



Socrates
Grundtvig

TRAIN



Individual learning and ICT skills in basic education

Professionnalization of literacy and basic
education

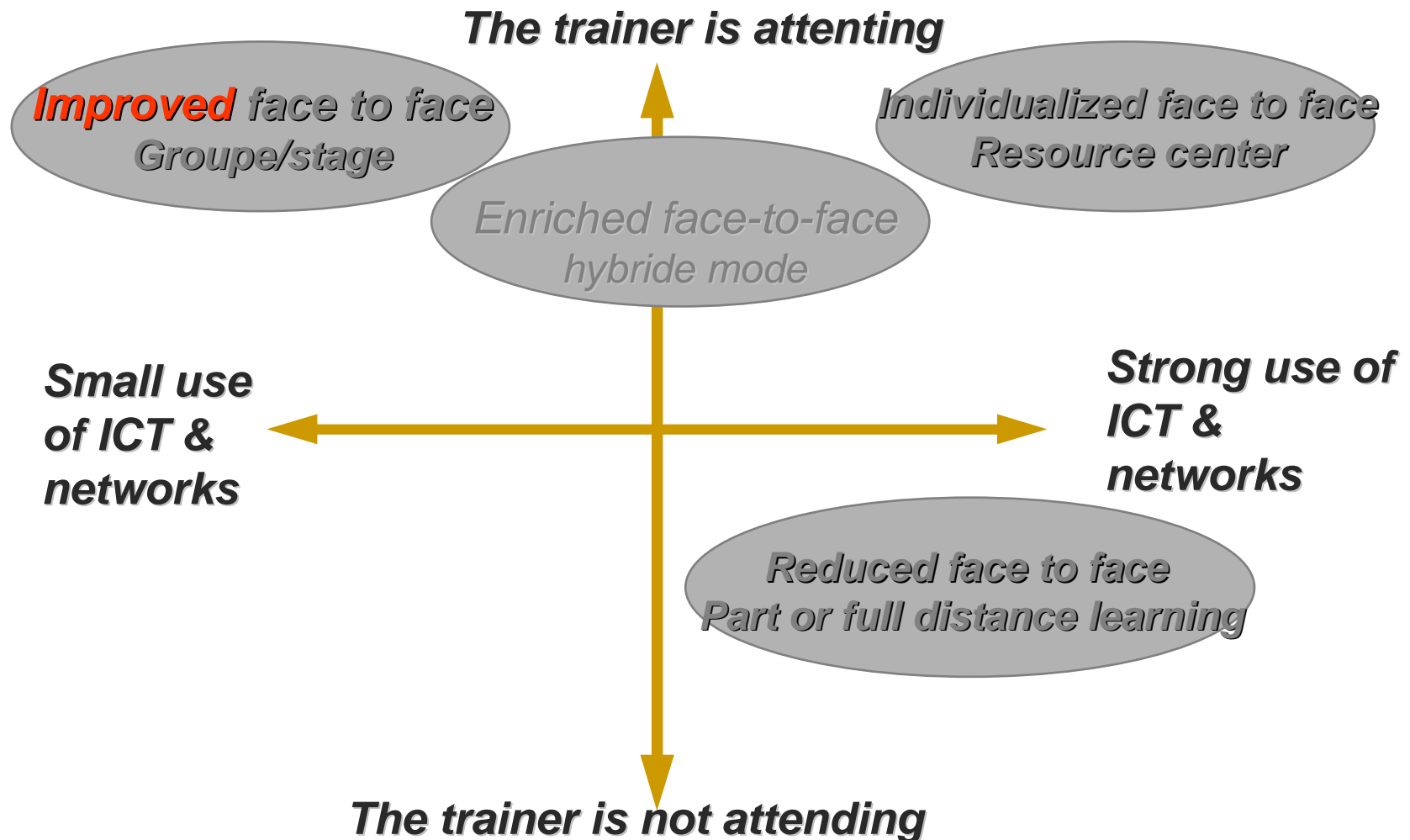
Basic module for Teacher Training
TRAIN - Module 4

Teacher : Joëlle ARNODO

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- Typology of uses

starting hypothesis : 4 kinds of actions



1- Typology of uses

Analysis of experience models

❖ Context

1) Youngsters and adults:

- Training centers
- Businesses
- Hospital and training centers

2) Trainers

❖ Trainee problematic

1) Basic skills and computer skills to be acquired

- Distance from modern tools
- Lack of availability
- Course conception and organization
- Tutoring
- Technology appropriation

1- Typology of uses

Analysis of experience models

❖ *4 pedagogical activity types*

- *revisions*
- *communication*
- *Information research*
- *production*

❖ *Session preparation and management*

❖ *Resources*

- *Pedagogical tools and general public tools*
- *Chat, forum, mail*
- *Audio and Visio conferencing*
- *Internet*
- *Office tools*

❖ *Trainer tools*

1- Typology of uses

3 main identified categories

- **Learners' uses vs learning**

Tutorials, educational communities, everyday life ICT, ICT as training subject

- **Trainers' uses vs organisation**

Positioning and course managing tools, activity creators

- **Trainers' uses vs professionalisation**

Exchanges, cooperative work and/or cooperative networks, networks, practise communities

2- ICT : the pedagogical and the organizational extra

- 1- they make easier the personnalised pedagogy:
multi channel, inter-activity, simulation
- 2- they stucture thoughts
- 3- they reduce difficulties linked to distance, availability and
isolation
- 4- they prepare to be autonomous, to communicate, to flexibility,
for insertion
- 5- ICT : catalysts for changes

3- To identify the conditions for a successful integration of ICT in basic skills courses

1- To know tools and resources

- ▶ **the didactical approach**

2- To adapt tools and resource for the trainee

- ▶ **professionalisation**

3- to master rules concerning copyright

- ▶ **law**

4- to be able count on a technical support, on appropriate means

- ▶ **facilities**

5- to settle that integration into the institution's pedagogical project, into the local council's pedagogical project

- ▶ **strategy**

Consequences of these conditions on the trainers' skills evolution

- ▶ A pedagogical engineering improvement according to communicating approach which requires a team work :
 - Information watch and management
 - Structuration and publicisation of the contents
 - Distant communication management
 - Adaptation to new surroundings

- ▶ A role of guide, of facilitator

■ **Selected typologies:
six types of ICT integration, examples**

- Resources to learn and train
- Technologies to be productive
- Technologies to communicate
- Technologies to find information
- Technologies to organise teaching in a different way
- Technologies to learn how to use technologies

▪ Creation in common of a grid/guide for elaborating a training session integrating ICT

Raising the good issues while elaborating a session's pedagogical scenario:

- What is the pedagogical goal, which performance level is expected ?
- What are the necessary requisites ?
- For which public? Characterisation, anticipation of possible struggle, planned remediation...
- Which context, which means, which method, which technics ?
- How is it going to be evaluated ?
- How long, what schedule ?
- While learning, what does the learner do, what does the trainer do, what role do ICT play, what activities do they allow, what is their place compared with other resources ?

TRAIN

**The « teaching » uses
making basic skills
learning easy**

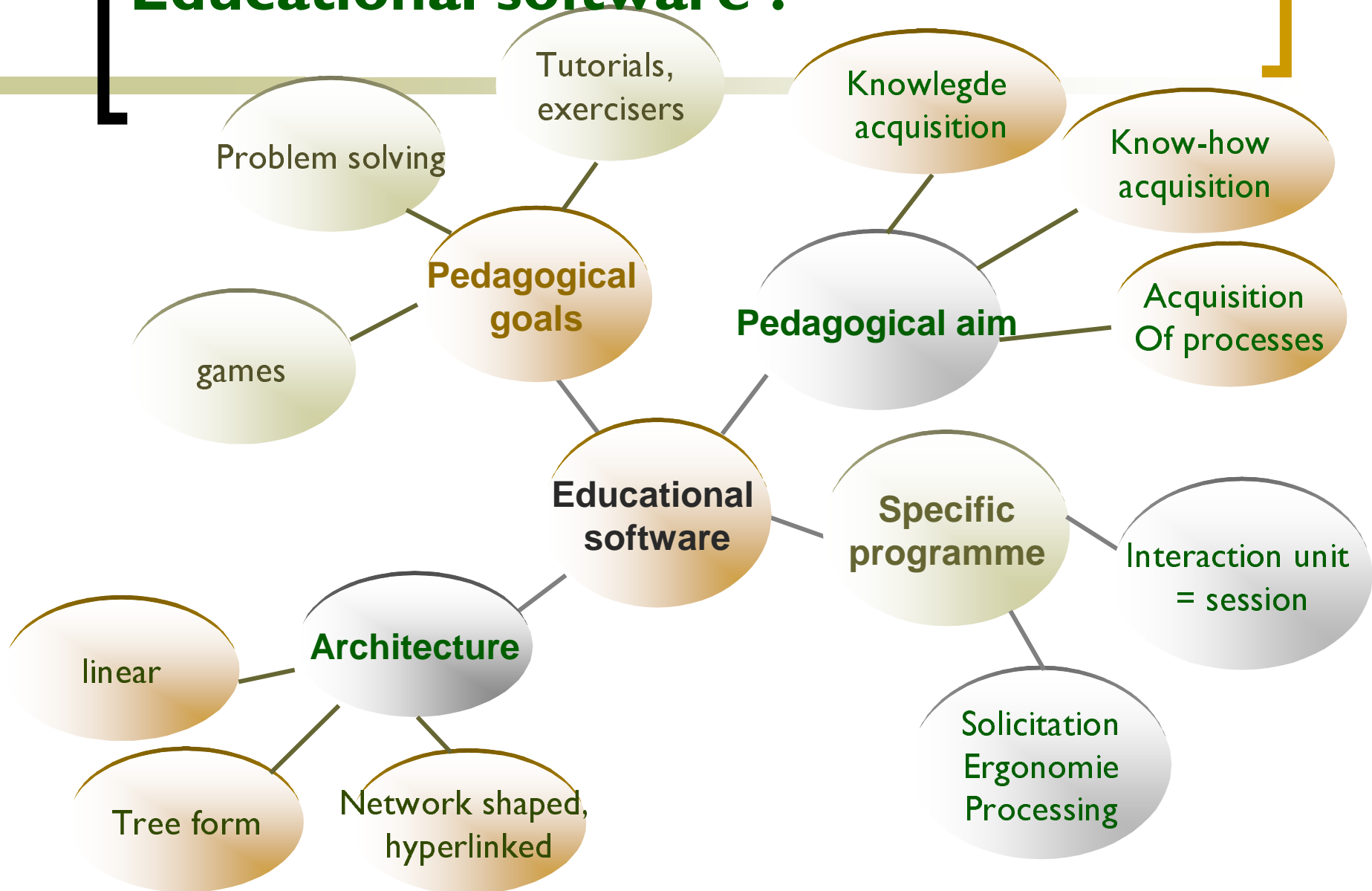
**Pedagogical resources to
learn and train**

Teacher: Anne Dubaele-Le Gac

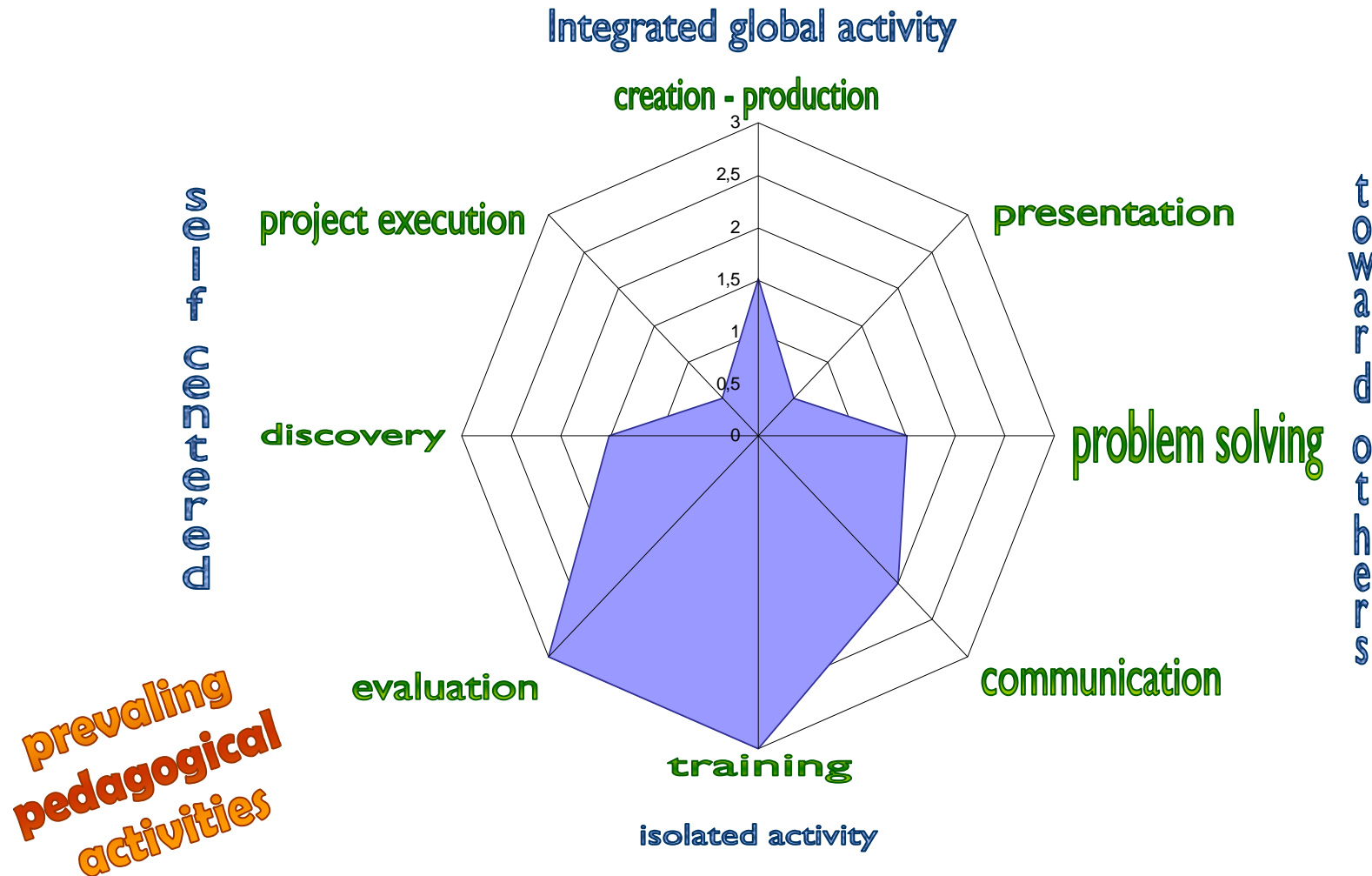
How to choose resources ?

- **Thinking on the learner's way of learning and on the tool's suitability.**
- **Identifying the appropriate product implies knowing the criterion of analysis.**
- **Identifying the adequacy of a material** (functional field: structure, nature, userfriendliness,...) **for a specified public** (typology of trainees) **and regarding the considered pedagogical method** (technical and pedagogical prerequisites)

Educational software ?



Archetype of resources for learning and training



A lack of basic skills

Can result in difficulties to

- **have reasoning activities,**
- **Communicate with others and with one's environment,**
- **Use mathematical tools,**
- **get one's bearings in time and space.**

Complementary and essential knowledge to reading and writing.

ICT uses' characteristics

- **Intention** : to improve learning situations by integrating one or more **multimedia tool(s)**, at any time, even with none readers
- **Goal**: to optimize the appropriation and the command of basic skills by using the **adequat softwares**.

The extra value of technologies

- An **appropriate** pedagogical **context**/environment
- The software **versatility** makes the understanding and the memorization easier
- Specific exercises (pronunciation guide, widening of the visual field while reading)
- **Neutrality of the tool**
- **Everyone works at his/her own pace**
- **Learner's autonomy**
- Occasions to **solve problems**

Conditions for success : 1

- **Heuristic attitude towards the getting to know the training materials: « to play the game“,**
- **Genuine and ethic attitude :**
Necessity to be trained for mediation
To be trained (how to use the material)
- **To be on the watch for and to be aware of technologies**

[...conditions for success : 2]

- setting of a regular work of mediation
- Between the trainer and the trainee
- to support his/her activity
- To get him/her involved in his course
- To keep his/her motivation high
- to give his-her learning a meaning

[...conditions for success : 3]

- **To organise in each learner's course :**

A time for gathering

Which will make easier the **exchange of experiences** between all the trainees (verbalization of improvement and faced

Which will improve **each trainee's autonomy.**

- **To introduce the activity at the right time, and complimentary to the other tools.**

Particular attention to :

- *drawbacks*

- necessity of the trainer's presence to reword the instructions, to balance the time between explanation and confrontation

- *Levers*

- motivation and positive image factor.
- experience helps to vary and to feed classical learning situations.

Conclusion : a specific place for professionalization

- **Structuring contents** in an **explicit frame**, their **publicization**, the **change** in the **trainer's posture** which are involved by the use of multimedia material and ICT in general
- Necessity to **adapt to new contexts**, under **new modalities**
- It implies the commitment of :
institutions,
Training centers
trainers
Involved in training people not mastering basic skills