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

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

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Module Work Samples

Notice: The learning tools quoted below have been chosen as a French illustration for ICT uses in basic education. They may evolve according to the participants, their local context or possible technological developments.

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1. Presentation of the uses of off-line teaching software and the related pedagogical practices
(Teacher: Anne Dubaele-Le Gac, Face-to-face training course, 3 hours, 02-2008)

Pedagogical objectives for the session:
- 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.

Session's main items:
- Questioning on the postulates, the principles and the positions implied by the use of software in a training course.
- Multimedia pedagogical tools: off-line software
- Resource features
- Experimentation/Practice – software exploration

Given documents:
- PowerPoint of the presentation
- Methodological guide – Activity sheet
- Resource analysis and multimedia exploration – Critical factors for success
- Feedback analysis sheet on the multimedia tool
- Pedagogical resources to learn and practise - intentions

Overview of the lesson

The use of a computerized multimedia tool and its integration in pedagogical courses relies on the following postulates:
- Knowledge transferability
- Learner centred pedagogy
- Active pedagogy
- Importance of the mediation

Goal of multimedia use: to **optimize** basic skills **learning** through the appropriate software**.**

Technology specific contribution (this list is not exhaustive):
- An appropriate pedagogical context
- Software's versatility makes the access to the meaning and the memorisation easier
- Specific practice (reading, prononciation)
- The tool's neutrality
- Respect of people's own rhythm
- Learner's autonomy
- Opportunity to solve problems

There are various architectures: (tutorial programmes, practice programmes, problem solving programmes, games …) with various uses (knowledge preservation and improvement, know-how improvement …)

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Example of an educational software **ASSIMO 2 – Reading Writing: relearning during adulthood** A multimedia reading and writing learning tool

1   Pedagogical goals
-   Working on the meaning of the language by repeatingly linking images, sounds and word writing.
-   Allowing adults facing difficulties to relearn reading and writing.

2   Theoretical references and postulates
-   Building situations that support reading and writing learning
-   What has been learnt must be transferable in other fields
-   Learning reading and writing through everyday life situations is not only a learning technique, a code to be memorised, but it is also a means to become aware of one's mental operations.

3   Content
ASSIMO 2 relies on two sets of themes
- **Everyday life:** money, food, clothing, health and hygiene, house environment
- **Nature and social life:** holidays, weather, sports, school life, administrative procedures

4   Pedagogical aspects for the trainer
Assets
Tools for the trainer
Conditions for the success
Some specific instructions concerning the action are to be taken into account

Software main & exercise pages
Référence : (http://www.assimo.com/index.php)

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2. Application of knowledge acquired in training by designing a learning activity using ICT (presented in a Co-operative distance workshop)

(Example of Individual distance work - Trainee: Anne ZARKA, 03-2008)

«Country Language and office computing» course

Objective of the course:
Learning how to use office computer programmes / Improving one's written communication in French language

Trainee's profile and pre-requisites:
During their training, prisoners with low levels of competences work on practice sheets (business letters, recipes, tourist brochure …)

Course length and rhythm:
March / June 2008: two periods a week
"Office computing" module: 11 weekly sessions
"French and office computing" module: 11 three hour long weekly sessions.

Facilities:
7 computers with several tutorial software programmes (among which Jeuxgram, LCPE 2, Le bled interactif, Ortho…)

Training modalities:
The trainee uses the last practice sheet used in the computing lesson to work on one or more of the 5 competencies in French. Each field generates one or more exercises on Word: vocabulary, spelling, grammar, syntax …
Exercises on the chosen competencies (estimated time: 80 minutes)
A. Work based on the computing practice sheet
B. Work with the tutorial programme to improve specific points.
According to the difficulties encountered during stage A, the trainer agrees with the trainee on which the modules he should work. There is a debriefing after each module is completed and evaluated.
Written production (estimated time: 30 minutes)
Written production using the elements worked on during the session.