

Professional training for digital competence teachers in Norway

Digital competence in the Norwegian population

2008: 27% have little or no digital competence

2011: 24% have little or no digital competence

66% of unemployed people are experienced users of ict

80% of employees are experienced users of ict

A connection between age and level of education and digital competence



Why is qualified teachers in digital competence important?

Ensure quality of content, facilitating and delivery of the training offered to adults

- digital competence - a basic skill like reading, writing and math
- its own didactics
- many different elements that are important in modern society
- more adults will need to strengthen their basic skills in the future, digital competence included

Professional development for teachers, the Norwegian model

teachers working in the implementation of the BCWL programme

Others who teach basic skills to adults

(also non-formal further training for teachers, one day duration)

Purpose:

- ensure the quality of the learning provision
- support the teachers in their new role
- improve the teachers' competence in mapping participants' need for adapted training

Theory, practice and attitude

Provide teachers and trainers with a deep understanding of the workplace learning approach

Professional development for teachers in basic skills

Options

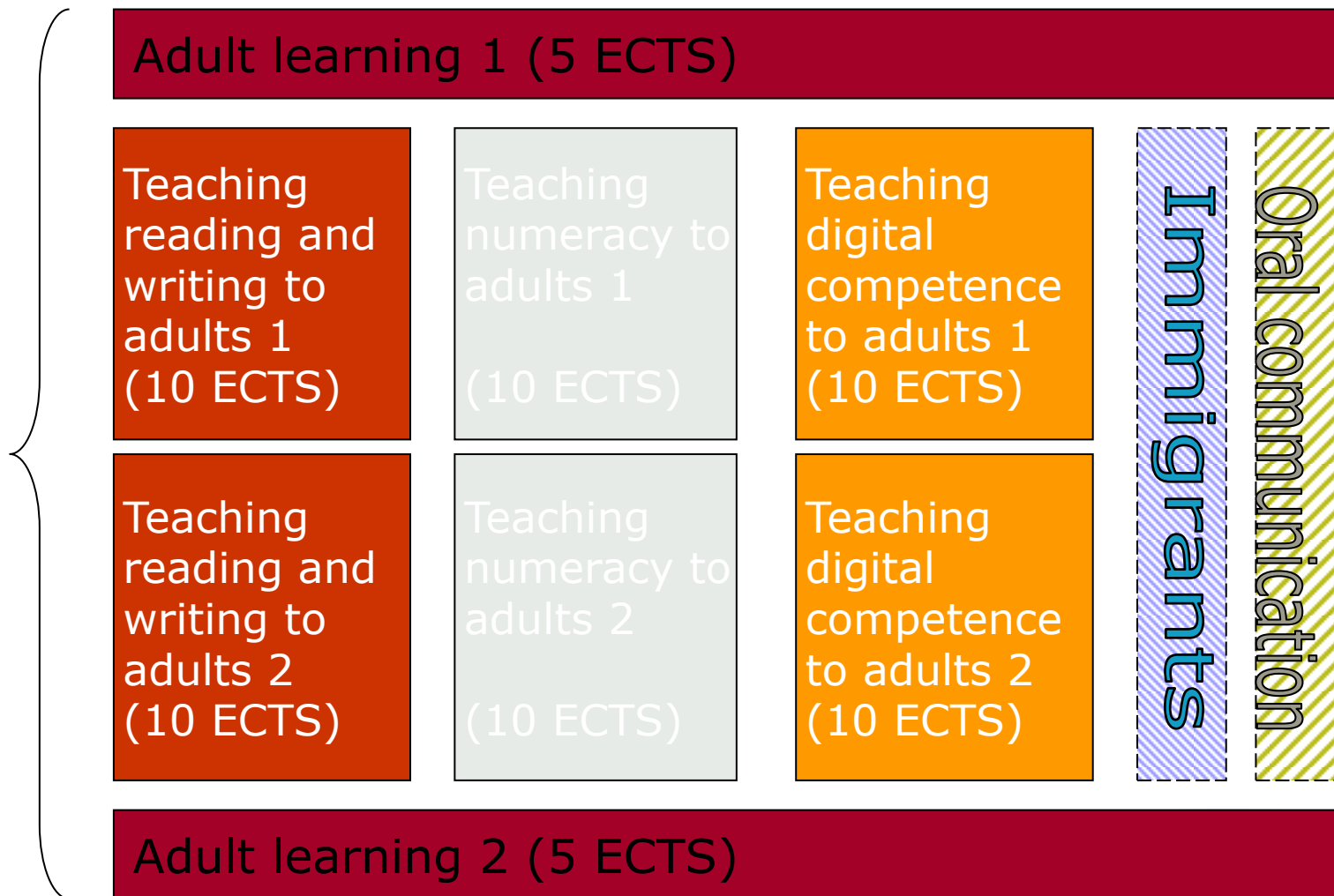
- literacy
- everyday mathematics
- digital competence

adult learning an integrated part



The model for formal training

30
ECTS



Formal teacher training

30 ECTS points

part-time study

implemented from the autumn 2009

cooperation with Norwegian Universities and University Colleges

No formal requirements for qualification of trainers teaching adults in adult education in Norway today

Entry requirements

basic digital competence

further education for qualified teachers/instructors who will teach adults, not initial teacher training

teachers who are actually teaching


validation of prior learning

Financing the studies

Apply for grant (from Vox)

- Teachers in the program «Basic competence in worklife»
- Teachers in prison education
- Others who teach basic skills ?

Challenges

- How to finance the travel and living costs?
 - How to finance a replacement at work?
 - How to finance the study fee without a grant?
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Adult education and digital competence - who are the students?

teachers and trainers with pedagogical training (bachelor) and teaching experience

various ICT background but no teaching training

validation of prior learning

- academic standard and requirements a challenge for some students



Organising of the training

Combination of

- seminars at the university college – lectures, various group work
- papers - individual and collaborative
- online activities (for example blogs, LMS)
- oral presentations

Seminars		Topics	Content
First seminar, September	Day 1 11.00-17.00	Adult education	<ul style="list-style-type: none"> framework for digital competences
	Day 2 09.00-15.00	ICT didactics Digital competence E-citizenship	<ul style="list-style-type: none"> from skills to competences Assessment for learning and further learning
Second seminar, October	Day 1 11.00-17.00	Adult education	
	Day 2 09.00-15.00	ICT didactics Teaching tools	<ul style="list-style-type: none"> teaching and choosing methods interactive boards in adult education about the final exam paper
Third seminar, December	Day 1 11.00-17.00	ICT didactics	<ul style="list-style-type: none"> what stops and what motivates adults to utilize digital tools? preparing oral presentation
	Day 2 09.00-15.00	Oral presentations of group work: «Testing new approaches in your classes»	<ul style="list-style-type: none"> oral presentations and questions from respondent groups

Seminars		Topics	Content
Fourth seminar, January	Day 1 11.00-17.00	Tools for teaching and learning difficulties	<ul style="list-style-type: none"> • TextPilot • Voxil • Talking Pen • LingDys/LingRight • Web sites/adaptions
	Day 2 09.00-15.00	Digital competences E-Citizenship	<ul style="list-style-type: none"> • E-Citizenship and e-Maturity • How to behave on Internet
Fifth seminar, March	Day 1 11.00-17.00	Adult education	<ul style="list-style-type: none"> • didactics and the workplace as a learning arena
	Day 2 09.00-15.00	Teaching tools	<ul style="list-style-type: none"> • multimodal texts and presentation tools • wiki technology
Sixth seminar, April	Day 1 11.00-17.00	Adult education ICT didactics	<ul style="list-style-type: none"> • tutoring adults in a learning situation • preparing oral presentation, final exam paper
	Day 2 09.00-15.00	Oral presentations of work on final exam paper	<ul style="list-style-type: none"> • oral presentations of work on final exam paper • information about exam

Theory and practice

Students/teachers

- apply what they learn in their own classes
- use their experience during the studies, in papers, discussions etc.
- develop their own teaching practice

Theory and practice

Portfolio methodology

- portfolio containing four papers of 6-8 pages (one in each module)
- demonstrates work, progress, development and reflection in each of the modules

Exam

- portfolio containing exam paper (10-13 pages)
- short paper on reflections; topic of exam paper, learning process during the study, didactic competence

Some of the learning objectives

- the Framework for digital competence for adults
- good teaching methods
- tutoring and motivating in online teaching
- didactic approaches to increase adults' digital skills and digital competences
- individual needs
- searching for information
- ict tools to be used in different working life situations
- workplace as a learning arena
- challenges and possibilities when using ict in teaching immigrants
- ability to assess the quality of and use programmes and tools (compensatory tools) to support teaching reading, writing, math
- e-maturity

Modules

Adult education

ICT didactics for adults

Teaching tools

Digital competence/e-Citizenship

ICT didactics for adults - content

motivation and barriers

strategies for didactical use of digital tools and services

ICT as support for learning activities and as tool for collaborative learning, communication, presentations and production

ICT in workinglife



ICT didactics for adults - papers

«Which are the most important factors to be aware of when developing and facilitating for a course of digital competence at the workplace?»»

Digital competence/e-citizenship - content

searching for information,
assessing of sources, ensuring
quality

free software, free licences,
ownership, protection, «how to
behave online»

finding information, sharing of
knowledge, use of databases



Digital competence/e-citizenship - paper

No papers, but practical group work during the seminars

Using different software to produce

- booklets
- advertising films
- create a wiki

<http://wp.home.hive.no/rhusem/>

Teaching tools - content

compensatory software

digital tools for reading and writing difficulties

tools for mapping

Teaching tools - paper

create a teaching concept based on the use of compensatory tools

«How to utilize digital tools as a support in the learning process»

- implement the teaching concept in your own class
- describe and analyse the teaching concept on the background of pedagogical theory

Adult education - content

public reports on adults' basic skills and adults' statutory rights

adults in a learning situation/context and different perspectives on how adults learn

formal, non-formal and informal learning

workplace as a learning arena

Adult education - papers

«A theoretical perspective on adult learning; what characterizes adults in a learning situation?»

«Which are the most important factors to be aware of when developing and facilitating for a course of digital competence at the workplace?»

