

Impressions of the different pilot courses implemented in Austria, Italy, Slovakia and Switzerland



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Pilot Course Austria by ISOP

Thematic fields of the project:

- Barriers to Teaching or Learning
- deliberate practice
- becoming aware of implicit knowledge of the teachers
- Looking at elements of the 3s competency matrix.
- Working on case studies
- Cooperative/peer learning

Content that has been actually implemented in our pilot course:

- Teaching and learning barriers
- getting aware of tacit knowledge and tacit competencies
- name adult basic educators competencies

Austria

Pilot Course Austria by ISOP

Our type of collaboration

Cooperative learning, no moderator, we as ISOP hosts wanted to participate as learners ourselves. This led to unexpected outcomes.

- + We allowed new contents to come into focus during the process.
- Not all planned tasks have been edited, e.g. the work on case studies.

Pilot Course Austria by ISOP

Remarkable results:

Cooperative learning triggered processes. We as participants allowed these.

By a lucky coincidence a group of learners participated.

We could formulate three questions:

- What should adult basic educators be like?
- What do you (as participant) need of your adult basic educators?
- How can you as participant learn well?

-> The learners' answers have been the basis for insights about ...

- essential needs of learners and therefore ...
- ... derived "fitting" competencies, which teachers need to have

Italy

Pilot course in Italy by Il Mondo nella Città

Pilot course title:

Training course and exchange of good practices for Italian L2 teachers

- **Target audience:** Italian L2 teachers or practitioners, because we have been working in this field since many years, acquiring specific competences in teaching Italian language to foreign adult students
- **Exchange of good practices:** aimed to promote collaboration, mutual learning and exchange of experiences

Pilot course in Italy by Il Mondo nella Città

Pilot course contents:

4 online meetings

- Presentation of the Erasmus+ European project Bridging Barriers
- Adult Basic Education in Italy, Austria, Slovakia and Switzerland
- Interviews with ABE teachers
- Coordination for the workshop

2,5 days workshop in presence

- Supporting the motivation in adult learners
- Literacy teaching with foreigner adults
- Managing intercultural groups

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Type of collaboration:

Hybrid approach

- Some online activities, especially those involving ice breaking activities and debate among participants, were guided by a **facilitator** who used different useful online tools to collect participants' reflections and stimulate the discussion
- Two **participants** have been involved in the online presentation as experts
- The workshop in presence was led both from facilitator and a **teacher** who took turns presenting the various activities
- As we decided to dedicate a part of our workshop to the exchange of good practices, all participants have been involved in presenting some activities

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Exchange of good practices:

- it was a **need/a request** that emerged from the interviews conducted with Italian ABE teachers
- it is aimed to implement “**peer learning**” approach
- it is a **source of motivation and inspiration** that has a positive effect on teaching activities, both for experienced teachers and people with little experience in this field (volunteers, practitioners)
- it is the basis for creating a **network** among teachers who do the same job in different local institutions and organizations

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Good practices exchange: each participant presents a good practice or teaching tool that he/she found useful for *literacy teaching*. The presentations are either interactive or by explanation.

- teaching materials specifically created for an illiterate student with learning and psychological issues
- ludic teaching activities
- a textbook for literacy courses created by a participant
- one activity from “DILIT” method
- teaching materials from various textbooks
- Montessori’s tools used in adult literacy classes
- some participants brought illustrated books they have used in language classes, and some publications from other language schools, to show the other participants

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Good practices exchange: each participant presents a good practice or teaching tool that he/she found useful for *managing groups*. The presentations are either interactive or by explanation.

- workshop with theatre of the oppressed method
- manual workshop: “Name acronym”
- school newspaper
- artistic workshop created during lockdown
- reading activity
- focus group on the sense of attending school
- icebreaking activity: “Similarities”

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Outcomes:

- Participants **reflected their day-to-day professional practice**, specifically on supporting the motivation in adult learners, literacy teaching with foreign adults and managing intercultural groups
- Participants **acquired new teaching tools** through the exchange of good practices
- Participants **reinforced their awareness** of the importance of peer learning as an effective way to learn
- Participants from different organizations and countries, with different educational backgrounds and working experiences had the chance to **meet and connect**, laying the basis for the creation of a network of Italian L2 teachers

Slovakia

Pilot course in Slovakia by E-Code

Content of the Pilot course

- What is basic adult learning in Slovakian context
- Learning and teaching barriers
- Competencies of teachers in adult basic learning

Methodology

- Informal open format of moderated discussion – course in nature settings without strict format, open to go in the directions where both organisers and participants most desire
- Open discussion - on good and bad experience, on practical applications of methodologies
- Individual and group work

Pilot course in Slovakia by E-Code

Interesting findings

1)Topics

- Confirmation of findings from interviews
- Functional literacy
- Labour-related skills

2)Teachers

- Motivational approaches
- Psychological skills
- Individual and group approaches
- Flexibility

Switzerland

Pilot course in Switzerland by SVEB

Objectives of the course

- To reflect systematically and evaluate one's own practice with regard to the handling of different types of learning barriers
- Identify competences required to deal with learning barriers
- Engaging with different forms of collaborative learning

Some content and material for reflection and preparation was provided beforehand in 2 Handouts.

Pilot course in Switzerland by SVEB

Reflections on implementation and results

- Very open format , with very little input and a lot of rolling planning (by Lea 😊) in the sense of a Flipped Classroom (2 Handouts)
- Different methods for collaborative learning were applied to do the case work and reflect competences at play
- The question of attitude played an important role repeatedly. Those who wanted to address it had the opportunity to do so
- Work took place in small groups, with only selective sharing – diverse course group in terms of experience, reflective competence and differentiated action competence

Thank you for your attention!