

PROFESSIONALIZATION OF LITERACY AND BASIC EDUCATION – BASIC MODULES FOR TEACHER TRAINING – TRAIN

Module 3: Project Work at Literacy Learning and Basic Adult Education

Natalija Žalec
Slovenian Institute for Adult Education (SIAE)

DETAILED WORK PLAN

Time	Indicative content	Learning outcomes	Methodologies (Teaching and Learning Activities)	Evaluation
Day One				
09:00 – 10:30	Welcome, ice- breakers, introduction of the module, participants' expectations – formative evaluation	On successful compilation of this module participants shall be able to: <ul style="list-style-type: none"> Introduce themselves and participate in the group discussions. Expose, compare and contrast several learning-teaching problems in the field where they teach. Identify and categorise the common learning-teaching 	Tutor led Powerpoint presentation "Slovenia Handout" slide 1 Discussion	Personal and group identification and formulation of expected learning outcomes and group dynamic.

		<p>problems that were exposed in the group.</p> <ul style="list-style-type: none"> ▪ Predict the effects that project learning might cause in their teaching. ▪ Formulate their learning expectations and objectives in Module 3. ▪ Participants are actively involved in their own learning and are willing to cooperate in further learning activities. 	Tutor to use Flip Chart to compile participants expectations for the module	
10:45 – 12:15	<p>Exercise: Reflection upon the ways people learn at school and in life</p> <p>Background theory and philosophy of learning and teaching: social constructivism, experiential learning, learning by doing, learning in/ with/ for the community; what is knowledge; – see e.g. page http://college.cengage.com/education/pbl/background.html</p> <p>Understanding Literacy Students – main problems of literacy students:</p>	<ul style="list-style-type: none"> ▪ Compare and contrast their learning experiences at school and at every day life. ▪ Summarise the main characteristic and differences between formal and non-formal learning. ▪ Assess the importance of non-formal learning from the perspective of life long learning. ▪ Differentiate between transmissive's and constructivist's learning models and teaching approaches. ▪ Relate learner's active involvement to his motivation and responsibility for learning and his success in learning. ▪ Relate learning and literacy to the different social occasions, places, sources, social contexts and assess the potential opportunities for learning within. ▪ Debate and explain the social, economical, political and personal circumstances and reasons that cause literacy problems. ▪ Summarise the causes and effects of situational, systemic and dispositional barriers on one's learning. ▪ Appreciate the learning barriers for people's literacy in everyday live. 	<p>Questionnaire in appendix 1</p> <p>discussion in small groups.</p> <p>Group's chart of findings</p> <p>Presentation "Slovenia Handout" slide 2</p>	<p>Reflection upon participants 'learning and teaching experiences especially with literacy and low-educated adult learners.</p> <p>This is starting point – formative evaluation for introduction of the learning and teaching philosophy and theories that are argued in module 3 and further debates and discussion</p>

	<ul style="list-style-type: none"> learning barriers (by Cross, P.), opportunities for learning, collaborative learning dignity, respect, equality in the adult learning context <p>Reflection upon teaching concepts and participants' teaching practices in low educated groups.</p>	<ul style="list-style-type: none"> Relate (literacy) learning to the everyday literacy practices. Display self reliance in teaching and learning with literacy students. Appreciate and relate well to adult literacy students, i.e. appreciate their adulthood, human dignity, culture, religion, abilities, etc. 		upon attitudes, values and ethics of adult literacy teaching.
13:15 – 14:45	Presentation of example of good practice – successful learning project	<ul style="list-style-type: none"> Relate learning-teaching theory above with concrete learning-teaching practice. Evaluate the potential opportunities and barriers for project learning in their learning-teaching contexts. Summarise the advantages and weaknesses of project learning in the context of literacy and basic adult learning. Summarise the teacher's tasks, roles and the competences (see TRAIN questionnaire on competences) she needs to lead group learning project. Debate the effects of project learning in literacy and basic adult education. 	Tutor led Powerpoint presentation "Slovenia good practice", Handout Word-document Slovenia good practice. Lecturing, group discussion, case study groups to use flip chart to compile participants contributions to the analysis of the case study	Formative evaluation enables participants' understanding and acceptance of project approach to learning.

15:00 – 16:30	<p>Reflection and discussion upon one's own learning projects</p> <p>Principles and characteristics of project learning</p> <p>Evaluation of the day</p>	<ul style="list-style-type: none"> ▪ Reflect upon one's own learning in project and summarise the advantages and weaknesses of project learning. ▪ Predict what measures would be needed to overcome weaknesses in their concrete experience. ▪ Summarise principles and characteristics of project learning and relate them to their own teaching practices. ▪ Evaluate and debate the learning of the day i.e. reflects upon what was good and what has to be changed. ▪ Expose one's further interest/expectation and filings during the day by the following questions: <ol style="list-style-type: none"> 1. most important you have learned today, 2. what were your prevailing filings during the whole day, 3. what are your expectation for tomorrow and till the end of the module 	<p>Lecturing, individual reflection, group reflection and presentation of small group work – participants in small group try to derive the characteristic of project learning from their own learning project and presented case of good practice</p> <p>Conclusions by Presentation</p> <p>"Slovenia Handout" slide 4</p> <p>Answering and discussing the questions</p> <p>Tutor to use Flip Chart to compile participants learnings and expectations</p>	<p>See above</p> <p>Questions: about what the participants have learned and the further expectation</p>
Day Two				
09:00 – 10:30	<p>Building up learning project</p> <ul style="list-style-type: none"> ▪ Technique of generating idea for project, ▪ Creating the vision of 	<ul style="list-style-type: none"> ▪ Define several techniques how to generate project idea, ▪ Recognize learning opportunities in every day life. ▪ Relate learning with every day activities. ▪ Generate idea for concrete learning project 	<p>Tutor led presentation</p> <p>"Slovenia Handout" slides 5 to 9</p> <p>Brain storming,</p>	<p>Presentation in front of the group is validated through peer monitoring</p>

	<p>concrete learning project</p> <ul style="list-style-type: none"> Expose main learning opportunities within project SWOT analyse Create project action plan 	<ul style="list-style-type: none"> Analyse strategic options 	<p>analysing and searching for the needs and learning opportunities in students environment that may become the subject of learning project</p> <p>SWOT analyse</p>	<p>and feed-back of the leader of the workshop</p>
<p>10:45 – 12:15</p>	<p>Create project: Action plan of project: tasks, roles, time and tasks management, financial</p>	<p>Propose, plan and prepare Action plan for concrete learning project</p>	<p>Tutor led presentation “Slovenia Handout” slides 10 to 13 Reflection, discussion and planning learning project within small groups Monitoring and counselling during the group work Presentation of project ideas</p>	<p>See above</p>
<p>13:15 – 14:45</p>	<p>The difference between project and learning project, Select learning problems, Within project that are connected with the</p>	<p>Recognize and predict learning activities within project learning's tasks.</p>	<p>Lecturing, reflection and discussion in small groups</p>	<p>See above</p>

	students literacy learning needs – reflect upon purpose, goals and standards of literacy course		Monitoring and counselling during the group work	
15:00 – 16:30	<p>Create learning project: Definition of learning goals, standards, learning methods, learning resources and time management alongside project task.</p> <p>Documentation of the learning project: project plan, log of project learning activities, evaluation of the project</p>	<p>Relate project tasks and learning activities with learning standards of literacy course (or programme in basic adult education) and generate concrete learning outcomes of learning project.</p> <p>Consider the needs for project documentation and predict the sample of documentation</p>	<p>Brief presentation of part of literacy learning within project in front of the whole group, reviewing the aims and standards of literacy course and select the adequate according to the learning project</p> <p>Monitoring and counselling during the group work.</p> <p>Work in small groups</p>	See above
Day Three				
09:00 – 10:30	<p>Monitoring and evaluating in project learning</p> <p>Five questions of evaluation – 4W + 1H : what, why, who, when, how</p>	<ul style="list-style-type: none"> Recognise the purpose, aims, tools and methods of evaluation in learning project. Compare formative and summative evaluation. Predict evaluative questions, method and instruments within learning project that was set up. Relate learning evaluation to the dynamic of learning 	<p>Tutor led presentation “Slovenia Handout” slides 14</p> <p>Handout of the printed presentations be given to the participants.</p> <p>Lecturing, reflection,</p>	Monitoring during the discussion and group work and reflection

	Formative evaluation Monitoring project Final – summative evaluation	project and predict time for formative and summative evaluation.	discussion and planning evaluation of learning project within small groups Monitoring and counselling during the group work Presentation of groups concepts	
10:45 – 12:15	Position of individual student within group learning project, Individual learning plan and documentation of learning	<ul style="list-style-type: none"> Describe the dynamic and relations between processes of group's and individual learning. List the activities that shall be done when preparing individual learning plan. Debate the need of individual learning plan within learning project. Predict and propose the documentation that supports preparation of individual learning plan. Appreciate the need of individual to have personal learning plan. 	Lecturing, demonstration, work in pairs, Brief presentation/reflection in the group	Monitoring and peer evaluation
13:15 – 14:45	Structuring of literacy course through learning projects: i.e. learning project at the beginning, at the middle and at the end of the literacy course according the needs of the	<ul style="list-style-type: none"> Describe the needs of learning group regarding its stage of development. Compare and contrast different stages of learning of learning group regarding the goals of learning projects. Estimate how many learning projects the learning group 	Lecturing, demonstration, work in small groups, monitoring and counselling group work and individual	Monitoring and counselling group work

	learning group(s), learning goals and standards of literacy course and learning opportunities within the community.	<p>is able to proceed through regarding the duration of literacy course.</p> <p>Predict the general content (subject) of learning projects that might be proceeded in concrete education i.e. literacy course.</p>		
15:00 – 16:30	<p>The role of the literacy teacher in project learning</p> <p>Attitude, competences, values, procedures and organisation</p> <p>Final evaluation</p>	<ul style="list-style-type: none"> Consider the role of teacher in learning project in her relation to the learning group, individual student and curriculum of learning program (e.g. literacy course). Discuss and predict teaching competences that are need in learning through learning project in literacy and basic adult education. Evaluate which of teaching competences one is interested to develop in future. Appreciate the need for continuous professional learning. Evaluate particular elements of learning in module 3 	<p>Self-reflection, small group discussion, plenary discussion</p> <p>Answering question individually</p>	<p>Monitoring and jotting down the characteristic and competences identified by participants</p> <p>Data through questionnaire</p>

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.