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

Module 4:
Individual learning and ICT Skills in Literacy and Basic Education

Elie Maroun
National Agency to Fight Illiteracy (ANLCI)

Contract Number:	229564–CP–1–2006–1-DE–GRUNDTVIG–G1
Project Title:	Professionalization of Literacy and Basic Education – Basic Modules for Teacher Training -TRAIN
EU Research Programme and Financing:	Socrates Grundtvig 1
Project Coordinator:	German Institute for Adult Education (DIE) Leibniz Centre for Lifelong Learning Monika Tröster
Project Homepage:	www.die-bonn.de/train
Reporting Party:	National Agency to Fight Illiteracy (ANLCI)
Publishing Date:	Bonn, September 2008

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

Module 4:
Individual learning and ICT Skills in Literacy and Basic Education

Elie Maroun
National Agency to Fight Illiteracy (ANLCI)

1. Title / subject: Individual learning and ICT Skills in Literacy and Basic Education
2. Description of target group
3. Aims and objectives
4. Rationale
5. Description of content
6. Methodological and didactical aspects/considerations
7. Key learning points and recommendations
8. Results
9. References

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.

1. Title / subject: Individual learning and ICT Skills in Literacy and Basic Education

This module is intended for Literacy and adult basic education teachers who have not yet used ICT in their teaching courses as learning tools or ways. It aims at enabling teachers to discover and increase the ICT uses mainly in individual learning system. It relies on the "learning by doing" method to elaborate learning activities that illustrate many ICT applications and experiment on shared activities within a community of teachers.

2. Description of target group

This module is open to all teachers and trainers involved in basic education for adults, paid staff or unpaid volunteers, beginners or experienced, but who have not yet used ICT in their teaching activities. However, applicants for this module are strongly advised to prepare their training project in close association with the teaching team and/or head of their teaching organisation. The priority for this module will be given to applicants with precise plans either for personalised training or for improvement of individual and collective practices. Particular attention will be paid to those who have already wondered about using ICT, as well as to those who have identified their needs in this field and who have already considered – in their training centres - the conditions of the use of ICT in their work situations. Finally, this module could be opened to teachers reluctant to using unknown ICT facilities with their learners and still sceptical ICT in teaching.

3. Aims and objectives

The general objective of this module is to get teachers familiar with the uses of ICT in their basic education courses with the emphasis on individual learning. The module will acquaint the participants with the principal ICT systems, uses and tools appropriate for individual basic education courses. In the course of the activities offered in this module, the participants become "ICT users" both as trainee and as trainer preparing learning activities integrating ICT for their own learners.
This module should enable teachers who work on basic education to:

- Discover and/or increase the contributions made by systems based on ICT and individual learning
- Elaborate learning activities that illustrate a number of applications for these systems
- Experiment on shared activities within a community of teachers.

4. Rationale

Nowadays the use of computers and the internet is an element of daily life and therefore also an element in literacy and basic education. It is necessary to enable teachers to integrate Information and Communication Technologies (ICT) in literacy courses.
By taking an increasingly important place in professional and private environments, knowledge society, on the base of its main technical support - ICT - is now characterised by a multitude of programmes, procedures and tools. The latter are bringing a major change in the area of learning.
Taking into account the numerous innovations that are taking place in the field of education and training (such as lifelong learning, acquisition of key skills, validation of learning and experience assets), teachers in the field of literacy and basic education are

invited to benefit from the facilities provided by ICT to put these innovations into application. They are also led to offer personalised solutions to adults on training courses - solutions often based on individual learning systems.
From basic education to the university, the introduction of information and communication technologies (ICT) makes it possible to diversify the modes of education and to develop new practices. However, it also raises recurrent problems linked to the participants' resistance, a lack of mastery of the technologies within the organisations, accessibility, distance, rigidity of work organisations, low project culture.
Basic education is no exception to the rule, but the characteristics of the basic education learners and teachers amplify or increase these effects, either from the face-to-face teaching point of view, from that of the teaching organisation or of the teachers training.
ICT tools can help to facilitate the access of people facing difficulties with the conventional forms of writing to education, as they are easily attracted to them. As users of the tools, they regain social visibility and acquire one of the key skills required to be a European active citizen.
As far as teachers are concerned, the use of ICT in their didactical approach depends mainly on their ability to integrate ICT in the learning process. Many ICT tools (Off-line learning software, On-line topics, Learning management system, Distance and collaborative learning tools, Videoconference and others ways) are now available for teaching. Therefore basic education teachers should improve their ICT skills and integrate ICT through teachers training courses or practice communities.

5. Description of content

The concepts, the activities and the information about practices, systems and tools offered in this module are organised in six sections:

A- The principles emerging from the knowledge society and the changes observed in the professional and private life are linked with learning (link to the key competences for lifelong learning in Europe, in particular the digital competence).

B- Typology of ICT uses in basic education: The characteristics and increases in value of individual learning systems supported by ICT: Learner uses facilitating acquisition of basic education:
- Software for learning and practising (multimedia learning tools, exerciser or simulator),
- Interactive environment bringing together uses and tools (e.g. learning management system),
- ICT for communication, information search and production (e.g. on-line forums or distance co-operative works).

C- The main teaching aids for acquiring basic knowledge and skills.
In adult basic education, the ICT:
- enhance the pedagogical design
- improve cognitive ability
- remove the obstacles of distance and of isolation
- facilitate personal, cultural and professional integration

The implementation of the ICT uses needs to:
- identify hindrances, obstacles and development possibilities,
- build a collective strategy within the training centre,
- coach the teachers' professionalization concerning the didactical approach linked to ICT uses (e.g. in distance learning) and technical aspects.
- opt for an individual learning process.

D- The main benchmarks for individual learning. The process must enable learners to develop their autonomy in order to learn.
  - Achieving a learning project,
  - Creating individual courses corresponding to personals goals,
  - Operating an individual learning system performing the following functions:
    - Welcome learners and assess personal situations
    - Enter into contracts
    - Lead the learners in an appropriate and coherent way in relation to their individual situations and environments
    - Recognise and certificate skills acquisition.

E- The main elements in a collaborative work environment in a teachers' community experimenting a distance collaborative learning and activities.

F- A number of learning activities that incorporate ICT into individual learning processes (Individual distance work).

6. Methodological and didactical aspects/considerations

The pedagogical organisation of the module and the activities scheduled are based on placing the participants in a learning situation for the course contents. It is a sort of "Learning by Doing" where the trainee-teachers find themselves in the situation of learners, similar to that which they will be capable of organising by the end of this module. In this way, they will acquire the skills required for the uses of ICT in individual learning, having experienced and tested some of these uses.
For that purpose, the module will include many teaching and learning methods: Distance individual works, conference calls, group discussions, teacher presentations, Case-studies, workshops, software exercise and test, online group chats, virtual class.
The schedule suggested could be organised as follows:

Unit	Activity	Support	Duration
Individual distance work	Exchanges between trainer and trainees Clarification of the trainees' needs Support for the formalisation of a personal training project	Telephone E-mails	2 hrs
Internet discussion group	Creation of a learning community On-line discussion forums, both in real time and not, about the expectations, the curriculum and the individual work required	Co-operative Internet workspace Proposed bibliography	2 hrs
Individual distance work	Reading suggested documents and writing notes on them	Computerised documents	4 hrs
Day 1 of in-class training	Talks by trainers and trainees followed by discussion and presentation of distance work done. Group work on creation of learning activities	Room with Internet access and off-line learner software	7 hrs
Day 2 in classroom	Presentation and experimentation of ICT systems, tools and practices	Room with Internet access	7 hrs
Individual distance work	Creation of an individual learning activity using ICT	Computerised documents and Internet access	4 hrs
Internet	On-line discussion forums, both in real time and	Co-operative	2 hrs

discussion group	not, about the activities carried out by the trainees Conclusion and feed-back	Internet workspace and “virtual class”	

Total duration: 28 hours: 50% in-class training (2 days), 50% in distance learning and individual work.

7. Key learning points and recommendations

After the module experimentation we can observe that the participants were interested in the architecture of the module, alternating several types of distance and face-to-face activities. They followed a process marked by production of both individual and collective work, before and after the face-to-face course. The design of the module is a kind of “co-training” in which all contributed to the joint work. Various types of co-operation are offered, for the trainees to familiarise themselves with simple ways of using ICT for basic education.

It is necessary to note that this module is intended for teachers who never have used ICT in their teaching; however a minimum knowledge of ICT uses is required (word-processing, Internet and email use).

The exercises provided for the trainees are based on a learner-centred teaching approach. Practical work with the tools and methods presented is centred on integration of learning activities using computer tools in the context of a course of basic education (Reading, Writing, Counting, getting about, etc). The emphasis is on the new pedagogical engineering relating to ICT use. The module test shows that the trainees appreciated the flexibility provided by ICT for a more personalised education programme where classic tools (pen, paper, traditional class work) are complemented by interactive and sometimes distance computer work.

The “virtual class”, which is rarely used as a distance learning system for teachers working in basic education, that can be used to learn from immediate applications of some of the methods and tools presented in the activity proposed by each of the trainees in their centres.

However, it is recommended to insist on the necessity for the content offered by the ICT to correspond to the specific needs of adults in basic education.

The module experimentation results show that the two subjects presented require more course time than initially planned. For the teachers, the strong interaction between individual learning and ICT skills requires joint planning of the activities proposed. The diversity of the teachers and the multiplicity of the basic education centres need to provide many examples of practical work *in situ* in order to make the basic principles contained in the module more concrete.

The teachers who benefited from that training will only be able to implement this method in theirs courses if the necessary equipment (computers, Internet access, learning software) is available in their training centres.

8. Results

After having successfully followed the module, the trainees will have the ability of:

- Undertaking critical reading on various aspects and projects in connection with ICT in Literacy and Basic Education
- Constructing a common group culture on ICT use in basic education and the problematic of individualisation
- Identifying benchmarks for use in planning a course session including basic education techniques using ICT
- Defining the relations between Autonomy and Individualisation by questioning the place of ICT in these approaches

- Designing a learning situation for experimentation
- Choosing pedagogical tools by using an analytical approach to teaching software and identifying the value added by integrating these into a session of basic education
- Discovery of possible teaching software and learning situations, for non-readers also
- Information about the use of on-line tools offered by an open distance-learning scheme intended for Basic Skills
- Practical use of distance learning system in basic education
- Identifying the points of convergence of the different tools and systems
- Practical use of one of the suggested tools, by preparation of a learning activity for basic education
- Designing a learning activity using ICT in basic education
- Presentation of the suggested activity and information about all the participants' activities
- Contributing to a joint module feedback report.

9. References

A. Essential reading

ARNODO J. *L'intégration des technologies de l'information et de la communication dans les formations d'adultes en situation d'illettrisme : analyse des usages pour un Service d'information stratégique des formations de base* (SISFOBASE). – 351p. Thèse en Sciences de l'information et de la communication : Aix-Marseille III, Saint-Jérôme, 2000. www.illettrisme.org

BARR D, *ICT, integrating computers in teaching creating a computer-based language-learning environment,* Oxford New York, P. Lang, 2004, 240 p.

CAVET C., MOR A. *Formation individualisée : fiches méthodologiques à l'usages des concepteurs et des formateurs*, CAFOC de Lyon, 1988, 71p.

DANTZER F (dir), *Usages des technologies de l'information et de la communication en formation de base et en formation linguistique*, C.R.I. PACA, Marseille, 2008, 124 p.
http://www.illettrisme.org/component/option,com_remository/Itemid,29/func,startdown/id,195/

E-learning - me included: How to use e-learning as a tool for social inclusion, S2NET Consortium, 2004, EFODL, Gent, 2004, 45 p.
http://www.be-odl.org/images/res/ref110.doc

LENOIR H, *Adultes en situations d'illettrisme et formateurs : rapports aux nouvelles technologies,* Rapport de recherche, Paris, 2002, 101p.

Recommendation of the European parliament and of the council of 18 December 2006 on key competences for lifelong learning (2006/962/EC), Official Journal of the European Union (L 394/10), 30-12-2006, 9p.
http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:EN:PDF

B. Supplementary reading

HILTZ S-R, GOLDMAN R, *Learning together online: research on asynchronous learning networks*, L. Erlbaum Associates, London, 2005, 296 p.

Jill BLACKMORE; Lesley HARDCASTLE; Esme BAMBLETT; Janet OWENS, *Effective use of information and communication technology (ICT) to enhance learning for disadvantaged school students*, Deakin Centre for Education and Change; Institute of Koorie Education, Deakin University; Institute of Disability Studies, Deakin University, Report 7/2003, 335p.
http://www.dest.gov.au/NR/rdonlyres/D63F92A3-6931-464F-9970-D599BE3E390E/4520/ICTreport.pdf

Development of Guideline on Teacher Training in ICT Integration and Standards for Competency in ICT, Final report of the workshop, UNESCO Implemented Project on Training and Professional Development of Teachers/Facilitators in the Effective Use of ICTs for Improved Teaching and Learning, UNESCO - Asia and Pacific Regional Bureau for Education, 2004, Bangkok,
http://www.unescobkk.org/fileadmin/user_upload/ict/e-books/ICTdevelopment_guideline/TeacherTraining.pdf
MELLAR H, KAMBOURI M, *New technologies and adult literacy and numeracy in the UK*, National Research and Development Centre for Adult Literacy and Numeracy, Institute of Education, University of London, 12p.
http://hal.archives-ouvertes.fr/docs/00/19/01/00/PDF/Mellar_----.pdf
ANLCI, *Les usages des TIC en formation de base*, travaux du Forum permanent des pratiques, 2005-2008, www.anlci.gouv.fr
From learning towards e-learning: For you too? guide produced by an ELEC project, BE-ODL Belgian Network for Open and Distance Learning, Gent, 2008, 85 p.
http://www.be-odl.org/images/E-learner%20guide.pdf
LEBRUN, M. Des *technologies pour enseigner et apprendre*. De Boeck Université, Paris, Bruxelles, 1999, 240 p.