



Module II

The Use of ICT and OER in LSE

Cyprus, 14 -19 November, 2016





The aim of Module II is to develop adult educators' digital competence to ensure the effective use of ICT-based methods and tools in adult education, specifically in training on LSE.

The Module will:

- ▶ Introduce the possibility and effectiveness of incorporating of ICT-based tools and methods into the training of disadvantaged learner.
- ▶ Analyse the innovative reversed training methodology based on Open Educational Resource (OERs)
- ▶ Review the variety of the OERs forms, which are used in LSE training for self-learning
- ▶ Create awareness about e-shops and their benefits on promoting LS businesses.



General part of the Module II

In the General part of the Module II the following topics are presented:

- ▶ Possibility and effectiveness of incorporating ICT-based tools and methods into the training of disadvantage learners.
- ▶ Innovative reversed training methodology based on Open Educational Resource (OERs).



Possibility and effectiveness of incorporating ICT-based tools and methods into the training of disadvantage learners.

- ▶ Nowadays Information and Communication Technology (ICT) very rapidly intervenes into the learning process making it more attractive to learners. Thus, the quality of trainings provided by adult educators to learners with disadvantaged backgrounds highly depends on their possibility to incorporate the ICT tools and methods into their training course.
- ▶ Incorporating ICT into the training process allows adult educators to use innovative methods like reversed/flipped learning and Open Educational resources (OERs).
- ▶ In recent years educators around the world widely discuss about “Open educational resources”- OERs. Within the LSE training the OERs are used as well, thus, it is important to agree on a clear definition of OERs and their impact on the quality of the learning process.
- ▶ The analysis of the different scientific sources is provided in the Module II. As a result, the definition of OER , which will be used for the LSE training course is:

“OERs are digitised materials offered freely and openly for educators, students and self-learners to use and re-use for teaching, learning and research. They are typically made freely available over the Web or the Internet.”



OER is **not synonymous** with online learning, e-learning or mobile learning, although many people make the mistake of using the terms interchangeably, however use of OER can support open learning/open education and the main purpose of Open Educational Resources is to **provide open access to high quality digital educational materials.**





The term “Open educational resources” is defined very broadly, and analysis of the literature allows presenting rather big variety of OER forms:

- ▶ curriculum; full courses/programmes;
- ▶ course materials and modules;
- ▶ textbooks;
- ▶ interactive materials such as simulations and role plays;
- ▶ tests, quizzes and other practical exercises;
- ▶ digital stories (written and video-based);
- ▶ assessment tools and instruments;
- ▶ learners guides;
- ▶ teaching notes;
- ▶ multimedia applications;
- ▶ podcasts;
- ▶ research articles;
- ▶ databases;
- ▶ software;
- ▶ apps (including mobile apps);
- ▶ any other materials that have been designed for use in teaching and learning





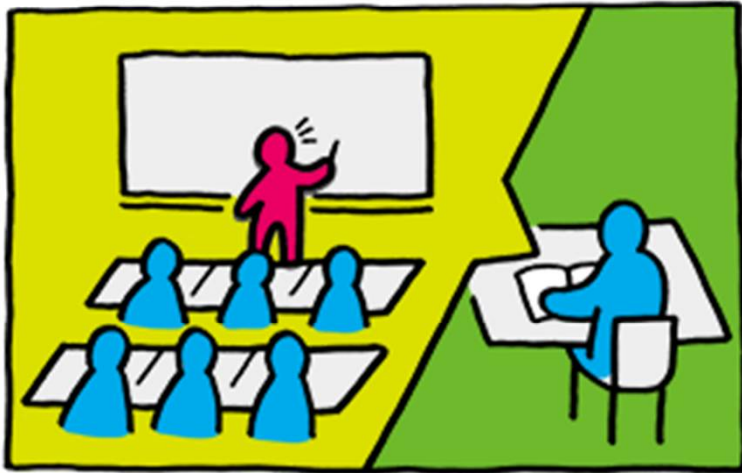
Innovative reversed training methodology based on Open Educational Resource (OERs).

- ▶ The importance of OER has been widely demonstrated recently by development of resource repositories and other services.
- ▶ LSE training course for adult educators as well as for disadvantaged learners is built on ICT-based **reversed training methodology** using Open Educational Resources (OERs).
- ▶ A Reversed training methodology means that an adult educator has the role of a **facilitator** and guides trainees/learners to make an initial analysis of the on-line training materials presented as OERs by themselves.
- ▶ After fulfilling their independent learning tasks, the trainees discuss the results with the facilitator in face-to-face meetings. It means that trainees use the **flipped learning method** to improve their skills and competences.
- ▶ The importance of such ICT-based training methodology is to promote the participatory approach for learners, especially for disadvantaged ones, by giving them the possibility for self-learning with further discussion on the results with facilitator.

**FLIPPED
CLASSROOM
FLIPPED**

The **Traditional** Model

Knowledge **Acquisition**



Knowledge **Construction**

The **Flipped** Model

Knowledge **Acquisition**



Knowledge **Construction**

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Specific part of the Module II

In the Specific part of the Module II the following topics are presented

- ▶ Review the variety of the OERs forms, which are used in LSE training for self-learning.
- ▶ Set of digital stories (OERs) on successful running of LSE
- ▶ On-line shop





Review the variety of the OERs forms, which are used in LSE training for self-learning

The OERs are used in both training programs:

- ▶ for adult educators to develop their competences to promote learner's Lifestyle Entrepreneurship
- ▶ for disadvantaged learners to encourage them to start their lifestyle businesses

The forms of OERs, which are using within the developed training course for **adult educators** are:

- ▶ Curriculum on LSE (see [www](#).)
- ▶ Training course with five Modules for adult educators (see [www](#).)
- ▶ Digital stories on successful running of LSE (24 written and 12 video-based) (see [www](#).)
- ▶ Assessment tool for adult educators (see [www](#).)



The forms of OERs, which are using by disadvantaged learners are:

- ▶ Training course for learner on LSE in the form of readings about the principles of the lifestyle entrepreneurship, which consist of the short abstracts of the sub-modules of LSE training course (see [www](#)).
- ▶ Digital stories on successful running of LSE (24 written and 12 video-based). The purpose of these stories is to encourage disadvantaged learners to get self-employed around their lifestyle, hobbies, talents (see [www](#)).
- ▶ Assessment of the skills and knowledge of learners with disadvantaged background (see [www](#)).
- ▶ Learners Guide (see [www](#)).





Set of digital stories (OERs) on successful running of LSE

- ▶ One of the forms of the OERs which recently approve an impact on learners is a digital story. Within the LSE training course both adult educators and disadvantaged learners could use **24** written and **12 video-based** digital stories. The purpose of these stories is double:
- ▶ to convince adult educators about the importance of the Lifestyle entrepreneurship, thus, to motivate them to organize the training for disadvantaged learners on LSE.
- ▶ to encourage disadvantaged learners to get self-employed around their lifestyle, hobbies, and talents.
- ▶ *In the sheet below the **short description** of 36 digital stories which have been developed to support the training on Lifestyle entrepreneurship both for adult educators and disadvantaged learners are presented. The links to these stories are provided too.*
- ▶ *{ I suggest to move the sheet with the summary of the stories to Module I, sub-Module4, and in the Module II to leave only the sheet with the titles of the stories and links to web-site }*
- ▶ *These stories give the overview to adult educators about the variety of the OERs which they could use during the training program on LSE in accordance with the need of the target group of disadvantaged learners and their interest in the type of LSE.*
- ▶ **On-line shop** (*will be continued by Polish partner*)