



Adult self-learning

**ASL – Adult Self-Learning: Supporting Learning
Autonomy in a Technology-Mediated Environment**

IO1 Report

**An operative model for teaching-learning low qualified
adults in an online environment**

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Executive Summary

The Intellectual Output 1 (IO1), “An operative model for teaching-learning low-qualified adults in an online environment”, foresees two activities:

1. A desk research carried out by each partner on adult teaching-learning in their counties;
2. Structured interviews with 10 key persons , e.g. educators, adult education managers, policy-makers, etc., performed by each partner.

This IO1 aimed at presenting the variety of online learning approaches for low-qualified and low-skilled adult learners in the countries participating in the ALS project.

Partners also prepared a SWOT analysis focusing on their direct experience in adult learning. The results of their SWOT analysis have been discussed and commented. As a result, partners produced a shared operative model. The model identified: 1. Barriers and opportunities 2. Competencies for trainers 3. Digital technologies 4. Impacts for low-qualified and low-skilled adults

1. Introduction

This document presents the results coming from two different activities carried out by partners:

1. Desk research on online teaching learning;
2. Structured interviews on key persons.

The objective of these activities was to present the variety of online teaching-learning approaches for low-qualified and low-skilled adult learners in the ALS project partner countries.



2. Desk Research

Partners performed the desk research in their countries collecting various available online and offline sources (such as scientific literature, reports, statistics, recommendations) checking for their reliability.

The desk analysis was based on PRISMA (Preferred Reporting Items for Systematic Reviews and MetaAnalyses) methodology.

The result of the desk research is a collection of theoretical references as well as best practices.

3. Structured Interviews

Each partner interviewed at least 10 key people through a structured questionnaire.

RTA developed the structured questionnaire.

4. SWOT Analysis

Partners prepared a SWOT analysis focusing on their direct experience in adult learning.

The results of the SWOT analysis have been discussed and commented among partners.

5. Operative Model

As a result of the desk research, interviews, and SWOT analysis, Ecoistituto produced an operative model identifying the key components in online teaching-learning for low qualified adults.



Model for teaching-learning low qualified adults in an online environment

Premise

This model is the result of desk research, and surveys carried out by partners. It represents needs, issues, barriers that occur in adult teaching-learning when learners are low-qualified persons.

Model description

A synthetic educational model for low-qualified adult learners in an online environment has been developed, identifying the most critical dimensions, needs, and issues that can be experienced in online educational activities.

This model also refers to motivational, cognitive, situational, and dispositional factors that determine the interaction among subjects involved in teaching-learning activities.

The primary components of the model are (Figure 1):

- Teachers
- Learners
- ICT experts
- Learning contents
- Online environment

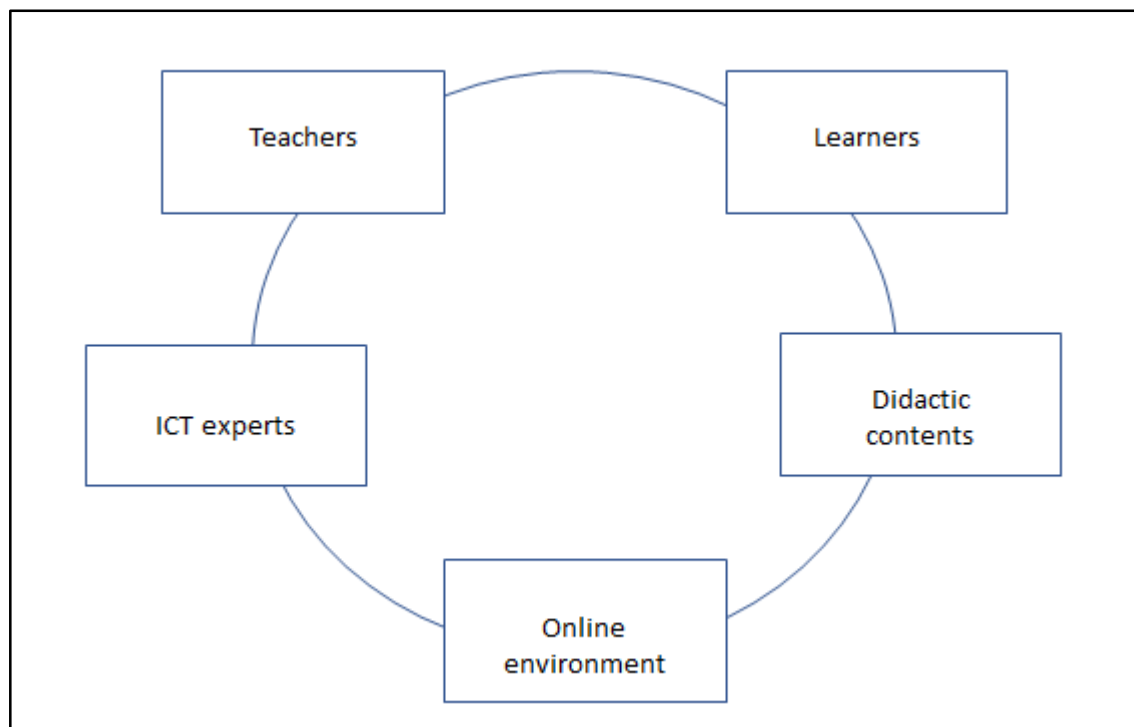


Figure 1. Model components



The key teachers' relationships are with:

- Learners
- ICT experts
 - Digital learning platform administrator
 - Technicians
- Didactic resources
 - learning units
 - Exercises
 - Other educational resources (lectures timetable, exam results, etc.)
- Online environment
 - Collaborative tools
 - Virtual conference platform
 - Distance learning tools
 - Tools to create online courses

Note that teachers can take advantage of new technologies to create lessons and exercises using specific tools.

In an online environment, relational issues include difficulties:

- To interact using digital tools
- To organize distance learning courses
- To interact with the subjects involved in the training activity (teacher-learners, learners-learners, teachers-teachers)

The main impact/issues for learners:

- Digital skills
- Difficulties in combining synchronous and asynchronous learning
- Finding the appropriate contents on the internet
- Interacting with teachers
- Interacting with other learners
- Manage the internet overload of information

Planning online learning activities is an action that encompasses all the components that are involved in a teaching-learning relationship.

When a teacher plans an online training activity, they should define a strategy to minimize the impacts/issues that can occur in an online learning environment.

To achieve this goal; it is important to define the training activity in all its aspects. On this purpose, the following descriptors can be useful:

- Training objective
- Learners background
- Number of learners
- Training duration
- Training modality
- Number of persons

Here following some points that emerged from our analysis:

- The importance of a topic depends on the context.
- An excellent presentation in an academic setting might not have the same effectiveness in the context of adult learners.
- Integrating different tools can enhance learning results.
- Tools can facilitate learning goals.
- To achieve online learning goals, it can be useful to co-operate.
- Colleagues' experience and knowledge is a precious resource.



- Nobody should be afraid of making mistakes.
- Resources available on the internet can be useful but need to be used carefully.

Furthermore, one ought to consider that the best practices to tackle the various issues should be identified. Best practices are also relevant to define the policies to support online learning.

The principles underlying good practice should form the conceptual basis for policies.

