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***Sharing effective educational practices and systematising a training
competences programme for employment and inclusion for vulnerable adults***

Competencies for E-learning

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Script

Literacy and digital change

Competencies for distance
education/ e-learning

Virtual Pedagogical Model -
Universidade Aberta

E-activities: organization and
components for planification



Literacy, and digital change – the role of ICT

- ◆ people learn at all stages of life
- ◆ ICTs are crucial to empower citizenship and to support the acquisition of new skills for the workplace.

According to the Council of the European Union (2002, p. 9)

[We] stress the need to adapt European education and training systems both to the demands of the knowledge society and to the need for an improved level and quality of employment... In particular, Member States should strengthen their effort towards the use of information and communication technology for learning.



Rational for the spread of ICT in the context of adult education (Selwyn, Gorard & Furlong, 2006).

Flexibility



individual and affordable education



easier contact between adults who have similar interests

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social advantages



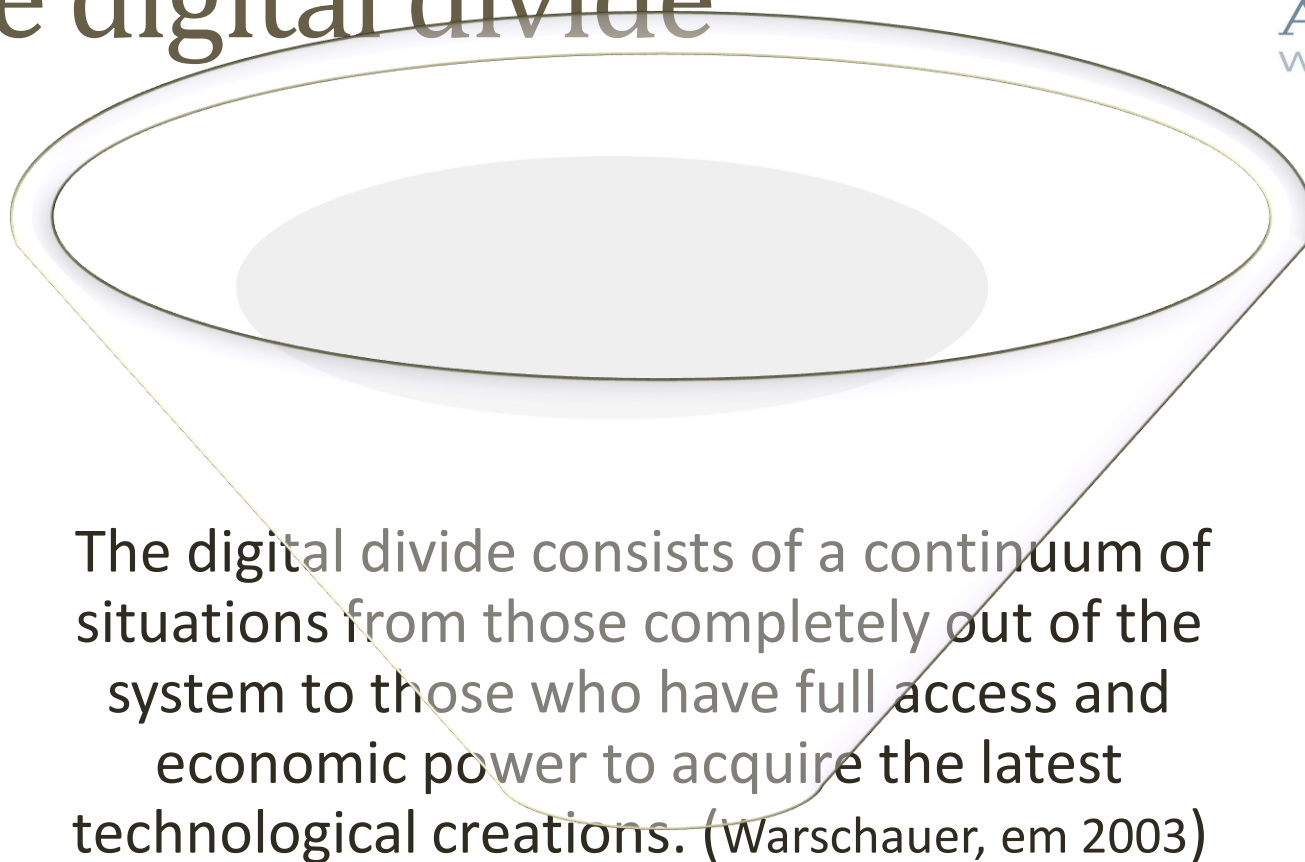
pedagogical transformations



facilitation of inclusion, mainly the populations of the unemployed, the disabled, the domestic women, and the senior adults



“The digital divide”

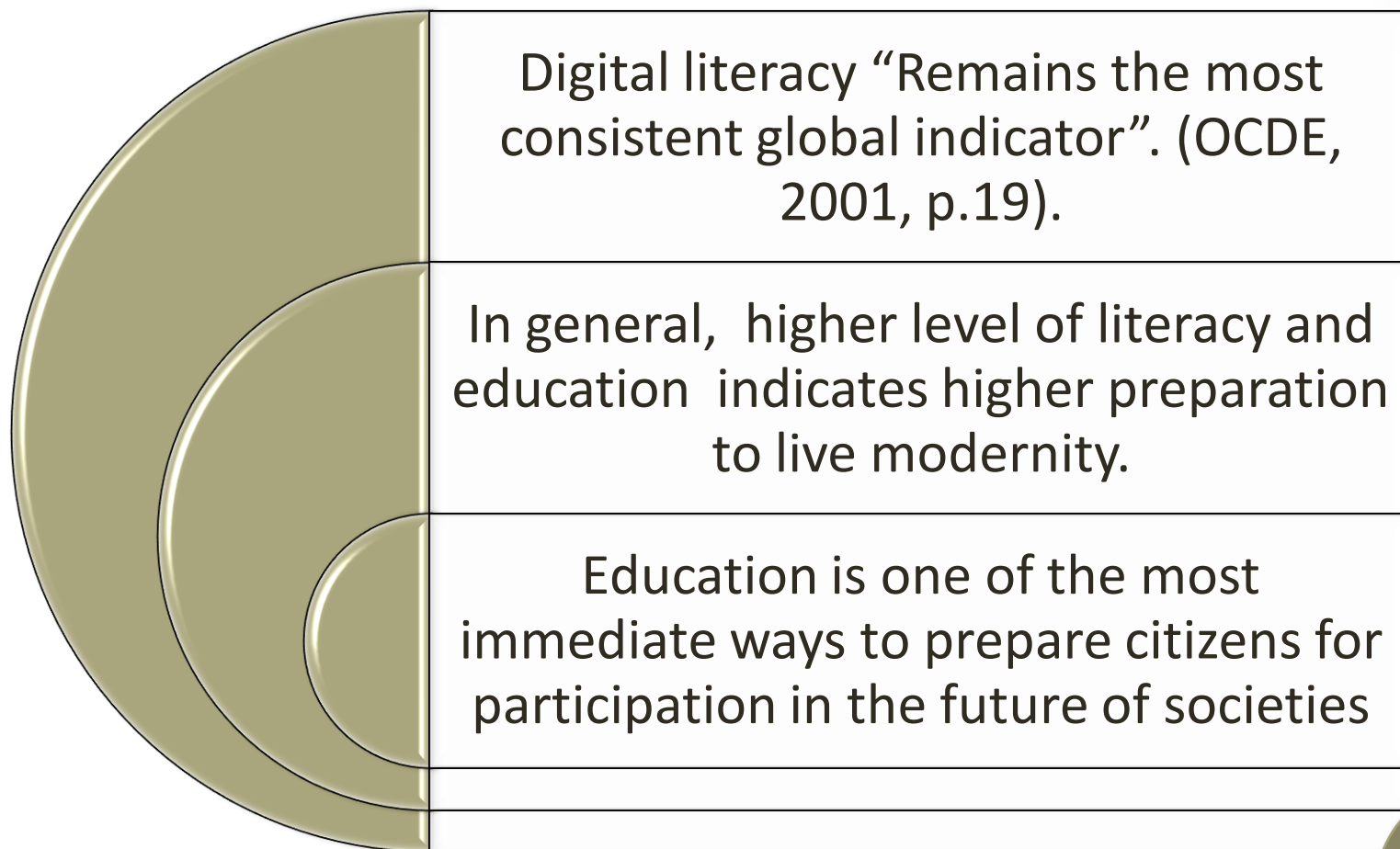


Digital resources are crucial for social, economic and cultural development

These resources are accessed and handled very differently depending on:

- The place and the country where the user is located,**
- Age, gender, race, ethnicity,**
- Education and social class.**

Literacy and digital competencies



Digital Access

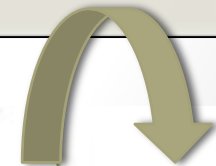
(Moreira, 2017)

It helps to overcome differences such as: geography, social class, race and ethnicity, age and gender

Increases opportunities for participation, cultural

It encourages tolerance, involvement, volunteering (Katz & Rice, 2002. p 12).

It is a strong ally of the general objectives of education



E-Teacher - competencies portray : communication and technical skills in distance education

- (1) Interpersonal Communication,
- (2) Planning Skills,
- (3) Collaboration/Teamwork Skills,
- (4) Language (Spanish, English...etc) Proficiency,
- (5) Writing Skills,
- (6) Organizational Skills,
- (7) Feedback Skills,
- (8) Knowledge of Distance Education Field,
- (9) Basic Technology Knowledge, and
- (10) Technology Access Knowledge.



What is “online teaching”?

There are several elements that make up online teaching, here we highlight some for the understanding of what is the process of teaching and learning in an online context.



The “transfer” from F2F to online education:

- Adequacy of language
- Another time format
- Another space format
- Another form of social and professional relationship.

What does it mean to be an online student?

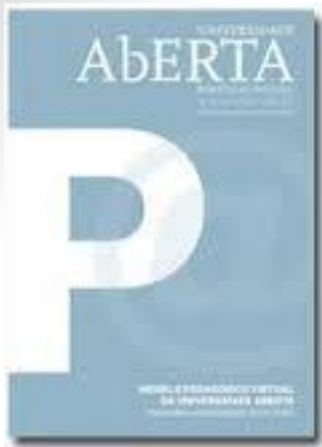
Not a passive receiver of information. More autonomous and works according with her/his own rhythm. Needs more attention, encouragement and incentives through any of the technological resources.

The student, in distance education, should have essential characteristics such as:

Access to a computer compatible with the needs of the course;

Being autonomous, knowing how to seek information and question and learn to learn;

Time management, motivation and self-discipline



Pedagogical
Model

Universidade
Aberta

Open University (UAb) is the first Portuguese university to be distinguished with the EFQUEL-European Foundation for Quality in E-Learning Award and UNIQUE - The Quality Label for the use of ICT in Higher Education (Universities and Institutes, 2010).



Pedagogical Virtual Model[®] UAb

Four principles - These principles guide: the organization of instruction, planning, the design and management of activities for the students, the type of materials to develop and the nature of the assessment of competences

Learning focus on students

Flexibility

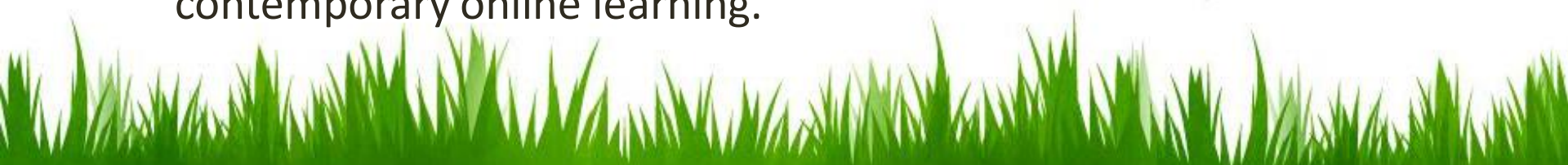
Interaction

Digital Inclusion

Pedagogical Virtual Model[®] UAb

Conceptual framework:

- **Contemporary online learning:** active, constructive, and social
- **Importance of the transactional dimension of the educational process :** participation, interaction and collaboration (Anderson & Dron, 2011).
- **Learning as a constructive process:** while personal, it is a combination of individual mental processes and more widely distributed social activities
 - to construct knowledge through activity and experience
 - interpersonal interaction is a key feature of contemporary online learning.



Factors for Success

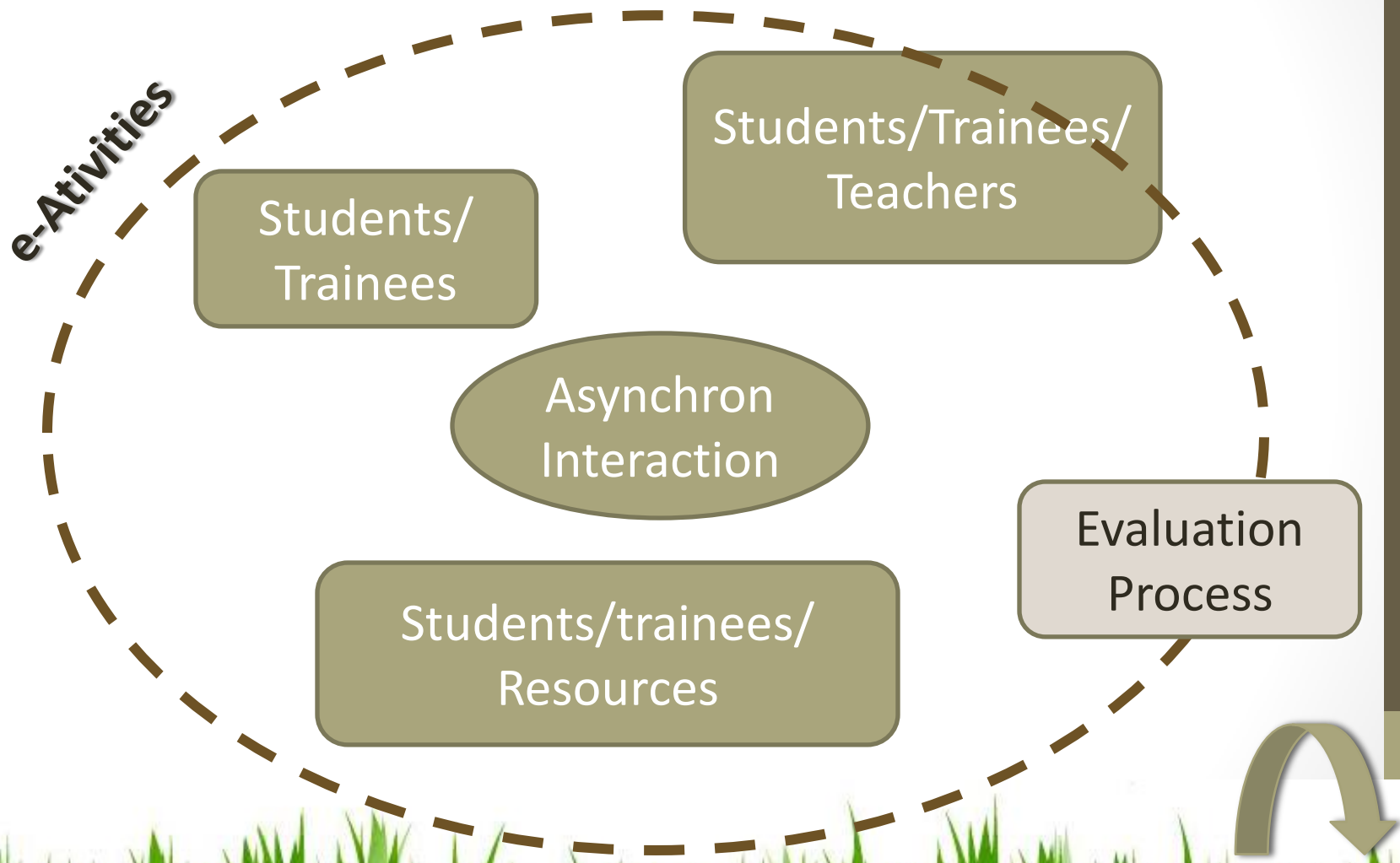
Building of a learning community – what this means?

- Sharing of ideas
- Sharing of experiences
- Sharing of resources

What motivates the students (adult population)?

- **Common interests** – study topics, profession (more focussed about what they expect from the course)
- Relationship between theory and practice
- **Course design** (good mix of autonomous work and interactive work)
- Transparency and objectivity in the **Assessment** process

Principles for the operation of online courses



Course Organization

Images are always important. Seek to choose an image without copyright, but if so, properly cite the source.



**Total Activity
Time**





Topics include:

- **Title, objectives**
- **Contents and competences to be acquired**
- **Activities and resources**
- **Bibliography**



Study guidelines

Describe in detail the path the student should take to learn the content and acquire the skills indicated. These guidelines can be made available in a variety of formats within the topics: text, video, ...



INTERACTION IN THE GROUP

Discussion forums, or reflection, or group work, or collaborative study are always the main space for interaction and participation in a learning environment.





Activities

**Activities to be
developed by
students/trainees**

Resources

**Materials
available to
students**

**Learning
resources**



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