem with University of Pécs and South East Technological University.

Core Intentions with PDS
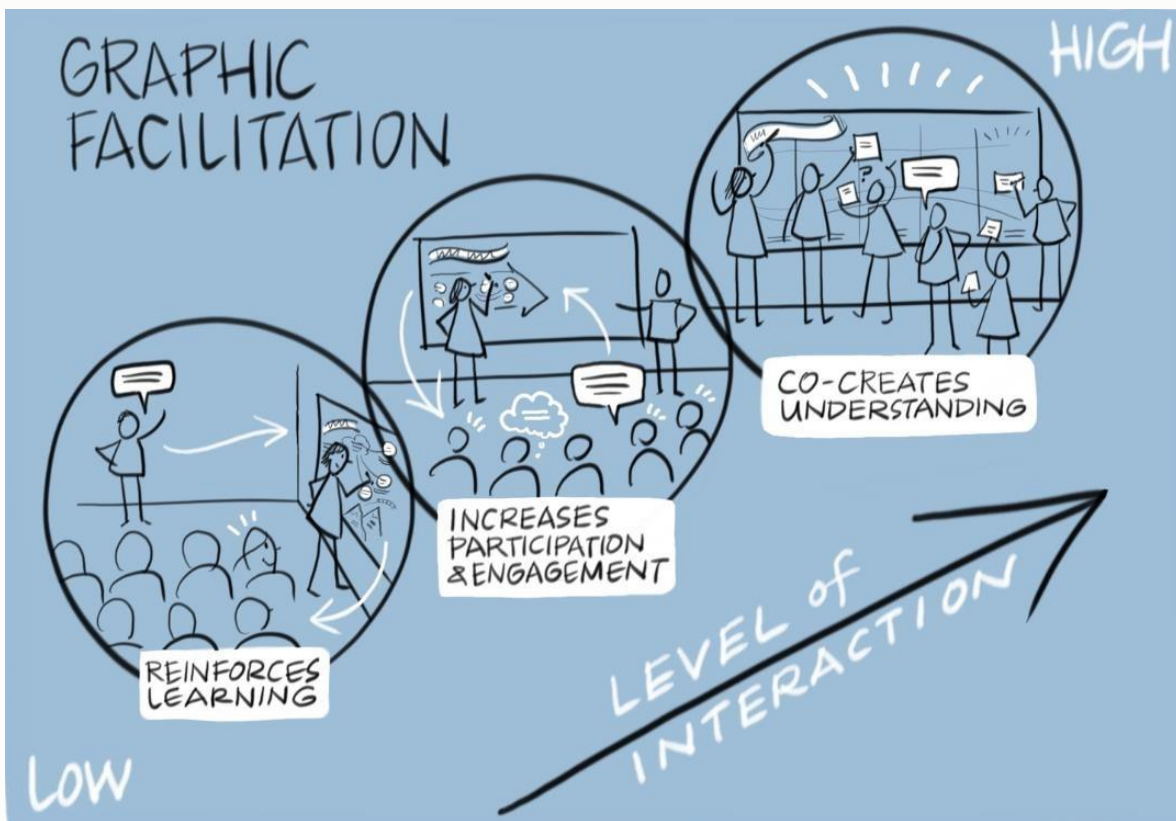
By completing this Course, user will be able to:

1. Demonstrate an understanding of facilitation of adult learning;

2. Assess the use of basic methods in facilitation of adult learning;

3. Identify and apply strategies of facilitating adult learning for better performance in learning;

4. Implement basic elements of facilitating adult learning.

Structure of MOOC6 on Facilitating Adult Learning

Key themes of the course

Unit 1: Understanding Facilitation in Adult Learning

Unit 2: Strategies of Effective Facilitation in Adult Learning

Unit 3: Analysing Approaches of Effective Facilitation in Adult Learning

Unit 4: International Policy Context of Quality Adult Learning for Effective Facilitation

Structure of MOOC6 on Facilitating Adult Learning – connection to Microcredential Bluperint
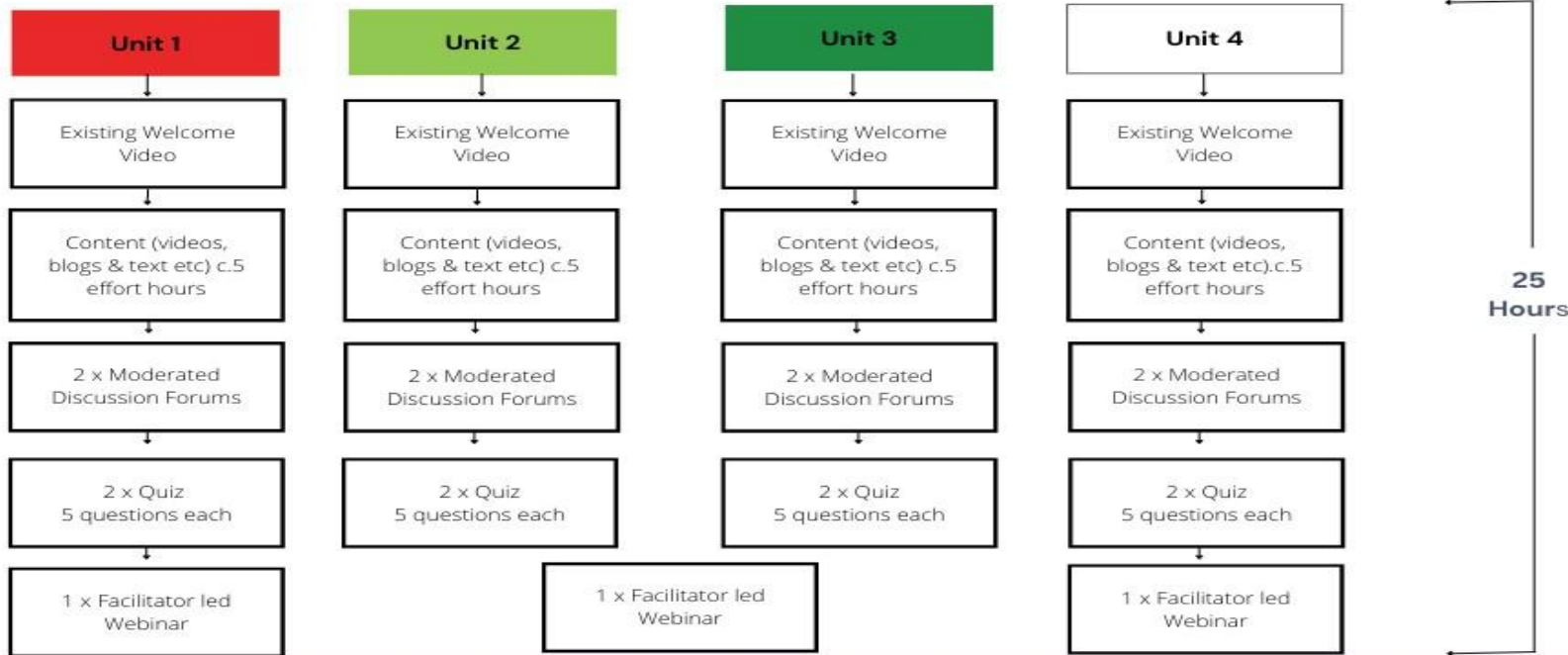
Unit 1: Understanding Facilitation in Adult Learning

Unit's objectives:

1. to provide a better understanding upon the **basic concepts of facilitation.**

2. to draw an introduction to **the role of the facilitator**

3. **to deepen understanding of who the facilitator is and how they engage their learners.**

4. to offer an opportunity to **apply these concepts** in own context.

Unit 2: Strategies of Effective Facilitation in Adult Learning

Unit's objectives:

1. To help **developing skills especially needed in planning and developing comprehensive facilitation for adult learners** to design and achieve purposeful learning by collecting and sharing good knowledge.

2. **Promoting a good sense of discovering and guiding adult learners with respect, care and mutuality** so as to reach up to necessary motivation and engagement.

Unit 3: Analysing Approaches of Effective Facilitation in Adult Learning

Unit's objectives:

1. This Unit **will help understanding and applying useful techniques of facilitation in adult learning through active learning and real-life projects.**

2. **It will enable learning about the principles of learner empowerment which is a key facet of promoting active learning in the classroom.** These tools support learners' motivations and participation in specific forms of knowledge transfer.

3. **This process will also highlight** the roles and responsibilities of adult educators by underlining necessary actions of **preparation, commitment and understanding so as to promote learning with adults.**

Unit 4: International Policy Context of Quality Adult Learning for Effective Facilitation.

Unit's objectives:

1. **Providing insight into the international aspects of adult and lifelong learning** in the scope of **quality, sustainability and accessibility/inclusion** referring to policies promoting participation and performance in adult learning.

2. Based on current texts and examples of practice **it supports the understanding of connections between facilitation of adult learning and raising participation and performance as principles of Adult Learning Education policies** (ALE). It draw upon recent narratives and focuses of such policies in ALE from the UN and UNESCO together with some practices we have identified as useful in sustainable development.
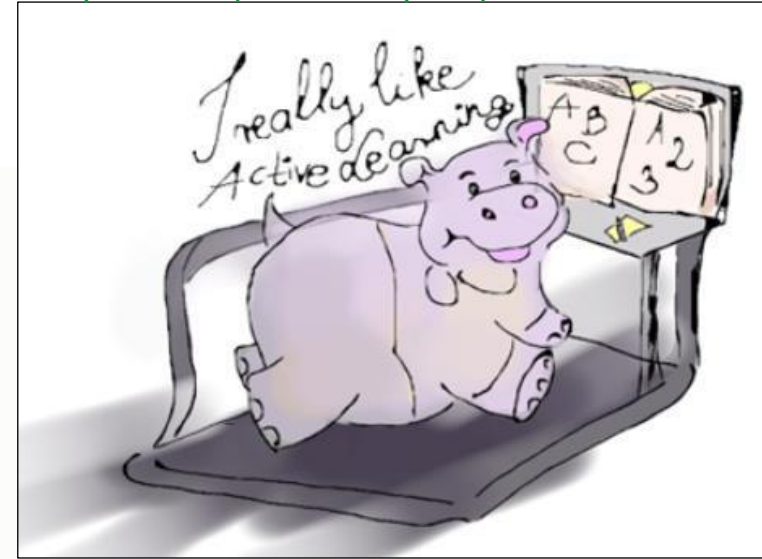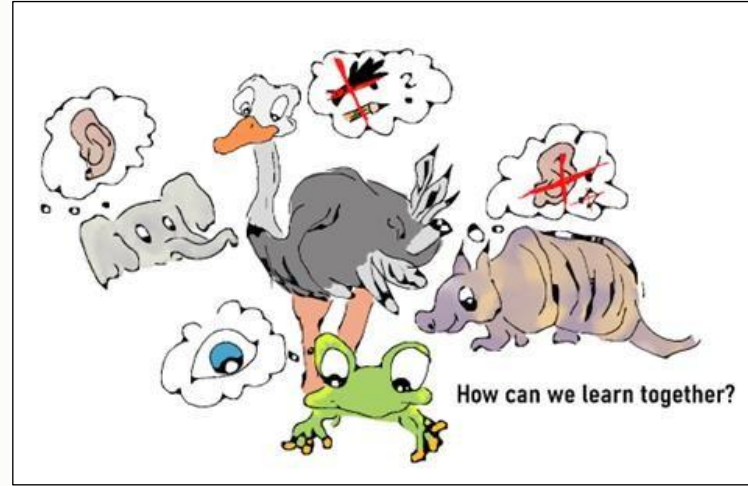
This Unit **highlights some trends and issues in the field of Adult Learning Education relevant to facilitation** in ALE.

Why sparks?

I really like Active learning

Spark - Aspects of Learner Differences

How can we learn together?

Spark: The Adult Educator's Many Roles

Spark: Can you see the big picture?

Reflections of adult educators – I.

„**Participating in the EBSN PDS MOOC Facilitation of Adult Learning programs has greatly helped me in recognizing key methods and skills in facilitating Adult Learning.** For instance, I have learnt that Adults participate in Learning when they are aware of the essence of why they need to learn the particular subject" - Musa

The MOOC has empowered me to independently develop effective and efficient facilitations of Adult Learning, taking into considerations the convenient learning environments for Adult Learners, Professionals needed, learning goals of Adult learners, their time managements, their methods of learning mostly an Active Learning and developing learning needs with them and not for them. - Musa

My impression about the **structures, lengths, and time of the MOOC\EBSN are very positive, the platform and learning materials are precise and well aimed to the easiest comprehensions of the learners.** Each unit last for two weeks which is a very good timing for completing the four units. Exercises after each topic are impressive ways of ensuring active learning. **Different digital tools of evaluations of the learning processes base on formative processes are also key to excellent learning in the MOOC. -** Musa

Reflections of adult educators – II.

The course design was very attractive. Quizzes during each unit were useful. Webinars were very informative. Discussion forum and sharing users experience and knowledge were good ideas - Hamed

During the course I found out what attitudes facilitators must have. What are the best techniques to help learners to involve them in learning? What personal aspects of learners should be considered for an impressive teaching and what is the role of "teacher" in adult learning. - Hamed

The design of the website and content are very attractive. Length of each section was short and at the same time very useful. Checking knowledge among each unit is a very good idea. Webinars during the course gave a huge sense of support. - Hamed

It was the best supplement to the courses on professionalization and curriculum development. After this semester I feel I can manage adult learning classes effectively and implement teaching techniques and deal with adult difficulties. Also to receive certificates was an excellent idea as it boosted our CV. - Hamed

Quality instruments – What do we mean?

- Continuing Professional development of adult educators

- Innovations in evaluating and assessing learning performance

- Identifying new environments and forms of learning

- Implication of relevant pedagogical and andragogical methods+Devel. of Key Competence Assessment Models (CAS)

- Systemic devel. and application of RVA

- Guidance and counselling services for adult learners

- LLG and career development services for adults with ALE focus

- Quality standards to be applied in AE and cVET

- Effective monitoring of ALE

- Raising participation by means and methods of digital learning for adults

- More RDI in ALE

- Stakeholder collaborations
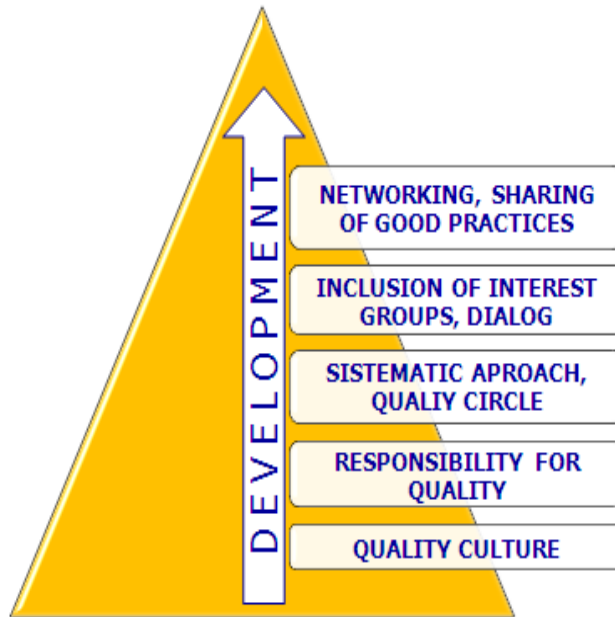
Conclusions for HEIs

- **Universities need to collaborate with each other for joint development of content, structure and digital tools** in MOOC-frame **for effective knowledge transfer**

- **Universities must consider challenging aspects of adult and lifelong** learning which may affect continuous participation and performance and**, therefore, apply flexible forms and methods of teaching and learning** ending up **with self-assessment** through creative porfolio.

- **MOOC-based development of professional skills of adult educators needs necessary involvemement of reflective learning supported by games, quizzes, sparks, etc.**

- **Micro-credentials and digital badges offer flexible and reliable means of capturing continuous professional development at** HEIs in promoting Basic Skills in case they are applied in a planned manner **(Flynn – Cullinane – Murphy – Wylie, 2023)**

Thanks for your attention!

Reference: https://basicskills.eu/ebsn-professional-development-series-registration-is-open-to-new-online-courses-for-teachers-of-basic-skills/

European Basic Skills Network

Professional Development Series 4 Basic Skills Teachers

Reg No: 621532-EPP-1-2020-1-HU-EPPKA3-IPI-SOC-IN