

The Bigger Picture

Courses on Global Learning for Educators: Course Specifications

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INTRODUCTION

This 'train the trainer' course, *Global Learning for Educators* was produced as one of the outputs of the Erasmus plus strategic partnership project entitled “The Bigger Picture”, implemented from 2018 to 2020. This is published in 3 sections: Course Specifications; Session Plans; and Resources.

The course is based on the global competence framework for educators developed as another output of this project, stipulating the competences required by adult educators to deliver global professionally, competently and effectively.

WHY A COURSE IN GLOBAL LEARNING FOR EDUCATORS?

The 2030 Agenda integrates 17 Sustainable Development Goals (SDGs), and Goal 4 “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” is a key factor and the main instrument to achieve all of these goals.

The course will provide adult educators with the tools and materials that will empower them to promote and incorporate global and sustainable development issues in their work with adults. In particular, the course will help them to develop the subject and pedagogic competences required to deliver global learning to adults, in terms of knowledge, skills, attitudes and values.

This course is even more significant for educators because the subjects and themes involved in global education and sustainable development are not those normally covered during teacher training or by educators- not all the subjects anyway. Moreover, global themes are expected in time, to be fully embedded in existing courses and curricula, and not delivered as separate subjects or as an add on. This course is a starting point for educators to begin to develop the subject competences and methods of development education.

The course will also enable the adult educator to make decisions and choices about how best to promote learning about sustainable development, and take advantage of opportunities to develop themselves, diversify and enrich their methods and having access to a wide range of resources such as online materials, links, exercises, worksheets, case studies and session plans.

COURSE AIMS

The Sustainable Development Goals (SDG) is a shared vision of humanity. Making that shared vision become a reality depends to a large extent on education, and in

particular on educators, as they hold the key to ensuring that the SDG become a real social contract with citizens.

On the last few years there has been a focus on preparing schoolteachers with knowledge and competences on SDG and methods and tools to deliver global education to school students. This has resulted in increased knowledge and concerns about global issues among children and youngsters, but adults have been neglected, and in fact these represent a very large part of humanity. This course aims to increase the knowledge and skills of educators in global learning, so they can, in turn, help adults learn about global and sustainable development. Adult educators, by their very role, are best placed to reach more adults.

TARGET GROUPS

The target groups of this course are the Adult Educators who provide education in all subjects, since the SDG issues are transversal to all subjects, and to trainers and teachers of adults too. The specific modules on SDG can also be targeted to other staff in adult education organizations, because this knowledge is to be reflected in day to day behaviours, and this way passed to others, not only in classrooms or education sessions.

OBJECTIVES

The objectives of the course are distributed for the different modules. All modules present the objectives in the format of Learning Outcomes, concerning Knowledge, Skills, Attitude and Values.

COURSE STRUCTURE

The course includes two parts. One part consists of modules on global and international issues, the other part has modules concerning pedagogical competences.

The entire course includes 10 modules; 8 modules dedicated to SDG, and 2 modules addressing pedagogical issues. All modules are independent, the learner can decide to engage in all, or in some that are more interesting or necessary to own practice. Each module is divided in 3 or 4 Units, as shown in table below.

The course is presented in blended format, which means that we are also providing session plans for face to face sessions. The sessions should last 3 hours, and mostly each Unit corresponds to one session, although there are cases that in one session is included more than one Unit. Besides the face to face sessions, the course includes

individual work, to be done prior or after each face to face session, as indicated in each session plan.

	Competence / Module	Units
1	The Economy and Globalisation	1.1 Global Trade and International Transactions 1.2 Migration and Movement of People 1.3 Development and Inequality between Nations
2	Global Communication	2.1 Strategies of communication in digital interaction: stereotypes 2.2 Developing communicative procedures 2.3 Webquest as a technique for online enquiry
3	Education	3.1 The Sustainable Development Goal to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (SDG4) 3.2 Policies and strategies to provide inclusive quality education and lifelong learning opportunities for all 3.3 Lifelong Learning
4	Poverty Hunger and Malnutrition	4.1 Worldwide distribution of population and wealth 4.2 The Sustainable development Goals 1, 2 & 3 : “No poverty”, “zero hunger”, “good health and well-being” 4.3 International organisations and NGOs fighting poverty and malnutrition
5	Human Rights and Social Justice	5.1 Human Rights and Social Justice, its background, key targets and challenges 5.2 The effectiveness of actions (policies, strategies and initiatives) to ensure the importance of Human Rights for all. 5.3 Personal and professional roles in Human Rights Education 5.4 Social Justice
6	Democracy and Global Citizenship	6.1 Cultural Diversity 6.2 Citizenship rights 6.3 Civic participation
7	Energy	7.1 The Sustainable Goal (SDG) to “ensure access to affordable, reliable, sustainable and modern energy for all” (SDG7), its background, key targets and the energy challenges being addressed. 7.2 The effectiveness of actions (policies, strategies and initiatives) to ensure affordable, reliable and sustainable energy for all. 7.3 Personal role in energy conservation
8	The Environment	8.1 Pollution (land/water) 8.2 Sustainability (desertification, Food security, agriculture 8.3 Climate change and conservation
9	Pedagogical Skills	9.1 Professional engagement

		9.2 Teaching and learning
		9.3. Assessment
10	Digital Skills	10.1 Digital Communication
		10.2 Selecting digital resources
		10.3 Managing digital resources

Course Online

This training course is also available in online version, in an eLearning platform, just following the link: <https://biggerpicture.moodlecloud.com/login/> . In here you have access to the content of each module, and especially to the learning activities that a participant of Adult Educators on Global Learning Training Course should engage when participating in the training course.

The course online includes the 10 modules presented, but only 3 Units per module, therefore the content of Unit 5.2 will be included in the other Units of Human Rights and Social Justice module. For each Unit online, you can find an introduction, content with learning activities, glossary, references, and additional resources. For each module there is also a summative test, self-corrected, so the participant can assess own learning of the theme.

TEACHING AND ASSESSMENT STRATEGIES

The methodology established for the design and monitoring of the course for adults' educators follows the principles of the adult education, bearing in mind the promotion of the problem-solving, the auto-reflection and the analysis of the professional practice.

Adult education's principles

a) The previous experience is a learning resource: The adults have learnt numerous subjects and practices during their lifetime. All their experience is part of the framework that helps them to understand new concepts and to find the utility of the information that they receive from different sources. The adults need to create knowledge using previous experiences, which makes the new information coherent to the knowledge they already have.

b) The autonomy and the auto-directed learning: The adult, unlike children, knows what he or she needs/wants to know. Therefore, it is important to provide good information on a subject, but also to give the adult learner some liberty to select the most significant for each one.

c) **Interests and Motivation:** Being motivated is a fundamental aspect in the learning process. To learn, the learners must be motivated, wanting to discover what they are going to study. The adults know their interests, and a way to motivate them is presenting what will help them in their professional practice, or that is relevant for their professional development.

d) **Facilitating learning environment:** a crucial aspect in the learning process is the atmosphere / environment. The learning environment must be organized as a way to facilitate the adult's comfort, and to promote clear and rapid access to the information, as well as the interaction and participation of all learners. The mistakes that might occur should be kept in mind in order to be used as an improvement tool and not as a failure. All this should help to improve the interest, motivation, the autonomous and proactive learning and the building of knowledge in adult learners.

e) **Different learning styles:** Each person learns better on a specific way, different from others do. We call this a learning style, which is determined by different aspects, like previous influences, characteristics of the personality, cognitive characteristics, etc. Adults have strong personal learning styles since they already have many years of experience in learning, and all the stated above determines the way in which the acquisition of new concepts should be carried out.

The modules, delivered in blended format, combine classroom-based learning with the use of online learning resources including flipped learning.

The teaching techniques will be predominantly non formal, given that the course does not lead to accreditation, so techniques such as group work, learning circles, games, exercises, reflection and appreciative enquiry should feature quite prominently. The approaches should also provide opportunities for self-directed and independent learning.

The assessments will be recorded using non-formal methods and tools such as individual and group activities, observations, presentations, learning logs quizzes and tests.

The summative assessment will be focused on the extent to which learners have achieved the learning outcomes, in self-evaluation format. Per module, each learner should self-rate in each learning outcome, as stated in each module.

TEACHING AND LEARNING RESOURCES

Teaching and learning resources are provided to help deliver the course. They include sample session/lesson plans to which delivery documents such as worksheets, exercises, handouts, PowerPoint presentations, worksheets and audio-visual materials are either attached or links provided. The resources provide a range of scenarios and learning activities to help the educator deliver global education.

The course is designed to be delivered in blended format, and educators will be provided with links to a wide range of learning resources for their own learning and learning and to use with adult learners.

CERTIFICATION

Upon successful completion of the course, participants will receive a Certificate of Achievement with transcripts. While this certificate is not a qualification or credit, educators can use it to demonstrate competence, and a good way to evidence continuing professional development. It is useful for Inclusion on CV's, job applications and portfolios and as an indication of continuing professional development.

SUMMARY OF MODULES

All modules are presented in the Summary tables below.
 In order to have more detailed information for each module, and to help you provide training of educators on each module, we have two more volumes of the course on Global Learning for Educators: Session Plans, and Resources. Use them as you please!

Title	1. ECONOMY AND GLOBALISATION
Module Aims	<p>This module aims to improve the knowledge and understanding of adult educators in relation to economic globalisation resulting from the increasing interdependence of world economies, the growing scale of cross-border trade of commodities and services, migration and flow of international capital.</p> <p>It also aims to develop the skills needed to facilitate student learning and awareness raising of the subject.</p> <p>In addition the module encourages educators to reflect on and raise awareness of the positive and negative effects of globalisation, the social implications of migration and the wealth inequality caused by a global economy.</p>
Competences	<p>1.1.1 Ability to analyse and illustrate the extent, causes and implications of a more fully integrated world economy and demonstrate an understanding of how economic growth is stimulated and sustained at a time of intense global competition.</p> <p>1.2.1 Ability to analyse and illustrate what migration is and why this is one of the most visible and significant aspects of globalisation and how it impacts on different nations in different ways</p> <p>1.3.1 Ability to analyse and illustrate the ways in which economic systems can have an impact on the lives of people in both developing and developed countries</p>
Module Structure	<p>This module consists of 3 units:</p> <p>Unit 1.1 Global Trade and International Transactions</p>

	<p>Unit 1.2 Migration and Movement of People</p> <p>Unit 1.3 Development and Inequality between Nations</p>
Duration	<p>The module is intended to be delivered in 9 hours in total, 3 x 3-hour sessions.</p>
Methodology	<p>This module is to be delivered in blended form, using a flipped learning approach. Students will engage in online research at home and collaborate in online discussions. They may also watch video lessons prepared by the teacher or third parties to deliver content. These lesson will last no more than 12 minutes each.</p> <p>Time in classroom will be used to explore topics in greater depth and engage in concepts with the guidance of the teacher. Classroom teaching techniques will include collaborative work, presentations, discussions and reflection.</p> <p>The teacher may also use guest speakers with expertise in economic globalisation to deliver online or in class content and/or arrange visits to local companies that operate globally so that students can explore some of the issues first hand with practitioners.</p>
Assessment	<p>The assessment will be informal as the module does not lead to a formal accreditation.</p> <p>Students' <i>knowledge</i> will be tested at the end of the module via a short online questionnaire based around the learning outcomes for each unit.</p> <p>Students' <i>skills</i> will be assessed by the teacher via direct observation during classroom activities and recorded on individual achievement record sheets.</p> <p>Students' <i>attitude and values</i> will be captured by an individual student self-reflection log.</p>

Title	2. GLOBAL COMMUNICATION
Module Aims	Internet is the main tool to give us access to global communication. The aims of this module are addressed to acknowledge the globalisation of the communication channels and get to know an innovative technique for the learners to support an active role of seniors and help them develop the necessary skills and attributes to support the integration into a world wide web. The students will practice and learn to participate in this new paradigm.
Competences	These three competences are intertwined all through the three units proposed, even though each one of them will be the focus respectively: 2.1. Set strategies of digital interaction and social networking. 2.2. Value the experience of elders with social networks. 2.3. To acquire an active role online.
Module Structure	This module consists of 3 units: Unit 2.1 Strategies of communication in digital interaction: stereotypes. Unit 2.2 Developing communicative procedures. Unit 2.3 Webquest as a technique for online enquiry.
Duration	The module will be delivered in 9 hours: 3 x 3-hour sessions.
Methodology	This module will be delivered using a participatory research methodology, a presentation with guidelines and webquests. Students will debate and create knowledge by means of online task-based techniques. The webquest online activity will be of utter importance, so computers and internet need to be offered to the students.
Assessment	The assessment will be informal and based on participation individually as well as in groups. Students' <i>knowledge</i> will be captured by means of the documents and panels created. Students' <i>skills</i> will be assessed by the teacher during the activities by hands on and participation. Students' <i>attitude and values</i> will be assessed by means of oral conclusion expositions of each student as well as the intervention of the educator when they are not met.

Title	3. EDUCATION
Module Aims	<p>This module aims to improve the adult educators knowledge and understanding of the key educational challenges and priorities globally, why inclusive quality education matters and how it can contribute to reducing poverty, inequality and improve gender equality and contribute to improved livelihoods and well-being.</p>
Competences	<p>At the end of the module learners should be able to:</p> <p>3.1.1 Demonstrate knowledge and understanding of the sustainable development goal to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, and the role of education as main drivers of sustainable development</p> <p>3.2.1 The ability to critique the effectiveness of policies and strategies to promote quality education and lifelong learning opportunities for all at local/national and international levels.</p> <p>3.3.1 Explain the meaning and purpose of education for global citizenship, what it means to be a global citizen, and how education for global citizenship can contribute to sustainable development</p>
Structure	<p>The module consists of 3 units:</p> <p>3.1 The Sustainable Development Goal to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (SDG4)</p> <p>3.2 Policies and strategies to provide inclusive quality education and lifelong learning opportunities for all</p> <p>3.3 Lifelong Learning</p>
Duration	<p>4 Guided learning hours.</p>
Methodology	<p>This module is to be delivered in blended form, combining classroom-based learning with the use of online learning resources including flipped learning.</p> <p>The teaching techniques will be predominantly non formal, given that the</p>

	<p>course does not lead to accreditation, so techniques such as group work, learning circles, reflection and appreciative enquiry should will feature quite prominently. The approaches should also provide opportunities for self-directed and independent learning.</p>
Assessment	<p>The assessment will utilize non formal methods, so will not involve examinations as such, however, the extent to which learners have achieved the learning outcomes will be recorded and assessed using a combination of formative and summative assessments, but mainly summative.</p> <p>The assessments will be recorded using non-formal methods and tools such as individual and group activities, observations, presentations, learning logs quizzes and tests.</p>

Title	4.POVERTY, HUNGER AND MALNUTRITION
Module Aims	<p>This module aims to empower the adult educators with the knowledge and understanding of the poverty, hunger and malnutrition challenges globally and in own country as the one of the sustainable development goals (SDGs), so they gain the confidence and self-assurance to teach adults about poverty, hunger and malnutrition, and help them develop the ability to monitor progress towards the targets. It will help the educator critique policies to end poverty, hunger and malnutrition and examine their professional roles as an educator, and individual in helping to address the poverty, hunger and malnutrition challenges.</p> <p>The module covers the inequality of world distribution wealth, the poverty line concept, the different causes of poverty and malnutrition, the actors involved in fighting poverty and malnutrition, main politics and funds against poverty and malnutrition.</p>
Competences	<p>At the end of the module the educator will be able to demonstrate:</p> <p>4.1.1 The ability to illustrate and animate debates on the inequality of world distribution wealth, explaining its historical, geographical and demographical reasons</p> <p>4.2.1 The ability to critically discuss the SDGs 1 , 2 & 3, its background, key target and indicators</p> <p>4.3.1 The ability to critically evaluate actions (policies, strategies/initiatives) to end poverty, hunger and malnutrition</p>
Module Structure	<p>The module consists of 3 units:</p> <p>4.1 Worldwide distribution of poverty, hunger and malnutrition and their causes.</p> <p>4.2 The Sustainable development Goals 1, 2 & 3 : “End poverty in all its forms everywhere”, “ End hunger, achieve food security and improved nutrition</p>

	<p>and promote sustainable agriculture”, “Ensure healthy lives and promote well-being for all at all ages”, their background and key targets</p> <p>4.3 The effectiveness of actions (policies, strategies and initiatives) to end poverty, hunger and malnutrition</p>
<p>Duration</p>	<p>8 guided learning hours</p>
<p>Methodology</p>	<p>This module is to be delivered in blended form, combining classroom-based learning with the use of online learning resources such as Open Educational Resources and MOOCs in particular.</p> <p>The teaching techniques will be predominantly non formal, given that the course does not lead to accreditation, so techniques such as group work, simulation, presentations, learning circles, reflection will feature quite prominently.</p> <p>The teaching should encourage the learners’ participation, asking them to do preliminary researches, to prepare and animate activities with the group of learners such as oral presentation, role plays, debates, etc.</p> <p>Learners will be given the opportunity to gain the knowledge and develop the skills specified in the learning outcomes through a combination of class-based and practical learning (if appropriate).</p>
<p>Assessment</p>	<p>The assessment process will be informal, so will not involve any final examinations, but learners’ achievements will be recorded using methods of recording and assessing non accredited learning.</p> <p>The assessment activities could include written reports, case studies, individual and group presentations, reflective logs, tests/quizzes, role plays and games.</p>

Title	5 HUMAN RIGHTS AND SOCIAL JUSTICE
Module Aims	<p>This module aims to improve the adult educators' knowledge and understanding on Human Rights (United Nations) and why Social Justice is a aim and the challenges to achieve this. It focus on what has been done in these matters, what is planned to be done globally and in different nations, and what can anyone do to ensure that all human can have these rights.</p>
Competences	<p>The ability to critically discuss Human Rights among the most important competencies, its background, key targets, indicators and challenges it seeks to meet and acquire new social skills and knowledge in Human Rights Education.</p> <p>The ability to critically evaluate the effectiveness of global actions to ensure the understanding of Human Rights for all.</p> <p>The ability to identify and integrate personal and professional roles in Human Rights Education.</p> <p>The ability to critically discuss Social Justice among the most important competencies, its background, key targets, indicators and challenges it seeks to meet and acquire new social skills and knowledge in Social Justice Education.</p>
Module Structure	<p>This module consists of 4 units:</p> <ul style="list-style-type: none"> 5.1. Human Rights and Social Justice, its background, key targets and challenges 5.2. The effectiveness of actions (policies, strategies and initiatives) to ensure the importance of Human Rights for all. 5.3. Personal and professional roles in Human Rights Education. 5.4. The meaning, principles, importance of social justice and examples/instances of social injustice.
Duration	<p>The module is intended to be delivered in 12 hours + autonomous study online.</p>
Methodology	<p>The module is presented in blended format. Each Unit has a face to face session, and there are more material that participants can access online in order to go deep in the subjects that interest them more – links to existing information selected (quality guarantee) from partnership.</p> <p>The face to face sessions will rely mainly in non-formal methods and tools, so participants can have more practice on the thematic. Also debates and other ways to share experience in the group.</p>

Assessment

The assessment will mainly rely on informal methods, since this course doesn't lead to certification. It will be focused on observation – for participation and presenting the results of tasks – and some quizzes.

Title	6. DEMOCRACY AND GLOBAL CITIZENSHIP
Module Aims	<p>The goals of this module on democratic and global citizenship are: to provide learners with the necessary skills and knowledge of cultural diversity to cope successfully in a multicultural society.</p> <p>The aim of the module is to increase the awareness of civil society members on the rights, obligations and opportunities of being a citizen. An important role is played by the possibilities of including community members and shaping the active attitude of citizens that form the basis for success of democratic society in the globalizing world.</p>
Competences	<p>6.1. Cultural Diversity/Customs and traditions Define and distinguish between different cultural theories. Reflect and create links between cultural theories and global processes. Aware of cultural diversity and bear it in mind in everyday situations cultivating openness and tolerance amongst learners</p> <p>6.2. Citizenship rights Demonstrate understanding of the meaning of citizenship, including global citizenship. The rights enjoyed by citizens, how they can be exercised and protected and what it means to be a global citizen and how it can contribute to sustainable development.</p> <p>6.3. Civil participation/democratic life/citizenship Give an overview of local events in Estonia and in Europe as well as the main goals of the different political parties. Enhance the ability of teachers to stand together for the values and the necessity of civil society.</p>
Module Structure	<p>This module consists of 3 units:</p> <ul style="list-style-type: none"> 6.1. Cultural Diversity/Customs and traditions 6.2. Citizenship rights 6.3. Civil participation/democratic life/citizenship
Duration	<p>The module is intended to be delivered in 26 hours 24 hrs in e-learning (incl. independent work) 12 hrs face to face session</p> <p>The module is intended to be delivered in xx hours (xx hours in e-learning and one face to face session lasting 3h)</p>
Methodology	<p>Recommended teaching methods or techniques:</p> <ol style="list-style-type: none"> 1. Icebreaking activities – attuning the group and creating a positive group dynamics and learning environment. 2. Mini-lecture – presenting the key theories/concepts, up to 10 minutes, allowing to transfer knowledge in a concentrated form. 3. Mind-map – allows to map the level of learners’ earlier knowledge, and similarly, to analyse and systematise the current concepts, knowledge etc. 4. Group discussions for interaction and exchange of experience. 5. Pair-work with a reflective partner. Asking questions and reflecting.

	<p>6. Reflective/silent writing – allows the learner to conceptualise and formulate their experience, express their opinions etc.</p> <p>7. Communicative and role plays allow to involve learners actively in the instruction and these are employed on the principle of experience-based learning.</p> <p>8. Case-studies – used for the critical analysis of cases, generating connections between existing knowledge and finding solutions. Case studies are anonymous but allow the learners to find parallels to their own experience. These may be fictional cases, articles from the media, descriptions of conflict situations, the learners’ own experience etc.</p> <p>9. Multimedia presentations, including PowerPoint presentations, videos – these are used in the lead-in stage, introduction of the discussion, short information presentation.</p> <p>10. Brainstorming – used to motivate students to react to various topics, allowing to generate the best ideas and solutions in cooperation and select the most suitable ones among them.</p> <p>11. Debate – learners can present their opinion for and against a topic, provide arguments on the set issues, thus developing also the listening skills.</p> <p>12. Silent brainstorming https://www.sheffield.ac.uk/polopoly_fs/1.470010!/file/HowtoReverseBrainstorming.pdf</p> <p>13. Silent Conversation https://www.facinghistory.org/resource-library/teaching-strategies/big-paper-silent-conversation</p> <p>14. World Café http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/</p> <p>The selection of suitable teaching methods depends on the target group, the size of the study group, the level of the learners’ prior knowledge and the time of instruction. The selected teaching methods allow the learners to be actively involved in the instruction and promote their mutual communication and interaction.</p> <p>An important role is played by reflection, both on individual and group level. Various activities support the understanding of the topic and the analysis of the experience of the participants. It is important to provide them with enough time and various opportunities for acquiring the skills, knowledge and attitudes.</p> <p>Please note! Considering the fact that we are dealing with adult trainers, there should be increased emphasis on their independent work. The aim of face-to-face instruction is to reflect on the learners’ knowledge and experience, to systematise and analyse it together. The face-to-face instruction is based on the use of the learner’s earlier experience as a resource through various activating and inclusive teaching methods.</p> <p>It is recommended to make sure that the learner (trainer) comes to the face-to-face sessions with prepared materials etc.</p>
<p>Assessment</p>	<p>The assessment of learning outcomes includes the systematic collection, assessment and use of the information or evidence related with the learners’ learning. Assessment provides learners with feedback on how well they understand the topics discussed in the course.</p> <p>Assessment is a process establishing</p>

what learners learn and how well they learn it pursuant to the set learning outcomes of the course. In the course of the process, learners are given feedback on their progress and, if necessary, further learning possibilities are offered. The assessment of the module is based on the principle that an adult learner is a self-directed learner who is able to reflect on and analyse the learning process from the learner's point of view. The following methods supporting a self-directed learner are used in the assessment:

- Self-reflection
- Peer-reflection

Peer and self-evaluation assessment strategies ask learners to reflect on, make a judgment about, and then report on their own or a peer's behaviour and performance. Both performance and attitude can be evaluated with peer and self-assessments.

- Peer group critique
- Critical analysis of a case study
- Written and oral course work
- Checks for understanding, test

The assessment takes place in a face-to-face learning process allowing self-analysis, conceptualization of activities as well as peer reflection. From the learner's point of view, immediate feedback is the most effective means.

E-learning allows to assess

- the learners' independent work
- groupwork
- the level of knowledge through various tests
- case study analysis etc
- mutual assessment and analysis of group work and peers' assignments.

It is pass/fail assessment, i.e. there will be no grades, instead, the learner will get feedback on his or her results of the various assignments submitted throughout the learning process. This will provide the final result on the achievement of the learning outcomes.

The combination of various assessment methods allows to get an overview of how the learner has acquired the knowledge and learning outcomes, and what his or her values and attitudes are in the given field.

Title	7. ENERGY
Module Aims	<p>This module aims to empower the adult educator with the knowledge and understanding of the energy challenges globally and in own country as one of the sustainable development goals (SDGs), so they gain the confidence and self-assurance to teach adults about energy, and help them develop the ability to monitor progress towards the targets. It will help the educator critique energy policies and examine their professional roles as an educator, and individual in helping to address the energy challenges.</p> <p>The module covers different energy concepts, the energy production consumption mix, access to energy, energy poverty, national and global energy policies towards affordable, sustainable and clean energy for all.</p>
Competences	<p>At the end of the module the educator will be able to demonstrate:</p> <p>7.1.1 The ability to critically discuss the SDG ‘to ensure access to affordable, reliable, sustainable and modern energy for all’ (SDG7), its background, key targets, indicators and the energy challenges it seeks to meet</p> <p>7.2.1 The ability to critically evaluate the effectiveness of global actions (policies, strategies and initiatives) to ensure affordable, reliable and sustainable energy for all</p> <p>7.3.1 The ability to identify and integrate personal and professional roles in energy conservation</p>
Module Structure	<p>The module consists of 3 units:</p> <p>7.1 The Sustainable Goal (SDG) to “ensure access to affordable, reliable, sustainable and modern energy for all” (SDG7), its background, key targets and the energy challenges being addressed.</p> <p>7.2 The effectiveness of actions (policies, strategies and initiatives) to ensure affordable, reliable and sustainable energy for all</p> <p>7.3 Personal role in energy conservation</p>
Duration	5 Guided learning hours
Methodology	<p>The module is intended to be delivered in blended form, combining classroom-based learning with online learning resources, using a combination of formal and non-formal approaches, reflected in the type of learning activities organised and undertaken.</p> <p>The methods include guided learning, independent/ unsupervised learning, presentations, individual and group work and use of a learning log.</p>
Assessment	<p>The assessment process will be informal, so will not involve any final examinations, but learners’ achievements will be recorded using methods of recording and assessing non accredited learning.</p> <p>The assessment activities could include written reports, case studies, individual and group presentations, reflective logs, tests/quizzes, role plays and games.</p>

Title	8. THE ENVIRONMENT, POLLUTION and ENVIRONMENTAL EDUCATION
Module Aims	<p>The goals of this module on environmental education are:</p> <p>to provide every person with opportunities to acquire the knowledge, values, attitudes, commitment, and skills needed to protect and improve the environment; to create new patterns of behaviour of individuals, groups, and society as a whole towards the environment. Environmental education is a process that allows individuals to explore environmental issues, engage in problem solving, and take action to improve the environment. As a result, individuals develop a deeper understanding of environmental/energetic issues and have the skills to make informed and responsible decisions.</p>
Competences	<p>8.1.1 Pollution The main objective for the educators of environmental education is to equip learners with knowledge, values and skills that promote the protection and conservation of the environment. They will promote education against pollution, and this is the process of recognizing values and clarifying concepts in order to develop skills and attitudes necessary to understand and appreciate the interrelatedness among man, his culture and his biophysical surroundings.</p> <p>8.2.1 Sustainability Transmit to learners that sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It contains the concept of ‘needs’, in particular the essential needs of the world’s poor, to which overriding priority should be given; and the idea of limitations imposed by the state of technology and social organization on the environment’s ability to meet present and future needs.</p> <p>8.3.1 Climate change and conservation Educators will describe that Earth's climate is always changing. There have been times when Earth's climate has been warmer than it is now. Let learners to know that Earth's climate is getting warmer and small changes in Earth's temperature can have big effects (some are already happening as some snow and ice to melt). The warming also has caused oceans to rise.</p> <p>8.4.1 Energy Educators will be able to describe the differences between the 3 kind of energy and the characters of them (renewable or not) and the history of the different energy sources from the very traditional ones to the modern ones. They will list all energy sources around.</p> <p>8.5.1 Energy saving Educators will be able to get to grips with the basics of renewable energy on how renewable resources are used to generate electricity and on how solar energy can be used to produce hot water. Learners should be able to understand the advantages of using renewable and non-renewable energy as well as make predictions and find patterns in results. They will be able to teach about the different types of energy and the environmental consequences of using energy in a non-sustainable way, and this</p>

	on the main forms of energy used around the world.
Module Structure	<p>This module consists of 3 units:</p> <ul style="list-style-type: none"> 8.1. Pollution (land/water) 8.2. Sustainability (desertification, food security, agriculture) 8.3. Climate Change and conservation
Duration	<p>The module is intended to be delivered in 9 hours</p> <p>3 hrs in e-learning</p> <p>3 hrs face to face session</p> <p>3 hrs in outdoor activities</p>
Methodology	<ol style="list-style-type: none"> 1. In-class sessions to clarify questions and consolidate knowledge, in which the educator clarifies questions posed by the learner, poses additional questions for reflection, highlights practical cases of interest for the development of knowledge allowing an active participation of learner forming the construction and consolidation of knowledge. Since these in-class sessions are attended by several learners together, the interactivity between the learners is enriched by the sharing of knowledge, analysis and discussion of subjects regarding the course objectives between themselves and the educator. 2. Worksheets of each unit, which allow the learner to train and test the contents of each module and to be aware of the knowledge developed, receive feedback from the educator and reorient their learning process. 3. Lead by example. Give to learners an example about which behaviour can be used to develop environmental awareness. 4. Take learners outside. Learning to enjoy nature is the first step to care about it. 5. Teach learners to use the appropriate receptacle for their waste: reduce, reuse, and recycle as much as you can. Little things, like packing a waste-free lunch, can make a powerful lesson. <p>Further strategies</p> <p>Download an App (eBooks or games) to teach little ones about environmental conservation.</p> <p>https://www.slideshare.net/sana1718/teaching-methods-of-environmental-education</p>
Assessment	<p>Taking time to evaluate an action project helps learners understand what they've accomplished and allows recognition of how their project facilitated their personal growth.</p> <p><i>Assessing learners Knowledge, Values, and Behaviours:</i></p>

- Keep a video or photo log of project highlights.
- Collect memorabilia (articles about the project, photos, planning schedules, and so on) to create an action project scrapbook that learners can sign and write comments in.
- Have learners write essays and /or keep a journal about any changes in their thinking or behaviours as a result of the project.
- Have students evaluate other members of their group, as well as themselves. Give learners pointers on positive constructive feedback and focus the session on specific points, such as contribution to the project, effort, conflict resolution approach, etc.
- Have community members involved in the project assess learners performances.

Assessing personal Success:

- Have learners describe how well they think their project accomplished the objectives they outlined at the start.
- Have learners conduct surveys, field studies, or interviews to assess the success of their completed project. What worked? What didn't and why?
- Evaluate how learners planned for ongoing maintenance and sustainability of it.
- Have community members and others involved in the project assess project outcome.

All details will be of the double process as reported below:

- **Formative evaluation** which refers to the evaluation carried throughout the course, by monitoring and having feedback of learning processes. This monitoring is carried out by means of exercises, proposed along the course as the analysis of results obtained in the worksheets, which seek to consolidate and verify knowledge.

- **Summative evaluation** which is carried out at the end of each Unit based on the completion of a final module test, lasting 1 hour. For the purpose of proficiency in the module, the learner must reach the minimum mark of 70%, only being able to progress to the next module when this achievement is verified.

The **final classification** of the learner in the course is calculated from the average of the classifications obtained in all modules of the course, and the learners obtains achievement when they reach at least a final average of 70% of the score.

Title	9. PEDAGOGICAL SKILLS
Module Aims	This module has the aims to help adult educators improve their pedagogical competences with a particular emphasis on teaching and learning. The module focuses on professional engagement, teaching and learning and guidance and assessment skills as part of the teaching process.
Units	This module consists of 3 units: 9.1 Professional development and engagement 9.2 Teaching and learning 9.3 Assessment
Competences	At the end of the module, the learner will demonstrate: 9.1.1 The ability to engaging in collaboration, networking sharing and exchanging information, and professional practices with other educators for continuing professional development 9.2.1 Planning and implementing teaching and learning strategies appropriate for the target groups, learning objectives and learning context. 9.3.1 The ability to select and use different forms of assessment to test learning, including summative assessment, formative assessment and self-assessment strategies and provide guidance to learners.
Duration	6 guided learning hours
Methodology	This module is to be delivered in blended form, combining classroom-based learning with the use of online learning resources such as Open Educational Resources (videos, blogs, webinars, videos and publications). The teaching techniques will be predominantly non formal, given that the course does not lead to accreditation, so techniques such as group work, simulation, presentations, debates, learning circles (sharing personal experiences), and

	reflection should will feature quite prominently.
Assessment	The assessment will be non-formal methods such as reflection, assignments, presentations, group discussions, observation and practical demonstrations of pedagogical competences such planning and assessment. The assessment will not involve examinations as such, but learners' achievements will be assessed and recorded.

Title	10. DIGITAL SKILLS
Module Aims	This module aims to provide a theoretical and framework to enable for adult educators to develop the competences required to use and incorporate digital technologies in their teaching. The module focuses on the teaching process and covers digital communication, selecting and using digital resources to facilitate learning and using digital technologies in assessment. At the end of the module learners will be able to use learning technologies in teaching young people.
Units	This module consists of 3 units: 10.1 Digital communication 10.2 Selecting and using digital resources 10.3 Managing digital resources
Competences	10.1.1 Using digital technologies to enhance organisational communication with learners, parents and other stakeholders outside the organisation 10.1.2 The ability to select and use appropriate digital resources in teaching, giving consideration to learning objectives, context, learners and pedagogical approaches. 10.1.3 The ability to select, manage and protect digital resources in teaching, giving consideration to learning objectives, context, learners and pedagogical approaches and restrictions on use of published information.
Duration	6 guided learning hours
Methodology	The module is intended to be delivered in blended for, combining traditional classroom-based learning with online learning including flipped learning. The teaching methods to be employed are mainly non formal approaches in education to engage learners a wide range of interactive activities, interactive activities such as collaborative assignments, self-directed learning including online learning, learning circles, appreciative enquiry, brainstorming, presentations and debates

	<p>It is important that the educator is given the opportunity to gain the knowledge and develop the skills specified in the learning outcomes through a combination of class-based and practical learning including online. For example:</p> <ul style="list-style-type: none">• Physically using digital devices and learning technology platforms such as VLEs.• Producing a chart or mind map to list the key features, advantages and disadvantages of digital engagement, communication, digital reflection that can be compared with a peer group.• Watching video clips that demonstrate the use of digital technologies.• Visit to other institutions with expertise and experience in using digital technologies to enhance teaching and learning and for CPD.
Assessment	<p>The entire course is non-formal, meaning that it will not lead to qualifications and participants will not have to take a formal examination. However, the extent to which they have achieved the learning outcomes will be recorded and assessed using a combination of formal and informal assessment methods and techniques, both formative and summative, but mainly summative.</p> <p>The assessment will include a combination of theoretical and practical exercises involving the use of digital technologies to identify and meet skills gaps, tests to assess knowledge and attitudes (including online tests), question and answer sessions in class, presentations and the use of a reflective log.</p>

This document was created by **The Bigger Picture Partnership**:

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