PROJECT RESULT NO. 2

PART 1/5 KK50+

Syllabus with curriculum

TRAINING COURSE ENTITLED

Key competences for people 50+

Literacy

2021-1-PL01-KA220-ADU-000035200

PREPARED BY THE PROJECT CONSORTIUM
(MAIN AUTHOR: MANGFOLD I ARBEIDSLIVET (MIA))
VERSION: ENGLISH

FREE PUBLICATION

Project result no. 2

Training course entitled:

Key competences for people 50+:

Literacy

<u>Part 1/5 - Syllabus with curriculum</u>

Version: English

Prepared by the Project Consortium (main Author: MiA)

within the project 2021-1-PL01-KA220-ADU-000035200, „Key competences for people 50+"

Syllabus with curriculum

Form of education	Training course entitled **Key competences for people 50+: Literacy**
Learning objective **(knowledge, skills, attitudes),**	Gaining competences (i.e. knowledge, skills and attitudes) by the participants in the field of literacy Knowledge: Learning objective for knowledge is raised awareness of use of language in different contexts, awareness of the levels of the language and its impact on the person receiving the message. Skills: Learning objective for skills is increased ability to process and reproduce information, writing correct texts that reach the intended results, and mastering different forms of literacy that are needed in effective communication and active citizenship Attitudes: Learning objective for attitudes is the increased feeling of being able to affect events surrounding one's own life both at work and outside work through the acquired skills, empowerment.
Ways to achieve Learning objectives/ Teaching methods/ Pedagogical tools	The idea behind this literacy course is twofold – reaching both concrete results in form of texts, presentations, digital or physical "walls", and raising awareness in and empowering the 50+ learners through experience-based conversations and dialogue. This syllabus is not meant to be followed religiously, the trainer may adjust both the length of the modules and content for each group according to their needs. Groups with 50+ learners may have very different constellations regarding their background, but what older learners have in common is their experience, which should be used to the fullest in group conversations and assignments.

	Writing exercises should be executed by using *process writing method*. Support the learner in learning the basics of this approach, instead of expecting the first version to fulfill all the requirements. The roadmap may be different for each individual, "drafting – revising – deleting – re-drafting – revising – writing, revising– rewriting.." Simply put, the learner writes the first version, which is then corrected by the trainer, the learner writes a new version based on the corrections, which again is corrected by the trainer and rewritten, if needed. This method demands patience from both learner and trainer, but at the same time reflects the way document writing more and more often takes place in work life. **Otherwise – as described in the plan**
Preconditions for learners/Entry requirements for participants	Entry requirements for participants in this program are age (50+) and a skill level of least A2 -level in the local language. If the class has a reasonably low level of linguistical skills, a combination of A1/A2 is justifiable after individual assessment. Many older second language learners have good communication skills that exceed the formal requirements for good grammar or correct form in orthography, and they are facing the same needs in literacy as the native speakers.
Technical conditions for the implementation of the course/Hardware and material requirements	The participants should have access to traditional writing tools, pen and paper. Digital writing tools should be accessible as well, either a smartphone, pad or a computer that the learner can use throughout the class. A computer is the preferred choice, since a keyboard makes writing physically easier. The contents of this curriculum can therefore easily be combined with the curriculum for the digital skills. The digital tools should have an access to a text processing software (Word, Open Office Write, Wordpad or similar), browser, any software for digital presentations (PowerPoint, GoogleSlides, or similar). The students should have an e-mail account. If not, the trainers should set up provisional accounts for them for the class. Both Google and Outlook accounts give an access to apps/programs relevant for the class earlier, and are therefore the best options for the learners. There should be a printer available either for everyone, or the trainer. Pen and paper is, however, the main method for writing. For many older learners it is more natural to take notes and process text manually, there is also wide acceptance for theories about hand-writing supporting and enhancing the writer's thought processes on another level compared with digital writing tools. The classroom should have a projector and a plug-and-play access to it from the teacher's computer. If the accessible classroom is not digitalized, a whiteboard and markers are needed. The learners should have access to a reliable wifi at most times.

	For portfolio evaluation, consider purchasing cardboard folders or similar. If the class has access to computers and printers throughout the program, the trainer decides if the digital solutions are enough. Apps like Padlet can also be used for collecting the portfolio if the class consists of participants with reasonably good digital skills.
	Learners over 50+ as a group may present higher functional variation than other groups due to age related issues. Learners who are hard of hearing, or have issues with eye sight should be accommodated accordingly. The learning space and the adjacent rooms (toilets, space for breaks) should be accessible to those with mobility issues, both internally and externally. The locales should be easily accessible by public transport, and/or have parking space in the vicinity.
Teaching hours	Total: 50 didactic hours (50 x 45 minutes) including: 36 didactic hours of obligatory program and 14 didactic hours for supporting activities according to the assessment of the trainer, based on the needs of the learners. In principle, the syllabus consists of five modules, approximately 10 hours each. The length of each module in the obligatory program should be adjusted by the trainer to befit the specific interests of the group in question, and the need for supporting activities. We encourage, however, the trainer to allocate more hours on module two, and evaluate if the form (a trip) of the module three results in a shorter module. A considerable amount of the supporting activities should be spent on preparing and giving individualized feedback, written and oral, to the learners on their progress, areas in which improvements can be made and assignments to help them with the identified issues. In order to reach learning goals, the supporting activities may include extra support and learning sessions in grammar or orthography, something that is especially important for second language users, and individualizing the assignments and providing supporting lessons so they will fit the needs of students with functional variations and/or learning disabilities. For a trainer teaching literacy, process writing as a method and constant correcting the learners' texts is a time-consuming activity. It is, however, beneficial to include the learners in the process as much as possible, instead of just handing out corrections, either by sitting down and analyzing the text one-on-one, or utilize group-based feedback sessions if the learners have reached the level of trust needed. In order to document the improvement in knowledge, skills and attitudes more in depth, the trainer should keep a log for each module, not only documenting the activities, but also noting individual achievements and improvements the learners have shown during the classes. An example of such a log is provided in the course material. Such notes will give a more realistic idea of reaching

	the learning objectives than a single exam. With some groups the trainer will also have to take responsibility for the learners' portfolios (digital or physical folders with "end products" for different assignments.
Course structure: – **name of the course module** – **units included in the module** – **teaching time** – **place**	**INTRODUCTION:** Presentation of the course and it's syllabus. Measuring the initial level of key competence with the help of group conversation and each participant writing two simple texts (these can for instance be a short complaint and an inquiry). Interviewing the participants about their background and motivation, or filling out forms with such background information, depending on the preferred method and accessibility for interviewers locally. **5 hours** 1. **MODULE - Language in different contexts – describing events and situations (classroom)** 1.1 Get to know each other/ice breakers, a classroom activity. 1 hour 1.2 Assessing the needs and expectations with a self-assessment tool. 0,5 hours 1.3 Awareness of the levels of the language. 1 hours 1.4 Writing exercises - invitation to an event, and writing a simple application for time off from work. 2 hours 1.5 Individualized work on correct form and grammar, 4 hours 1.6 Evaluation of the module, group conversation and self-assessment tool. 1 hours 2. **MODULE – Understanding contracts and agreements, writing guidelines and instructions (classroom/computer lab)** 2.1. Assessing the needs and expectations with a self-assessment tool. 0,5 hours 2.2. Finding a bargain – cell phone contracts and/or electricity agreement contracts, 3 hours 2.3. Producing an individual wordbank for modules 2-4. 4 hours 2.4. Giving oral and written instructions, 3 hours Planning a trip, understanding schedules, tables and grids, 2 hours 2.5. Evaluation of the module, group conversation and self-assessment tool 0,5 hours 3. **MODULE - Literacy and active citizenship. Space:** If only possible, this module should include a visit outside the institution, any public space, an organization or something similar.

	3.1 Assessing needs and expectations with the help of self-assessment tool. 0,5 hours
	3.2 Citizenship – recognizing and using the channels of communication 3,5 hours
	3.3 An excursion - writing complaints, notes, proposals for the relevant themes 4 hours
	3.4 Evaluation and assessment of the module, group conversation and self-assessment tool. 0,5 hours
	4. MODULE – Information and disinformation, social media. Space: computer lab/classroom
	4.1 Assessing needs and expectations with the help of self-assessment tool. 0,5 hours
	4.2 Conversation: who do we trust? Agreeing to disagree. Sharing experiences. 2 hours
	4.3 Information and disinformation. Tools for source criticism 2 hours
	4.4 Group activity: writing a Wikipedia page together, 3 hours
	4.5 Roleplaying in a DM (direct messaging) service. 2 hours
	4.6 Evaluation and assessment of the module, group conversation and self-assessment tool. 0,5 hours
	5. MODULE – Presentations and public speaking/writing, Space: classroom activity
	5.1 Assessing needs and expectations with self-assessment tool 0,5 hours
	5.2 Sharing experiences and brainstorming for presentations 2 hours
	5.3 City hall exercise on Padlet (or similar) 2 hours
	5.4 Final presentations 3 hours
	5.5 *Evaluation and assessment of the module and course in its whole, 1 hour*
	CONCLUSION: measuring the final level of key competences 5 hours
Forms of classes	The education will be carried out in a stationary system. Should there be local outbreaks of the pandemic which lead to limits for gatherings, and running the stationary classes is impossible, the educator should be prepared for digital classes as the last resort. One module (literacy and citizenship) should include a trip or a visit.
Group size (minimum and maximum number)	The ideal group size is between four and twelve participants. The small groups allow for greater individualization of the curriculum and flexibility in the implementation process.

Literature and teaching aids for trainers	**Literature:** On method - British Council: Approaches to Process Writing **https://www.teachingenglish.org.uk/article/approaches-process-writing** On assessment - Yale Poorvu Center for Teaching and Learning: Formative and Summative Assessment **https://poorvucenter.yale.edu/Formative-Summative-Assessments** **Teaching aids:** Digital tools, stationary tools, trainer's manual, Kahoot!-quiz (provided), Powerpoint presentation of selected themes (provided), self-assessment tool (provided), validation tool (provided) log template (provided), links (provided)
Methods and forms of validating learning outcomes	Assessment of the acquisition / improvement of competences includes assessment in three dimensions: – knowledge – skills and – attitudes For the trainer: taking to account the age of the participants, the choice of the assessment method should lean more on the formative than summative direction. The 50+ learners are usually in a life situation where grades and test results are less important than relevant feedback given during the class, that support the learning process give room for failing and improvement. The summative assessment for skills is however advised. 1) Improved knowledge will be assessed during the classes with both daily use of self-assessment tool and optional Kahoot!-quizzes. The latter can be ignored in case of weak Wi-Fi signal or other issues with the space and digital accessibility (no cell phones, pads or computers etc.).

2) Skills are measured twice, both in the beginning and the end of the course with focus on written language and presentations in a traditional manner. The participants are asked to write two short texts, for instance a complaint and an instruction. These should be graded both based on correct language (grammar, orthography) and comprehensibility/form. The learner should participate in the grading/analysis of the texts if only possible in the context of running of the classes. In our experience, witnessing progress motivates the learner in further learning, and seeing the texts from the beginning and the end of the course next to each other will do just so.

3) Attitudes that can be verified during the course are assessed by the trainer daily in a log, which also will be the main document for a final assessment of the individual's progress in general.

Improvement in all these three will also be visible in the Portfolio evaluation. The trainer (or the learner, depending on the accessibility of computers) should collect any digital text, presentations, screen shots (or prints of these together with hand-written notes, if the group works mostly offline) into individual folders with the learner's name on, creating a portfolio of "achievements" in the class. The portfolio can also be collected with a digital tool like Padlet, or similar.

The templates of the initial and final knowledge/skills test/exercises, the opinion of the person conducting the classes and other verification tools and other verification tools together with instructions for use and reading the results are attached to the program.

Detailed content of Modules (curriculum with learning outcomes and verification criteria)

–   **MODULE - Language in different contexts – describing events and situations**

Modular unit (as named in *Course structure* part)	Teaching content (topics/exercises/others)	Learning outcomes (knowledge, skill, attitudes)	Verification criteria

1.1 Introduction. Assessing needs and expectations with self-assessment tool and group conversation	– Introducing the subject. Using the self-assessment tool either as a small group/pair exercise and discussing the outcomes in the class	– Knowledge: increased awareness of the subject at hand	
1.2 Ice breakers	– Learning to know each other. – What is your name and why? The participants come and write their names on the whiteboard, and tell a story behind their name. – What did they say? The participants tell a short story about something they enjoy doing, the next person tries to repeat the story to the best of their ability.	– Attitudes: creating a good atmosphere in the classroom, contribute to a good learning experience – Skills: presenting and listening	
1.3 Awareness of the levels of the language	– The learners are presented with an opinion and a commentary field from social media, a newspaper article and an official text by authorities on a similar subject. They assess in pairs/small groups how these are different	– Knowledge: levels of the language – Skills: text analysis – Attitudes: awareness of how one's own language affects others	
1.4 Writing exercises, grammar and orthography	– Writing short texts, invitations to events, descriptions of a situation, simple applications, expressing an opinion in a concise and proper manner. The trainer should assist the learners in texts that are in close relation to what their right-now needs are (stolen bicycle, broken washing machine, invitation to a birthday party etc.).	– Knowledge: the form of different written messages – Skills: writing – Attitudes: learning how to make an impact through literacy	Texts are corrected as they are produced, the trainer writes a log of the aspects the learner masters and struggles with

Modular unit (as named in *Course structure* part)	Teaching content	Learning outcomes (knowledge, skill, attitudes)	Verification criteria
	– Grammar and orthography based on needs identified during the exercises		
1.5 Evaluation	Self-assessment tool, group conversation	– Skills: using self-assessment tool – Attitudes: self-awareness	The trainer notes the most important points in the log

– **MODULE - Understanding contracts and agreements, writing guidelines and instructions:**

Modular unit (as named in *Course structure* part)	Teaching content	Learning outcomes (knowledge, skill, attitudes)	Verification criteria
2.1 Introduction Assessing the needs and expectations with a self-assessment tool and group conversation	Introducing the subject. Using the self-assessment tool either as a small group/pair exercise and discussing the outcomes in the class	– Knowledge: increased awareness of the subject at hand	Log
2.2 Finding a bargain	Cell phone contracts and/or electricity agreement contracts. The learners are encouraged to find and share the basics their contracts from the apps/agreements they have at hand. The trainer draws a grid with the gathered data on the whiteboard. The group compares the facts and discusses different needs (family plans? Needs for cell phone data? Large apartments with no central heating?). The learners will sometimes find that their agreements do not fit their actual needs. Activity – find a new agreement online that fits the profile X (the group agrees on the details).	– Skills: interpreting grids, interpreting contract texts, understanding agreements – Attitudes: recognizing different needs, using your literacy skills in helping others	

2.3 Wordbank	The learners will have noticed by now that the language used in contracts and formal writing can be unnecessarily complicated. The process of creating an individualized word bank with simplified definitions for complicated language should cover modules 2, 3 and 4. The wordbank may be digital or manual.	– Knowledge: levels of language – Skills: recognizing difficult words and expressions, interpreting them	The trainer follows the process and sets the minimum amount for entries individually as a verification for learning.
2.4 Oral and written instructions	Two exercises depending on the relevance for the target group: – Planning a trip. Your grandchild has moved to city X, you are planning to visit them during the holiday Y. Find information about the travel costs by different means, activities in the city X, time and price for them, restaurants, content and price etc. Write an e-mail of your plans, prices, give alternatives (first/second class travel..) while you enquire the recipient's wishes and grounds for your interest in the activities etc. – Write a text of your ordinary work day. Use it as a basis for a poster or a guide for a newly employed colleague, or your stand-in at work. – The learners present their activities to the whole class – Form, orthography and grammar related to these texts	– Knowledge: finding and sorting information, writing an e-mail – Skills : reproducing information, presenting/public speaking	The trainer writes a log
2.5 Evaluation	Evaluation of the module, group conversation and self-assessment tool	– Attitudes: Self-awareness	The trainer takes notes in the log
– **MODULE - Literacy and active citizenship: Trip and classroom**			

Modular unit (as named in *Course structure* part)	Teaching content	Learning outcomes (knowledge, skill, attitudes)	Verification criteria
3.1 Introduction Assessing the needs and expectations with a self-assessment tool and group conversation	Introducing the subject. Using the self-assessment tool either as a small group/pair exercise and discussing the outcomes in the class	− Knowledge: increased awareness of the subject at hand	
3.2 Citizenship - **r**ecognizing and using the channels of communication	− Conversation around what is our role as a citizen locally, regionally and nationally. Clarification of terms like public, private, third sector. Finding out who is responsible for what, finding out about methods of communication with authorities, websites, apps, addresses.	− Knowledge: how to approach authorities − Skills: finding correct information − Attitudes: understanding the usefulness of the literacy skills needed for these tasks	
3.3 Writing complaints, notes and proposals	- Visit to a public space like a library, city hall, activity center Preparations: downloading an app called Padlet (or any other sharing app) on a cell phone/pad/laptop, the trainer creates a shared wall for the participants. If the digital solutions are not feasible, the exercise may be done manually. Preparations 2: secure a space where it is possible to talk and sit down and write during the visit, remember accessibility! If not possible, make sure the class room will be available after the visit.	− Knowledge: how to use local public spaces to improve your literacy skills − Skills: giving feedback, the process from feelings to meaningful action, asking questions, processing answers − Attitudes: forming an identity as a citizen through literacy skills	Trainer's log

	Introduce the learners to the space and the possibilities it offers for improving literacy skills.		
	Exercise 1: The participants are encouraged to take photos and describe things that evoke feelings in them, positive and negative that they can share on the wall. Examples: an image of a broken bottle on a sidewalk – this makes me upset, someone may get hurt. An image of a smiling librarian – this makes me happy, people enjoying their work. From the basis of these comments the learners are instructed to write constructive feedback to the correct authority, either a complaint – we don't like this or a positive note – this is good, we want more of this.		
	Exercise 2: let the learners prepare a priori questions about the space you are going to visit in pairs. Encourage them to find answers themselves by using information written on posters/brochures and by asking the people working there. This exercise benefits the second language users who may have difficulties in talking with people they don't know.		
	Form, grammar and orthography		
3.4 Evaluation	Evaluation and assessment of the module, group conversation and self-assessment tool Use more time for this than during the previous days, the group conversation that is usually based on the self-		

	assessment tool should go more in depth in the events of the day, and the analysis of the feedback given and received.		

– **MODULE - Information and disinformation, social media: Classroom/computer lab**

Modular unit Information and disinformation, social media.	Teaching content	Learning outcomes (knowledge, skill, attitudes)	Verification criteria
4.1 Assessing needs and expectations with the help of self-assessment tool	Introduction to the subject. Assessing needs and expectations with the help of self-assessment tools.	– Attitudes: self-awareness	
4.2 Who do we trust?	Discussion: how to express an opinion (phrases, respectful addressing etc.). The learners discuss in pairs/small groups and make examples of good ways of disagreeing in a respectful tone, and present them for the rest of the class. Creating awareness on the tone and reception in communication is important, because trustworthiness and source criticism tend to be heavily polarizing issues. Which sources do the learners use for news, health advice etc.?	– Knowledge: different sources will present different truths, understanding the mechanisms behind what gets reactions on social media – Skills: source criticism – Attitudes: open-mindedness, understanding why inclusion of differing views is important	Log

4.3 Information and disinformation	Tools for verifying content	– Knowledge: how the information given is perceived by different people depending on their own situation – Skills: reading comprehension, interpreting the world view of the writer	Log
4.4 Wikipedia	**Group activity: writing a Wikipedia page together** This activity may take place individually, in pairs or as a trainer-led exercise, depending on the learners level of literacy and digital skills. **Preparations:** the trainer needs a personal access to editing Wikipedia The trainer presents Wikipedia, its principle and the different language variants. The class chooses a theme they know about, it may be a street/district in the city they are familiar with or something else, and create a Wikipedia entry for it.	– Knowledge: how information is produced – Skills: creating information for a faceless reader – Attitudes: improved understanding of sources	Wikipedia page
4.5 Roleplaying in a DM	Exercise for groups of 4-6 learners. The participants choose personalities and roles, some intentionally difficult, and try to reach a common goal by using direct messaging apps. If the participants have low written literacy and digital skills, consider executing the exercise orally.	– Skills: using direct messaging as a tool to reach a common goal, finding consensus with people different from you	Log

– **MODULE - Presentations and public speaking/writing:**

Modular unit (as named in *Course structure* part)	Teaching content	Learning outcomes (knowledge, skill, attitudes)	Verification criteria
5.1 Introduction and assessment	Introduction and assessing needs and expectations with self-assessment tool	- **Self-awareness**	
5.2 Brainstorming and sharing of experience	Sharing experiences and brainstorming for presentations – Public speaking is often a difficult task, but why? Sharing stories of previous experiences, good and bad, may loosen up the learners – this is hard for everybody! – When and where is this skill needed? Work, formal and informal gatherings, funerals, weddings, birthday parties… – How to adjust the message to the right audience. When is it ok to use formal/informal language? How to use body language? The learners choose the subject they wish to present. They may practice on a speech or a presentation on a subject they are familiar with, alternatively a presentation that would support a complaint or an improvement idea they have (in the latter cases, support	– Knowledge: public speaking, when and how – Attitudes: this is accessible!	Log, presentations

	the learner with digital tools needed for enlivening the presentation)		
	Discuss with the group if they are open for filming the presentations/speeches for separate group feedback sessions afterwards. This may create discomfort in many learners, so it is imperative that the trainer is aware of the group dynamics before such exercise is executed.		
5.3 City hall exercise	− Preparations: the trainer should set up a Padlet wall for this exercise. If not feasible, use whiteboards/blackboards/flipovers around the classroom for the same effect − The Padlet page works as a board for public opinions. The learners write short texts based on their opinions that are directed at the general public either to inform them about on-goings or to complain about something. Silliness is accepted, even encouraged, as long as the form is correct! For example - "Warning – the break room at X is running out of coffee as a result of ….. What is the mayor going to do about this? Sign the petition for … in the ……."	− Skills: How to communicate to a faceless audience − How to express opinions/agreement/disagreement	Padlet, images of the wall
5.4 Final presentations	The learners will prepare and present two separate presentations throughout the day:	− Skills: public speaking − Attitudes: I can do this!	Powerpoint presentations, videos

	1. The individual exercise from 5.2 2. A Powerpoint (or similar) presentation about the most important and useful things they have learned during the literacy course, executed in pairs or in groups of threes. Everybody should speak in front of the audience. If filming and an adjacent group feedback session is done,		
5.5 Evaluation	Evaluation and assessment of the module with the self-help tool and the literacy course in its whole in a group conversation/questionnaire Evaluation of the whole course with the validation tool	– Attitudes: Self-awareness	Log
Afterwork	Individual evaluations to the learners with "road ahead" advice, and/or course certificates if applicable for the institution's method and approach		

FREE PUBLICATION

KK50+