

Module # 7

MODULE TITLE: Digital competence for adult educators

Partner's organization name: HälsinglandsUtbildningsförbund

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Module Title	DIGITAL COMPETENCE FOR ADULT EDUCATORS <i>ICT skills for using digital media, modern digital technology and methods as supporting instruments to enable new pedagogic-didactic and flexible learning strategies.</i>	
Module relevance to EQF LEVEL	EQF LEVEL 5 This module refers to comprehensive, specialized and theoretical knowledge within the field of digital competence for adult learners, as well as an awareness the boundaries of that knowledge. The modul considers European Framework for the digital competences of Educators (DigCompEdu, 2018) that are required for adult educators in 6 competence areas: Professional engagement of adult educators with ICT, Adult teaching and learning with ICT, Digital resources for adult learners, Assessment of adult learners with ICT, Empowering adult learners with ICT, and Facilitating adult learners' digital competences.	
Module Description	Module aims This module aims to provide comprehensive theoretical framework for developing digital competences of the adult educators in preparing the learning process for adult learners; conducting the learning process with adult learners; evaluating the learning process and assessing the learning of adult learners; enhancing professional development and general adult educator competences.	Module provides digital competences in 6 competence areas of adult educators: <ul style="list-style-type: none"> Professional engagement of adult educators with ICT, Adult teaching and learning with ICT, Digital resources for adult learners, Assessment of adult learners with ICT, Empowering adult learners with ICT, and Facilitating adult learners' digital competences
Module Entry Level	Participants are normally expected to have a good grasp of theoretical aspects of adult education and learning. They are also expected to be active in their field with a minimum of 50 teaching hours in adult education programs. ICT knowledge and skills comprehensive to examination from programs at upper secondary school level (EQF 4).	
Module Duration	<p>The suggested duration of the module is 10 teaching hours (1 teaching hour = 45 minutes). The suggested time frame can be organised as follows:</p> <ul style="list-style-type: none"> Designing self-directed and lifelong learning with digital support. Introduction to the framework of Digital competences for educators (DigCompEdu, 2018) and what applies for adult educators. Mapping the competence gap at the beginning of the course. Digital tools for monitoring and organizing competence-based self-development (portfolio software examples eDidaktikum.ee; Wordpress.com). Conversational Learning Contract approach and self-reflection approaches and digital tools. (2x45 min) Principles for digital learning resource development that considers adult learners. Digital content creation tools for preparing the learning process. Text tools. Image, graph and video tools. Audio tools. Discovery, modification, and sharing of learning resources considering copyright principles and open learning resource policies. Task developing a digital learning resource for an individual learner from a targeted group (2x 45 min) Designing socio-constructive adult learning activities with digital cocreation tools – Google drive, wikis. Co-creative digital storytelling tools. Digital brainstorming tools (mindmapping, noteboards, conceptmapping). Tools for idea-creation, argumentation and polling (Tricider.com). Task: Developing a learning scenario for collaborative learning for the learners from a targeted group (2x 45 min) Designing and managing formal adult learning, developing situated learning and problem-based digital courses with open Learning Management systems Eliademy.com; Edmodo.com. Digital tools for evaluation and assessment – google Forms, LearningApps.org, Kahoot.com Task: developing an e course module outline with assessment for the learners from a targeted group (2x 45 min) How digital tools support informal adult learning at work: Capturing learning, making sense of learning. Discovering and sharing practices among adult educators. Digital tools and forms for professional networking and learning. EPALe, Facebook, LinkedIn. Managing digital groupwork. Skype and Zoom. Calendar. Projectwork tools: Asana.com, Trello.com. Task: designing a learning environment guideline for an online learning project activity for adult educators (2x45 min) <p>The time frame may be altered depending on the level of readiness by the participants as well as their previous knowledge of adult learning theories.</p>	
Module Optional Supplementary Information	Professional facilitators of adult learning should have the skills to develop the learning environment towards high flexibility to facilitate different learning situation, making it possible for adults to participate in education and training based upon individual life situations. Tools and strategies for this may vary, but in many cases ICT is a key factor. For that matter, this module will give the educator/adult learner professional development regarding: <ul style="list-style-type: none"> How to develop learning resources, scenarios, modules and online activities with ICT support for self-directed and lifelong learning and informal learning at work, collaborative socio-constructive learning, situated and problem-based learning How to digitally mediate learning projects among adult educators 	
Module Learning	The objective of this module is to give the learner (adult educator) knowledge, skills and competences in ICT in an adult learning context, enabling him/her to test and evaluate different ICT-tools and -methods to enhance the learning experience and availability to education among, and for adult learners.	

Objective Title			
Expected learning outcomes – Knowledge, Skills and Competences	Knowledge	Skills	Competences
	<p>On completion of this module learners should be able to:</p> <ol style="list-style-type: none"> 1. Refer to how learning for digital competences empowers professional engagement of adult learners, collectives and how it impacts on society 2. Refer pedagogical approaches used with digital tools and media for teaching adult learners and supporting adults' self-directed learning 3. Explain how typical closed and open ICT-based learning platforms, individual, collaborative and collective learning supporting tools are set up and can be used to create a flexible learning environment for adult learning. 4. Describe the pedagogical approaches for assessment and feedback and with digital tools. 	<p>On completion of this module learners should be able to:</p> <ol style="list-style-type: none"> 5. Embed learning for new digital competences into the learning activities of adult learners to empower their professional engagement. 6. Select, create, appropriate and modify responsively digital learning resources, learning tools and digital learning scenarios for the enhancement of different learning situations of adults (self-directed and lifelong learning; collaborative learning, situated and problem-based learning, informal learning at work and different assessment strategies) 7. Manage digital learning environment safely respecting privacy and data regulations. 8. Manage digital learning environments for adults providing accessibility, and inclusiveness. 	<p>On completion of this module learners should be able to:</p> <ol style="list-style-type: none"> 9. Teach and scaffold different digital learning situations of adults personalizing and differentiating their learning experiences 10. Organize organizational communication and professional collaboration to create a knowledge sharing learning environment for adult learners and for themselves as adult educators. 11. Embed reflective practice of adult learners to the organizational and community learning situations to provide feedback and promote self-directed life-long learning. 12. Manage and analyze digitally the learning evidences from adult learning and reorganizing digital learning situations based on learner feedback
Suggested learning/instructional Material	Suggested learning and/or instructional material		Alignment to Expected Learning Outcomes
	<p>DigComp Edu https://ec.europa.eu/jrc/en/digcompedu https://ec.europa.eu/epale/sites/epale/files/using_digital_technology_for_adult_literacy.pdf</p>		<p>Refer to how learning for digital competences empowers professional engagement of adult learners, collectives and how it impacts on society Embed learning for new digital competences into the learning activities of adult learners to empower their professional engagement.</p>
	<p>http://www.materdoppiodiploma.it/wp-content/uploads/2016/04/New-Approaches-to-Teaching-and-Learning-in-the-Digital-Age.pdf</p>		<p>Refer pedagogical approaches used with digital tools and media for teaching adult learners and supporting adults' self-directed learning Teach and scaffold different digital learning situations of adults personalizing and differentiating their learning experiences</p>
	<p>http://creativeclassroomproject.wordpress.com</p>		<p>Explain how typical closed and open ICT-based learning platforms, individual, collaborative and collective learning supporting tools are set up and can be used to create a flexible learning environment for adult learning. Select, create, appropriate and modify responsively digital learning resources, learning tools and digital learning scenarios for the enhancement of different learning situations of adults (self-directed and lifelong learning; collaborative learning, situated and problem-based learning, informal learning at work and different assessment strategies)</p>
	<p>https://facultyinnovate.utexas.edu/sites/default/files/digiassess_ead_a.pdf</p>		<p>Describe the pedagogical approaches for assessment and feedback and with digital tools Manage and analyze digitally the learning evidences from adult learning and reorganizing digital learning situations based on learner feedback</p>
	<p>http://learning.gov.wales/docs/learningwales/publications/150611-reflective-practice-booklet-en.pdf</p>		<p>Embed reflective practice of adult learners to the organizational and community learning situations to provide feedback and promote self-directed life-long learning.</p>
	<p>http://www.connectsafely.org/wp-content/uploads/Educators-Guide-Data-.pdf</p>		<p>Manage digital learning environment safely respecting privacy and data regulations</p>
	<p>https://www.nfer.ac.uk/publications/FUTL05/FUTL05.pdf https://accessibility.jiscinvolve.org/wp/2016/10/20/are-you-digitally-</p>		<p>Manage digital learning environments for adults providing accessibility, and inclusiveness</p>

	inclusive/ https://prezi.com/r4v2ufn-719-/the-adult-learner-through-professional-learning-communities/ https://neiudc.neiu.edu/cgi/viewcontent.cgi?referer=https://www.google.ee/&httpsredir=1&article=1000&context=lld-pub	Organize organizational communication and professional collaboration to create a knowledge sharing learning environment for adult learners and for themselves as adult educators.
Suggested repertoire of teaching methods and techniques and suggested educational activities with timeframe	Suggested teaching method or technique (to be utilised individually or in combinations)	Relevance to learning/instructional material and alignment to Expected Learning Outcomes
	Self-regulated and reflective approaches using personal learning environments and portfolios http://Wordpress.com http://eDidaktikum.ee https://web.seesaw.me	Refer pedagogical approaches used with digital tools and media for teaching adult learners and supporting adults' self-directed learning Embed reflective practice of adult learners to the organizational and community learning situations to provide feedback and promote self-directed life-long learning.
	Collaborative knowledge-building approaches with technologies Collaborative tools http://drive.google.com Storytelling on timeline - http://sutori.com Stickers on shared board - http://en.linoit.com https://padlet.com/ Mindmapping https://coggle.it Ideacollecting https://answergarden.ch Polling and voting for ideas http://tricider.com	Select, create, appropriate and modify responsively digital learning resources, learning tools and digital learning scenarios for the enhancement of different learning situations of adults (self-directed and lifelong learning; collaborative learning, situated and problem-based learning, informal learning at work and different assessment strategies) Explain how typical closed and open ICT-based learning platforms, individual, collaborative and collective learning supporting tools are set up and can be used to create a flexible learning environment for adult learning.
	Assessment approaches: self-evaluation, peer evaluation, tutorials, tests Google Form https://www.google.com/forms/about/ Digital tests https://learningapps.org Rubrics and badges https://www.forallrubrics.com Collecting and presenting answers https://www.mentimeter.com https://www.plickers.com Gamified testing https://kahoot.com	Describe the pedagogical approaches for assessment and feedback and with digital tools Manage and analyze digitally the learning evidences from adult learning and reorganizing digital learning situations based on learner feedback
	Project work tools and professional networks of adult educators EPALE, Facebook, LinkedIn. Skype and Zoom. Calendar. Project work tools: Asana.com, Trello.com.	Describe critical learning and regulating aspects of distant groupwork.
ACTIVITY #1 Designing self-directed and lifelong learning with digital support.		
Activity Objectives	Refer to how learning for digital competences empowers professional engagement of adult learners, collectives and how it impacts on society Refer pedagogical approaches used with digital tools and media for teaching adult learners and supporting adults' self-directed learning	

	Select, create, appropriate and modify responsively digital learning resources, learning tools and digital learning scenarios for the enhancement of different learning situations of adults (self-directed and lifelong learning) Embed reflective practice of adult learners to the organizational and community learning situations to provide feedback and promote self-directed life-long learning.	
Additional objectives		
Time	Content Focus	Method/Task
30 min	Introduction to the framework of Digital competences for educators (DigCompEdu, 2018) and what applies for adult educators. https://ec.europa.eu/jrc/en/digcompedu https://ec.europa.eu/epale/sites/epale/files/using_digital_technology_for_adult_literacy.pdf	Learner maps his digital competence gap at the beginning of the course on the course outcomes and DigCompEdu https://www.forallrubrics.com
30 min	Digital tools for monitoring and organizing competence-based self-development (portfolio software examples eDidaktikum.ee or Wordpress.com).	Learner creates account for self-directed learning environment to document his progress in competence development with evidences and to plan his learning with learning contract.
30 min	Conversational Learning Contract approach and self-reflection approaches and digital tools. http://learning.gov.wales/docs/learningwales/publications/150611-reflective-practice-booklet-en.pdf	Learner creates in http://edidaktikum.ee or in Wordpress.com the learning contract for the Module
Flipped learning	Throughout the module learner is linking evidences to personal learning contract.	Personal learning contract is used as a tool for monitoring self-development and linking evidences of learning and providing peer feedback to the evidences
ACTIVITY #2 → Principles for digital learning resource development that considers adult learners.		
Activity Objectives	Select, create, appropriate and modify responsively digital learning resources, learning tools and digital learning scenarios for the enhancement of different learning situations of adults Manage digital learning environments for adults providing accessibility, and inclusiveness	
Additional objectives		
Time	Content Focus	Method/Task
Flipped learning	Principles for digital learning resource development that considers adult learners. https://prezi.com/r4v2ufn-719-/the-adult-learner-through-professional-learning-communities/ https://neiu.dcn.neiu.edu/cgi/viewcontent.cgi?referer=https://www.google.ee/&httpsredir=1&article=1000&context=lld-pub Manage digital learning environments for adults providing accessibility, and inclusiveness https://www.nfer.ac.uk/publications/FUTL05/FUTL05.pdf https://accessibility.iiscinvolvement.org/wp/2016/10/20/are-you-digitally-inclusive/	Flipped learning with self-reflection task in personal portfolio. The reflection prompts are used to support learning.
Flipped learning	Discovery, modification, and sharing of learning resources considering copyright principles and open learning resource policies. http://www.connectsafely.org/wp-content/uploads/Educators-Guide-Data-.pdf	Flipped learning with self-testing
2x45 min	Digital content creation tools for preparing the learning process. Text tools. Image, graph and video tools. Audio tools. http://creativeclassroomproject.wordpress.com	Task of the whole activity - a groupwork task: developing a digital learning resource for an individual learner from a targeted group.
Flipped learning	Providing peer feedback to task developing a digital learning resource for an individual learner from a targeted group	Peer feedback is provided to digitally presented groupwork
ACTIVITY #3 → Designing socio-constructive adult learning activities with digital cocreation tools		
Activity Objectives	Embed learning for new digital competences into the learning activities of adult learners to empower their professional engagement. Select, create, appropriate and modify responsively digital learning resources, learning tools and digital learning scenarios for the enhancement of different learning situations of adults (collaborative learning) Teach and scaffold different digital learning situations of adults personalizing and differentiating their learning experiences	
Additional		

objectives		
Time	Content Focus	Method/Task
Flipped learning	Teach and scaffold different digital learning situations of adults personalizing and differentiating their learning experiences http://www.materdoppiodiploma.it/wp-content/uploads/2016/04/New-Approaches-to-Teaching-and-Learning-in-the-Digital-Age.pdf	Flipped learning with self-reflection task in personal portfolio. The reflection prompts are used to support learning.
30 min	Demonstrating tools in co-creative learning scenarios: Cocreative tools: Google drive, wikis. Co-creative digital storytelling tools. Sutori.com Digital brainstorming tools (mindmapping, noteboards, conceptmapping). Tools for idea-creation, argumentation and polling (Tricider.com).	Lecture-discussion using co-creation tools for active learning.
60 min	Developing scenarios for socio-constructive learning in groups	Task of the whole activity in groups: Developing a learning scenario for collaborative learning for the learners from a targeted group
Flipped learning	Peer feedback to learning scenario for collaborative learning for the learners from a targeted group	Peer feedback is digitally provided to groupwork

ACTIVITY #4 Developing situated learning and problem-based digital courses with assessment in open Learning Management system

Activity Objectives	Describe the pedagogical approaches for assessment and feedback and with digital tools Manage and analyze digitally the learning evidences from adult learning and reorganizing digital learning situations based on learner feedback Embed learning for new digital competences into the learning activities of adult learners to empower their professional engagement. Select, create, appropriate and modify responsively digital learning resources, learning tools and digital learning scenarios for the enhancement of different learning situations of adults (situated and problem-based learning, different assessment strategies)	
Additional objectives		
Time	Content Focus	Method/Task
Flipped learning	Assessment and feedback with digital tools https://facultyinnovate.utexas.edu/sites/default/files/digiassass_eada.pdf	Flipped learning with self-reflection task in personal portfolio. The reflection prompts are used to support learning.
30 min	Designing and managing formal adult learning, developing situated learning and problem-based digital courses with open Learning Management systems Eliademy.com; Edmodo.com. Digital tools for evaluation and assessment – google Forms, LearningApps.org, Kahoot.com , https://www.mentimeter.com https://www.plickers.com	Demonstration of e-course applications and how assessment has been applied in those. Discussion is enriched with formative assessment elements, using some of them for active learning
60 min	Groupwork: developing an e course module outline for the learners from a targeted group	Task: developing an e course module outline with assessment for the learners from a targeted group
Flipped learning	Providing peer-feedback to group task of an e course module outline with assessment for the learners from a targeted group	Peer feedback is provided to digital groupwork

ACTIVITY #5 How digital tools support informal adult learning at work

Activity Objectives	<p>Embed learning for new digital competences into the learning activities of adult learners to empower their professional engagement.</p> <p>Select, create, appropriate and modify responsively digital learning resources, learning tools and digital learning scenarios for the enhancement of different learning situations of adults (informal learning at work)</p> <p>Organize organizational communication and professional collaboration to create a knowledge sharing learning environment for adult learners and for themselves as adult educators.</p>	
Additional objectives		
Time	Content Focus	Method/Task
Flipped learning	<p>Learning at work: Capturing learning, making sense of learning. Discovering and sharing practices among adult educators.</p> <p>http://learning.gov.wales/docs/learningwales/publications/150611-reflective-practice-booklet-en.pdf</p>	<p>Flipped learning with self-reflection task in personal portfolio: How to close the individual-organizational learning cycle with digital technologies.</p> <p>The reflection prompts are used to support learning.</p>
30 min	Digital tools and forms for professional networking and learning. EPALE, Facebook, LinkedIn. Managing digital groupwork. Skype and Zoom. Calendar. Project work tools: Asana.com, Trello.com.	Demonstration of professional networking and project-work tools. Discussion on critical aspects in managing group cognition and metacognition in distributed settings.
60 min	Designing a learning environment guideline for an online learning project activity for adult educators	Task for groups: designing a learning environment guideline for an online learning project activity for adult educators (2x45 min)
Flipped learning	Peer feedback to learning environment guideline for an online learning project activity for adult educators	Peer feedback is digitally provided

Evidence requirements	Suggested evidence requirement	Alignment to Expected Learning Outcomes
	<p>Learning contract is developed based on digital competence gaps and linked with the evidences from learning tasks.</p> <p>The self-reflection tasks have been developed and lined as evidences with the learning contract.</p> <p>The groupwork tasks in Activities 2-5 have been developed and peer-evaluated</p>	
Suggested Assessment or Evaluation	Suggested assessment and/or evaluation method	Alignment to Expected Learning Outcomes

method/s		
1	Formative evaluation of the learning contract	
2	Self-evaluation of reflective tasks about digital learning	
3	Peer evaluation of group tasks 2-4	