

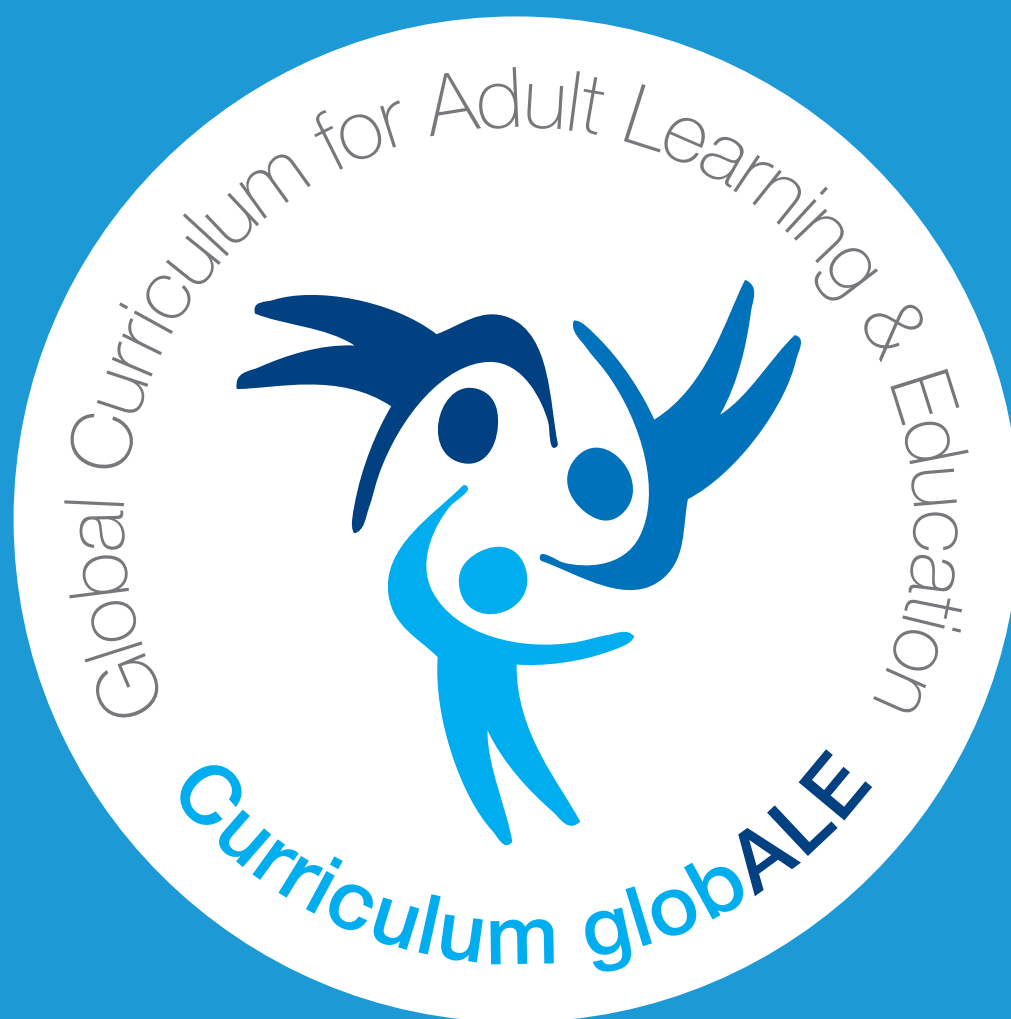


DVV International

Education for Everyone. Worldwide.
Lifelong.

Curriculum globALE

The digitalisation module



Curriculum globALE – professionalisation of educators in adult education

The learning environment in the international context is subject to constant change; in particular the use of digital media is undergoing considerable growth. This also exerts an influence on adult education services worldwide, and makes major new demands on course leaders, who have a key role to play when it comes to enabling and shaping digital ALE learning processes.

The goal of this module, entitled “Digital didactics and learning processes in adult education and training”, is to offer a framework for the further training of adult educators in which their digital skills are improved in order to make optimum use of the potential offered by digital learning, as well as enhancing learners’ digital skills.

The present module is structured as an additional module to Curriculum globALE, but can also be used independently of it.

Curriculum globALE (CG) is an intercultural core curriculum for worldwide teaching and learning for adults. It was developed jointly by the German Institute for Adult Education (Deutsches Institut für Erwachsenenbildung – DIE) and the Institute for International Cooperation of the German Adult Education Association (DWW International). Curriculum globaALE comprises several modules, and describes relevant skills in adult education which course leaders can take as an orientation.

DWW International is one of the leading specialist organisations in adult education and development cooperation. The Institute has been providing support for more than 50 years the world over in the establishment and expansion of sustainable adult education structures. In doing so, DWW International works together with more than 200 civil-society, governmental and academic partners in more than 30 countries in Africa, Asia, Latin America and Europe.



Curriculum globALE – The digitalisation module

Skills

Graduates of Curriculum globALE's digitalisation module know and understand the potential and special features in using forms of digital instruction and learning, and are able to apply them in their own lessons, as well as in educational work with adults, whilst adapting them to individual circumstances.

Graduates of Curriculum globALE:

- can assess the starting point and framework to shape and implement digitally-assisted instruction, and can draw conclusions from this to implement it themselves.
- can integrate the learning settings that are already familiar to them by applying suitable digital tools, as well as in learning processes.
- are able to targetedly support attendees in using digital media, and to provide motivating learning environments.
- are able to communicate in digital learning settings in such a manner as to promote learning.
- are able to reflect on their own conduct with regard to using digital media when performing their role as course leader.
- can use digital tools to critically analyse and expand their own working and planning techniques.
- can distinguish between various forms of blended learning and e-Learning and put them to effective use in their own lessons.
- are able to critically analyse digital information.

Bridges between the digitalisation module and other modules

The digitalisation module links to all other modules of Curriculum globALE (CG). These other modules constitute the foundation for the digitalisation module in terms of content, and provide concrete examples as well as offering the potential to implement evaluations, amongst other things. The topic of evaluation is not discussed in greater detail in the digitalisation module. Graduating from Module 5 forms the foundation for this.



Topics

An introduction to digital teaching and learning

- change in society
- an introduction to the topic
- digitalisation-related definitions
- trends in digital teaching and learning
- the role of a course leader in digitally-assisted learning processes
- fake news: recognising, analysing and assessing the mechanisms, as well as understanding them
- aspiration as to basic and further training that is useable at work and generates income

Models and methods for planning the use of digital media

Analysing the target group

- theoretical concept for analysing the target group
- concrete application tailored to the individual context

An introduction to blended learning

- presenting different models; advantages and disadvantages
- media didactics using scientific models (incl. SAMR model)
- custom design
- the fundamental blended learning concept
- drawing up an autonomous blended learning concept

Learning films

- writing scripts – storytelling
- forms of instructional film
- filming techniques
- digital filming and animations
- creating film input and talks

Digital tools in practical applications

- creating infographics
- digital pinboards
- collaboration tools
- forms of quiz
- simple e-Learning programs
- podcasts
- eBooks
- feedback, evaluations, tests
- video films with questions
- presentation tools
- digital tools for everyday work

Technical preconditions and equipment

- “Bring your own device”: smartphones, tablets, laptops and desktop PCs
- technical design, holding and evaluating webinars
- privacy
- learning management systems



1st day: Face-to-face course – Basis

- fundamental understanding of the topic of digitalisation in society and education
- policy on media didactics, analysing the target group
- “Bring your own device”
- digital pinboards and infographics

Goals of the learning units:

- to raise awareness of and introduce the topic
- to be able to self-assess and reflect on the use of digital media
- familiarisation with and application of media didactic models
- basic understanding of the “Bring your own device” concept
- familiarisation with options for implementation

2nd day: Webinars and digital tools

- the role of the course leader in digitally-assisted learning processes
- collaboration tools in the virtual domain
- forms of quiz
- e-Learning
- planning and holding webinars

Goals of the learning units:

- gaining an awareness of and reflecting on one’s own role in the new setting of digitally-assisted learning processes
- familiarisation with and application of digital collaboration tools in the personal context
- ability to form quizzes and e-Learning for personal teaching
- familiarisation with and planning of the implementation of webinars as a tool in digital face-to-face instruction, professionally applying media didactic approaches

3rd day: Instructional films and digital tools

- script and storytelling for instructional films
- podcasts, feedback and evaluation tools
- making instructional films
- privacy and fake news

Goals of the learning units:

- familiarisation with storytelling as an element for making instructional films and applying the most important elements using one’s own script
- ability to evaluate digital learning tools such as podcasts, feedback and evaluation tools in the personal context
- familiarisation with different types of instructional film, and evaluating their effective use in the personal context, gathering initial experience in implementation
- ability to recognise and evaluate information on the Internet

4th day: Certification of competence and work tools

- presentation of certification of competence
- creating digital learning material
- digital presentation techniques
- digital work tools
- learning-management systems

Goals of the learning units:

- engaging in an exchange on certifications of competence
- ability to apply digital learning materials
- familiarisation with and application of digital presentation methods as per the respective situation
- ability to optimise personal daily work with the aid of digital work tools
- familiarisation with the significance of and openings to use, as well as alternatives to, the learning-management system, and evaluation in the personal context

Proposed reference material (selection of specialist literature in German)

- Erpenbeck, John (2015): *E-Learning und Blended Learning: Selbstgesteuerte Lernprozesse zum Wissensaufbau und zur Qualifizierung*. Springer Gabler. Berlin
- Handke, Jürgen (2015): *Handbuch Hochschullehre Digital*. Marburg: Tectum (TectumSachbuch)
- Handke, Jürgen (2016): *Lehre digital und interaktiv – Inverted Classroom und die Folgen. Lehre Digital – Herausforderungen und Möglichkeiten*. Hochschule Augsburg.
- Heusinger, Monika (2020). *Lernprozesse digital unterstützen: Ein Methodenbuch für den Unterricht*. Beltz. Weinheim
- Kerres, Michael (2018 – 5th edition): *Mediendidaktik: Konzeption und Entwicklung digitaler Lernangebote*. De Gruyter Oldenbourg. Munich
- Persike, Malte; Friedrich, Julius-David (2016): *Lernen mit digitalen Medien aus Studierendenperspektive*. publ. by Hochschulforum Digitalisierung. Bonn (Arbeitspapier, 17).
- Peetz, Angela (2016): *Virtuelle Kompetenzen – vom eLearner zum eTutor. Posterpräsentation. Digitale Lehrformen für ein studierendenzentriertes und kompetenzorientiertes Studium*. Hochschulrektorenkonferenz Projekt nexus.
- Thilloßen, Anne (2018 – 5th edition): *Handbuch E-Learning: Lehren und Lernen mit digitalen Medien*. utb GmbH. Stuttgart

Notes on implementation

The digitalisation module in Curriculum globALE meets the need of large numbers of adult education course leaders and instructors to familiarise themselves with and to be able to actively apply digital methods in their own teaching. At the same time, it creates a fundamental didactic, andragogical understanding of the use of digital media. As it would be inadequate to learn solely via theory, the focus is placed on personal experience in the role as a course leader and in the role as an attendee.

When it comes to implementation, a focus should be placed, firstly, on the individual preconditions, be it with regard to the skills or the environment. Secondly, a focus is to lie on revealing possibilities and boundaries when using digital media in adult education.

With regard to the content structure of the module, there is a need to make sure that the material to be learned is also material to be experienced. Face-to-face learning units are thus to alternate with online lessons (such as webinars).

The attendees receive a preparation and follow up commission for each face-to-face learning unit which is to be implemented in a self-learning period. The webinars and the online lessons take place in synchronous sequences, as well as in the shape of asynchronous orders which are worked off alone or in collaboration. The attendees are closely supported online by the course leaders in this process.

In order to be able to meet individual needs over a course day, attendees should express their expectations as to the course day in advance. These needs and expectations should be appropriately integrated into the progress of the course.

The teaching and learning processes that are integrated into the digitalisation module are both knowledge based and practically orientated. Application-orientated knowledge acquisition, and methods orientated towards the attendees, are characteristic of the module. Multidimensional skill development is promoted by means of a broad didactic repertoire, as well as via cooperative and action-orientated methods. This includes theoretical input, through didactic models and theories, debates on definitions and concepts, transfer orders, a knowledge dialogue, casework and an exchange of experience, as well as work in groups and with partners.

Working on a personal case example (self-managed, in groups in the face-to-face lessons, or in the digital domain) guarantees a continuous practical transfer. Work on the practical examples in the whole group within the face-to-face lessons enables attendees and course leaders to gain an insight into one another's working days. This also provides attendees with concrete feedback which is to be reflected on and orientated towards future practice.

Practical application and reflection

The greatest challenges of the digitalisation module lie in the individual use of new technologies in adult education. Different, extensive restrictions or possibilities may exist for the use of digital technologies, depending on the setting. This aspect relates not only to the potential digital infrastructure and technical equipment, but also to the individual opportunities that are open to the attendees in implementing the module. The course leaders should note to what degree all attendees have sufficient technical modes of access, or whether there are limits, for instance because opportunities for use are restricted by only using smartphones. The digital tools and proposals for implementation stated in the material of the module should therefore only be understood as examples, and should be tailored to individual situations.

Technologies are developing at a fast pace. New applications are being placed on the market every day, whilst others in turn may disappear. There is therefore a need to assess the current availability of technologies and applications in advance every time the module is applied. In the same vein, it is necessary to take note of the fact that attendees may contribute highly varied skills and experiences in media use and when handling digital tools. It therefore makes sense for course leaders to carry out an assessment of the attendees' skills before the module commences, and to offer support in building up media skills in the run up should this be required.

The module incorporates a "certification of competence" in order to enable attendees to create a strong practical connection to their concrete context. This certification entails the practical implementation and application of what has been learned using a real, individual example. This is to enable the practical transfer to be enhanced. If the certification of competence is not used, the time that this frees up on the last day of the course may be structured individually.

Recommended volume

- 32 instruction hours (≈ 4 days face-to-face)
- 4 instruction hours (≈ 2 online lessons incl. preparation)
- 22 individual learning hours (variable, depending on requirements and implementation, with or without certification of competence)

More information on Curriculum globaALE:

<https://www.dvwi-international.de/materialien/lehr-und-lernmaterialien/curriculum-globale>



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IMPRINT

© DVV International 2021
Published by: DVV International
Responsible: Christoph Jost
Team of authors: SVEB Schweiz on behalf
of DVV International
Editor: Anja Thöne
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