USING DIGITAL TOOLS & INFORMATION COMMUNICATION TECHNOLOGY TECHNIQUES TO CREATE INCLUSIVE LEARNING ENVIRONMENTS

Adult Education

Training course

24 - 30 January 2021
Adana - Turkey

Training Course:

"Using Digital tools & ICT techniques to create inclusive learning environments"

Target Group

Educators and educational staff; teachers, professors, mentors, educational managers… active in the field of adult education working especially with disadvantaged groups such as immigrants, early school leavers, unemployed ,adults with special needs, adults with literacy and low basic skills, and adult learners at risk of exclusive

Available resources

- Human resources: course trainers, tutors
- Course equipment: computers, speaker, overhead projectors, Internet connection
- Learning materials: in paper and digital format (open educational resource)
- Stationery: paper, pens, markers, etc.

Evaluation

The training course is designed for a non-formal setting and, correspondingly, non-formal evaluation methods are used, such as questionnaires and interviews with the course participants, observation, small group meetings / reflections, self-evaluation checklist.

The course evaluation is based on the continuous assessment.

The theoretical part of the course (corresponds to 40% of the course content and final score) will be evaluated through a compulsory questionnaire at the end of the course.

The practical part of the course (corresponds to 60% of the course content and final score) will be evaluated every day through debates, end-day reflexions and self-evaluation checklist.

Course Objectives	
By completing this course, you will be able on behalf of your organization to:	✓ discuss characteristics of learners and effective teaching strategies in inclusive education ✓ familiarise with technologies and experiment with ICT tools that can be used in adult education ✓ discuss motivational strategies to encourage adult learners to start and continue studying ✓ understand the essential elements of instructional design and organisation of courses and trainings for adult learners ✓ acquire basic knowledge about public speaking and how to prepare and deliver professional presentations ✓ get familiar with the concepts "coaching" and "mentoring" in adult education ✓ familiarize with technologies and experiment with ICT tools that can be used in education ✓ discuss motivational strategies to encourage learners to start and continue studying ✓ discuss characteristics of groups dynamics and collective learning. ✓ implement facilitating strategies and techniques working with groups of adult learners. ✓ learn cases of international good practice concerning integration of learners with disabilities; ✓ understand the essential elements for successful planning and management of integration projects; ✓ be able to apply practices for monitoring the project performance and ensure the implementation.
Arrival and departure	Participants to the course should arrive one day before the course starts (14.03.2020) and departure after concluded the course (22.03.2020). The course has been planned from Sunday to Saturday (7 days training course).

Course Structure	
DAY 1: Monday 15.03.2020 9:00 - 12:00: training [Theory] 12:00 – 13:00 lunch 13:00 – 16:00 training [workshop] 16:00-16:15 coffee brake 16:15 -17:00 Conclusion / self-evaluation	• Course introduction: Presentation of the programme, training materials, methods and tools to be used • Presentation of organisations taking part in the training course • Initial Self-Assessment • Situation concerning education and training of adult learners with special needs and from difficult backgrounds in different European countries: from theory to practice. • Characteristics of adult learners and their ways of learning. Types of adult learners and functional illiteracy. • Day conclusions, reflections and self-evaluation.
DAY 2: Monday 16.03.2020 9:00 - 12:00: training [Theory] 12:00 – 13:00 lunch 13:00 – 16:00 training [workshop] 16:00-16:15 coffee brake 16:15 -17:00 Conclusion / self-evaluation	• Motivation of adult learners to start and continue studying, motivational elements and effective motivational strategies. • Adult educator: a teacher, a coach, a mentor, a facilitator. Coaching and mentoring in adult education. • Effective learning techniques through digital tools and applications: learning how to learn. • Group work as a teaching and social method. Group processes. • Individualisation of the learning process. • Day conclusions, reflections and self-evaluation.
DAY 3: Wednesday 17.03.2020 9:00 - 12:00: training [Theory] 12:00 – 13:00 lunch 13:00 – 16:00 training [workshop] 16:00-16:15 coffee brake 16:15 -17:00 Conclusion / self-evaluation	• Building Inclusive Communities • Educational Project Design: Identifying and Sequencing Tasks, Action Plan • Importance of effective dialogue between educators, family members of learners with disabilities and society in general.

	- Round table with teachers, coaches, and mentors working with adults about the use of ICT tools in adult education - Day conclusions, reflections and self-evaluation. - Intercultural evening
DAY 4: Thursday 18.03.2020 9:00 - 12:00: training [Theory] 12:00 – 13:00 lunch 13:00 – 16:00 training [workshop] 16:00-16:15 coffee brake 16:15 -17:00 Conclusion / self-evaluation	- Non-traditional methods in education and training of adults with low skills - Innovative teaching methods in adult education: Blended learning. - Characteristics of groups dynamics and collective learning. - Creative and Cultural narratives as a collective and community learning method: creation of digital books. - Workshop: development, design and presentation of a digital story.
DAY 5: Thursday 19.03.2020 9:00 - 12:00: training [Theory] 12:00 – 13:00 lunch 13:00 – 16:00 training [workshop] 16:00-16:15 coffee brake 16:15 -17:00 Conclusion / self-evaluation	- Tips for preparing a professional presentation. Effective public speaking. - Development of an educational offer for adult learners with low skills or special needs: identification of educational needs of learners and teaching methods and tools matching them - Planning, delivery and evaluation of trainings for adult learners with special needs. How to develop an effective lesson plan.
DAY 6: Thursday 20.03.2020 9:00 - 12:00: training [Theory] 12:00 – 13:00 lunch 13:00 – 16:00 training [workshop] 16:00-16:15 coffee brake 16:15 -17:00 Conclusion / self-evaluation	- Guidelines to prepare a fragment of a training for adult learners with special needs and difficult backgrounds - Free time allowed to prepare the fragment of a training individually. - Work on small groups to evaluate and improve the fragment of the training developed the previous day. Each group chooses one and presents it in the whole group. - Day conclusions, reflections and self-evaluation.

DAY 7: Thursday 21.03.2020 9:00 - 12:00: training [Theory] 12:00 – 13:00 lunch 13:00 – 16:00 training [workshop] 16:00-16:15 coffee brake 16:15 -17:00 Conclusion / self-evaluation	• Workshop: presentations of each group with the chosen fragments of the training. • Group feedback, positive aspects and improvement ideas. • Course conclusions. Discussion, review and evaluation. Questions and suggestions. • Quality Assessment Questionnaire • Delivery of the certificates

Expected Learning Outcomes of the training	
By the end of the training, the participants will:	✓ have improved their knowledge of characteristics of adult learners and motivational strategies in adult education ✓ have enriched their knowledge of teaching strategies and tools in adult education ✓ have familiarised and experimented with ICT tools that can be used in adult education ✓ have improved their understanding of the essential elements of instructional design and organisation of courses and trainings for adult learners with low skills and low qualification ✓ have familiarised with techniques, tools and resources for promoting inclusion in adults' education. ✓ have learned cases of international good practice con- cerning educational strategies for learners with disabili- ties; ✓ have got an overall idea on international legislation and policies concerning people with disabilities; ✓ have understood the essential elements for successful planning and management of integration projects;

| | ✓ have familiarised with techniques, tools and resources for promoting effectively social integration of learners with disability;

✓ learnt about the characteristics of groups dynamics and collective learning;

✓ have been able to apply practices for monitoring the project performance and ensure the implementation. |

Important Note

Face-to-face training takes place every day until around 5 pm. However, after that learning and project work continues by the participants working in teams. This teamwork is an essential way of learning.

Pre-arrival Activities, Impact evaluation and Follow up

Before their arrival, all the participants will be requested to complete a short evaluation questionnaire in relation to their competencies in the course topics.. They will be requested to complete a similar questionnaire three months later to assess the impact of the skills acquired in the course (e.g. any feedback from their students, their colleagues or other partners or teachers that they have involved by applying the new practices they have acquired).

Our course trainers will act as mentors to all the participants in our course in order to support them in their new professional prospects in the area of training and education.