EBSN
Professional
Development
Series

Erasmus+

The EBSN Professional Development Series:

A Flexible Upskilling Initiative for Basic Skills Teachers

I. Introduction

EBSN

European Basic Skills Network

SETU

NALA National Adult Literacy Agency

PÉCSI TUDOMÁNYEGYETEM UNIVERSITY OF PÉCS

Folkeuniversitetet

GOVERNMENT OF MALTA
MINISTRY FOR EDUCATION, SPORT, YOUTH RESEARCH AND INNOVATION
DIRECTORATE FOR RESEARCH, LIFELONG LEARNING AND EMPLOYABILITY

EBSN Professional Development Series (PDS)

I. Filling the gaps: transferring policies into practice

II. The Development Partnership

III. Collaborative Design

IV. MOOCs Enabling

V. A Learner view

VI. EBSN Microcredentials

VII. Adaptability

VIII. Sustainability

IX. Discussion

Laura Widger

South East Technological University (SETU), Ireland

Neill Wylie

South East Technological University (SETU), Ireland

Ágnes Tanka

Szondi György Secondary Technical and Vocational School of Nograd County's Vocational Center, Hungary

Györgyi Csendes

European Basic Skills Network Secretariat, Hungary

Zoltán Várkonyi

Project Leader, EBSN Professional Development Series, Hungary

European Basic Skills Network · SETU · NALA National Adult Literacy Agency · Pécsi Tudományegyetem University of Pécs · Folkeuniversitetet · Government of Malta Ministry for Education, Sport, Youth Research and Innovation Directorate for Research, Lifelong Learning and Employability · Erasmus+

II. Filling the Gaps: The Genesis of EBSN PDS

EBSN

European Basic Skills Network
SETU
NALA National Adult Literacy Agency
PÉCSI TUDOMÁNYEGYETEM UNIVERSITY OF PÉCS
Folkeuniversitetet
GOVERNMENT OF MALTA MINISTRY FOR EDUCATION, SPORT, YOUTH RESEARCH AND INNOVATION DIRECTORATE FOR RESEARCH, LIFELONG LEARNING AND EMPLOYABILITY

TRANSFERRING POLICIES INTO PRACTICE

PIAAC SURVEY: 58 m 25-64 adults
Council Recommendation on UPv

National policies for UP:
- high quality basic skills training
- digital approaches

Recognition by National or Regional Authorities

Adaptation and integration to national framework for CPD

Accreditation by Higher Education Instititute

EBSN Professional Development Series

CONFINTEA VII
Marakesh Framework for Action

EAAL 2020-30: NEED FOR PROFESSIONALISATION &

Council Reccommendation on Microcredentials

- easy access, low costs
- flexible pathways
- can be accredited (EQF/NQF)

European Basic Skills Network · SETU · NALA National Adult Literacy Agency · Pécsi Tudományegyetem University of Pécs · Folkeuniversitetet · Government of Malta Ministry for Education, Sport, Youth Research and Innovation Directorate for Research, Lifelong Learning and Employability · Erasmus+

EBSN PDS: 6 MOOCS & OERS

European Basic Skills Network

Basic Literacy

Facilitating the Learning Process

Empowering Adult Learners of Basic Skills

Approaching Digital Teaching & Learning

Digital Basic Skills Programs for Adults

Diversity & Interculturalism

Each course

25 hours

1 ECTS

8 weeks

Development Partnership

EBSN
Coordination & piloting

SETU (IE)
Research & development

NALA (IE)
Learning Platform

DRLLE (M)
Piloting in Malta

Folkeuniversitetet (NO)
Piloting in Norway

University of Pécs
Dissemination &
Sustainability

European Basic Skills Network
SETU
NALA National Adult Literacy Agency
PÉCSI TUDOMÁNYEGYETEM UNIVERSITY OF PÉCS
Folkeuniversitetet
GOVERNMENT OF MALTA MINISTRY FOR EDUCATION, SPORT, YOUTH RESEARCH AND INNOVATION DIRECTORATE FOR RESEARCH, LIFELONG LEARNING AND EMPLOYABILITY
Erasmus+

EBSN PROFESSIONAL DEVELOPMENT SERIES (PDS)

Project Partners & The Team

European Basic Skills Network

European Basic Skills Network

SETU South East Technological University

NALA National Adult Literacy Agency

PÉCSI TUDOMÁNYEGYETEM UNIVERSITY OF PÉCS

Folkeuniversitetet

GOVERNMENT OF MALTA
MINISTRY FOR EDUCATION, SPORT, YOUTH RESEARCH AND INNOVATION
DIRECTORATE FOR RESEARCH, LIFELONG LEARNING AND EMPLOYABILITY

Erasmus+

III. The Collaborative Design Perspective

SETU

European Basic Skills Network
SETU
NALA National Adult Literacy Agency
PÉCSI TUDOMÁNYEGYETEM UNIVERSITY OF PÉCS
Folkeuniversitetet
GOVERNMENT OF MALTA
MINISTRY FOR EDUCATION, SPORT, YOUTH RESEARCH AND INNOVATION
DIRECTORATE FOR RESEARCH, LIFELONG LEARNING AND EMPLOYABILITY

Collaborative design process involving EBSN members and universities

Purely online development process EU level

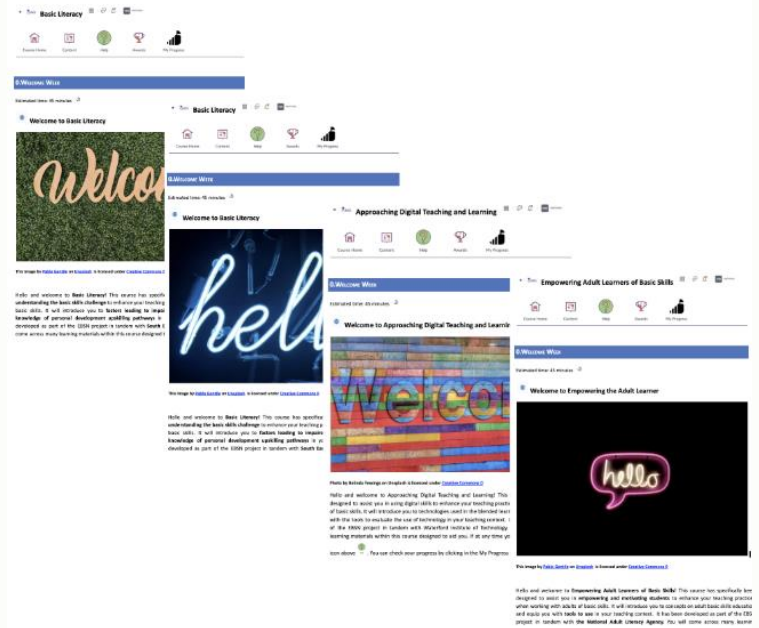
- Weekly workshops - blue printing - storyboarding - MC Template
- LMS integration

Managing multiple development processes

- Intercultural communication importance
- Workflows, schedules, various universities

Dropbox

- Approaching Digital Teaching & Lea...ace Template MOOC [Master].docx
- Basic Literacy Brightspace Template MOOC [Master].docx
- Diversity and Interculturalism Brigh...ace Template MOOC [Master].docx
- Empowering Adult Learners of Basi...links to Norwegian resources.docx
- Empowering Adult Learners of Basi...ace Template MOOC [Master].docx



European Basic Skills Network · SETU · NALA National Adult Literacy Agency · Pécsi Tudományegyetem University of Pécs · Folkeuniversitetet · Government of Malta Ministry for Education, Sport, Youth Research and Innovation Directorate for Research, Lifelong Learning and Employability · Erasmus+

Choosing Instructional Design Framework

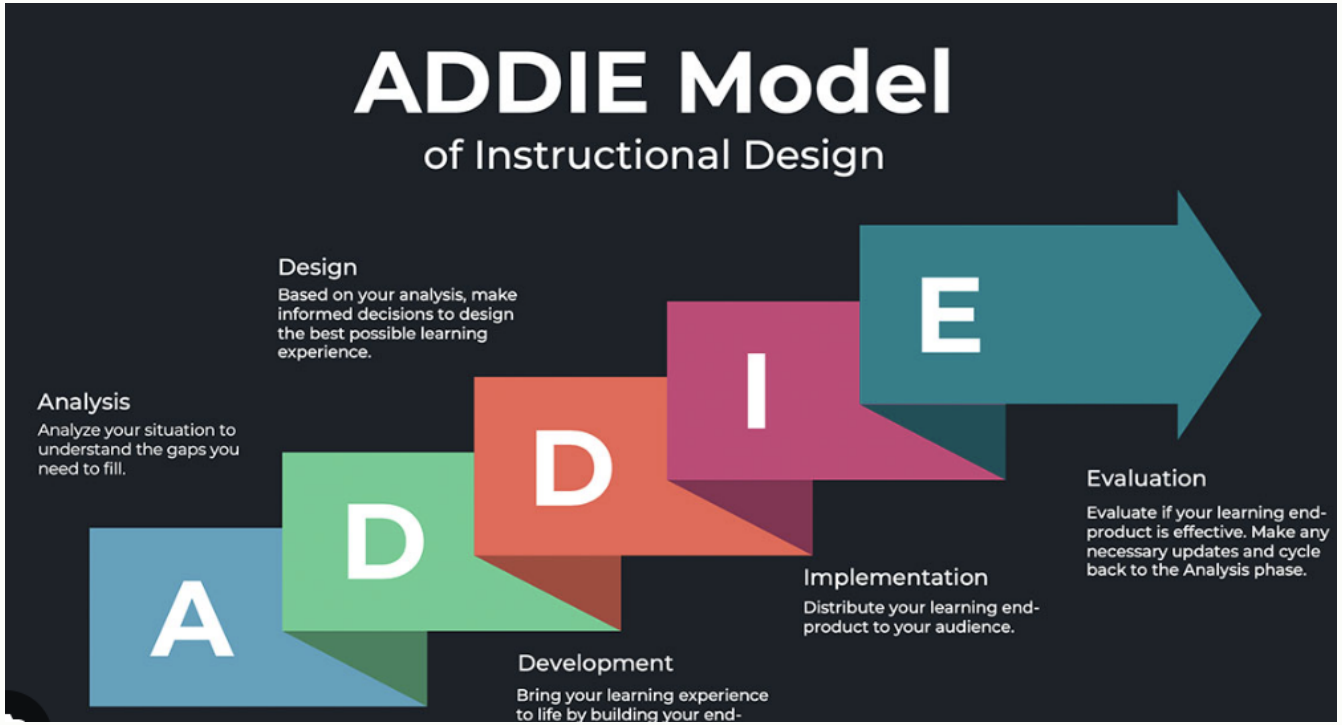
ADDIE

+Well know model

+Widely used

-Static/ Linear approach

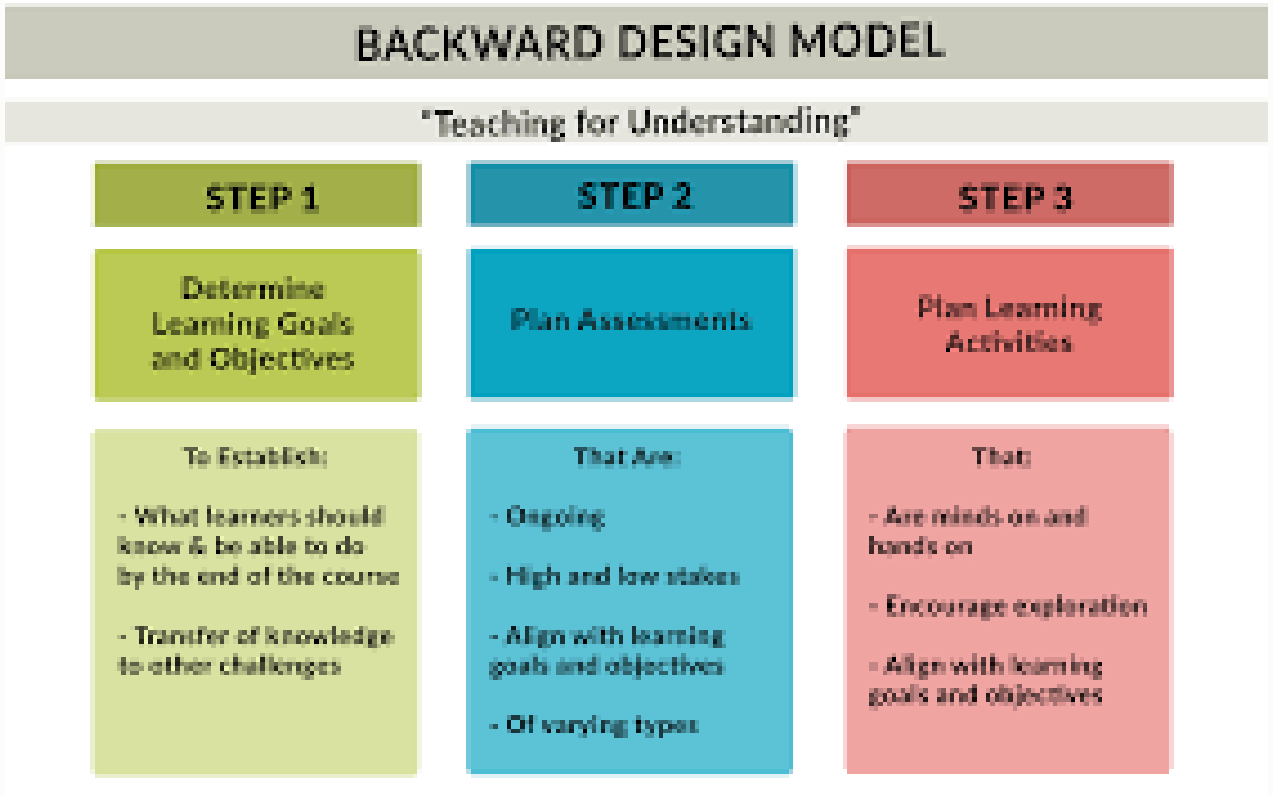
- Less attention to blueprint



Use cases

Bloomboard/ The Learning Rooms/ Hess & Greer (2016) Systemic approach in design

Choosing Instructional Design Framework



Backwards Design

+Identifies desired results

+Criteria for student progress

-Lacking blueprint phase

-No persona development plan

Use cases

Graff (2011)/ Johns Hopkins Course Development/ Western Washington Uni

Choosing Instructional Design Framework

Carpe Diem

+Collaborative approach

+Suited EU Development

+Fluid

+Blueprint for persona building

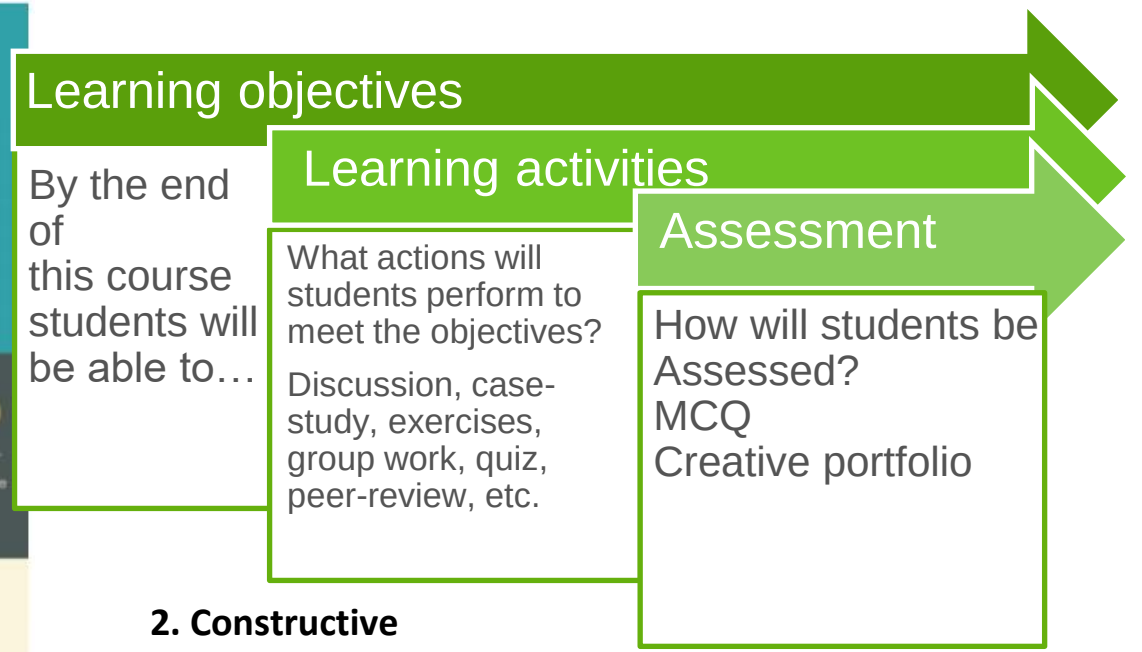
+In house experience

Use Cases

TU Delft/

Gilly Salmon Handbook

1. **Carpe Diem Process**



2. **Constructive Alignment**

Collaborative Online Course Design

3. **Storyboarding**

Storyboard Q1 Training Course - "Online Teaching for Campus Instructors"

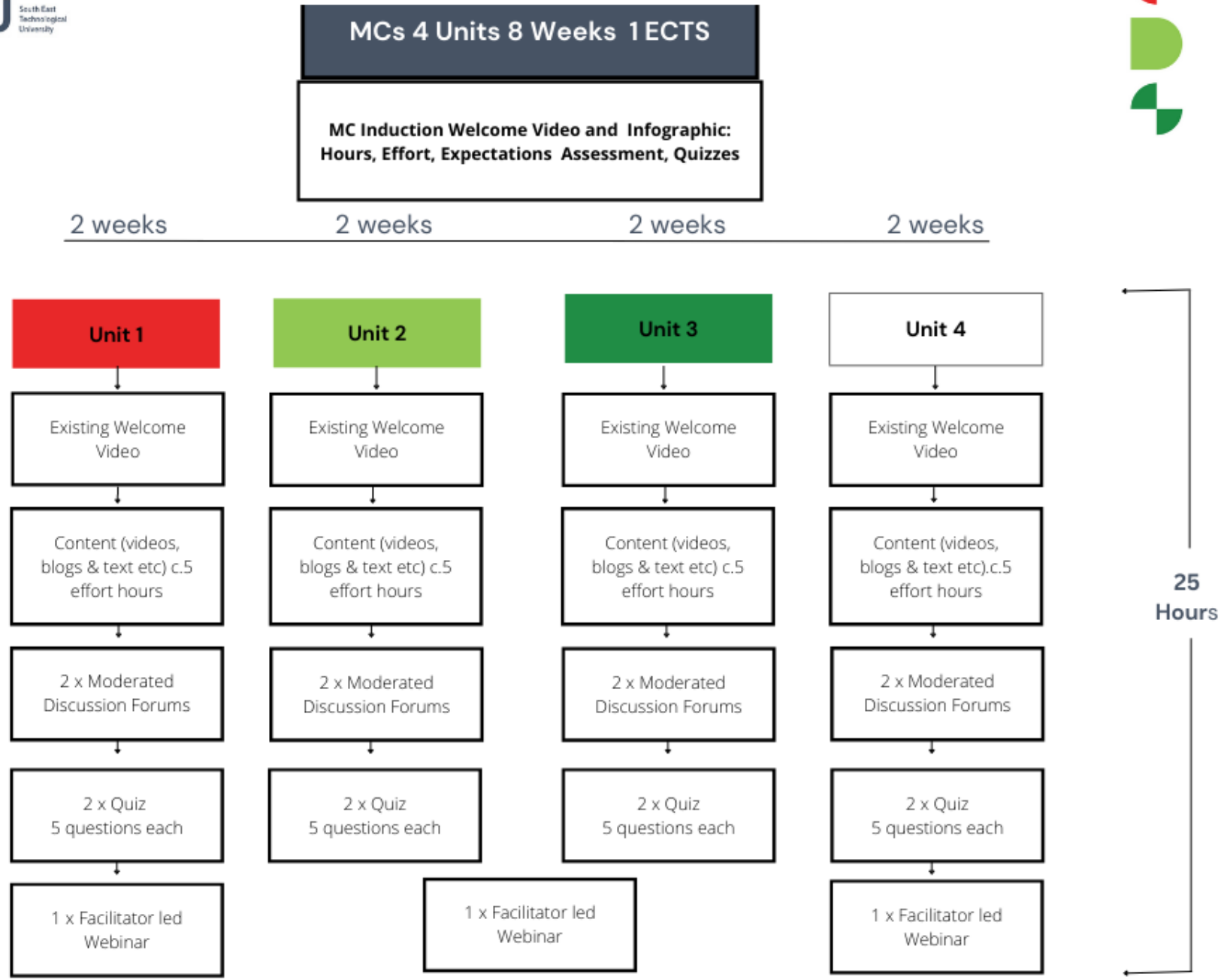
Assimilating e.g. read, watch, listen, think about, observe, review…	Finding & handling information e.g. find, list, use, analyse, classify…	Communicating e.g. discuss, debate, share, collaborate, question…	Producing e.g. create, build, complete, refine, contribute, write, draw, design…	Experiencing e.g. practice, apply, mimic, explore, investigate, engage with, perform…	Adapting e.g. experiment, trial, improve, build on, simulate, model…	Assessment

CONTENT	TIME	RESOURCES	STATUS
0. Getting started			
Activity 1 Text: introduction about this new phase in teaching, why this course, etc.	5	Context	Éloïse
Activity 2 Video: agenda and instructions on how to use this course, tour of platform.	5	Student guide to Brightspace Create video screen capture	Naomi (&Neill)
Activity 3 Discussion board activity: Participants share their name, course, their biggest achievement, their biggest concern regarding giving their course online, and a picture of their workspace.	10	Icebreaker ideas: https://www.mindtools.com/pages/article/virtual-ice-breakers.htm	Naomi (&Neill)
Activity 4 Video: What is online learning, differences with f2f learning. Short theoretical background, interview of teachers (2-3 from different faculties) in which they share their experiences.	10	Possible video: Changing role of instructor Possible video: Designing online learning with Richard Culatta	Naomi

CC BY NC SA

Co-funded by the European Union

Micro-Credential Blueprint



Blueprint for MC design

IV. The Enabling Perspective: Thematic MOOCs

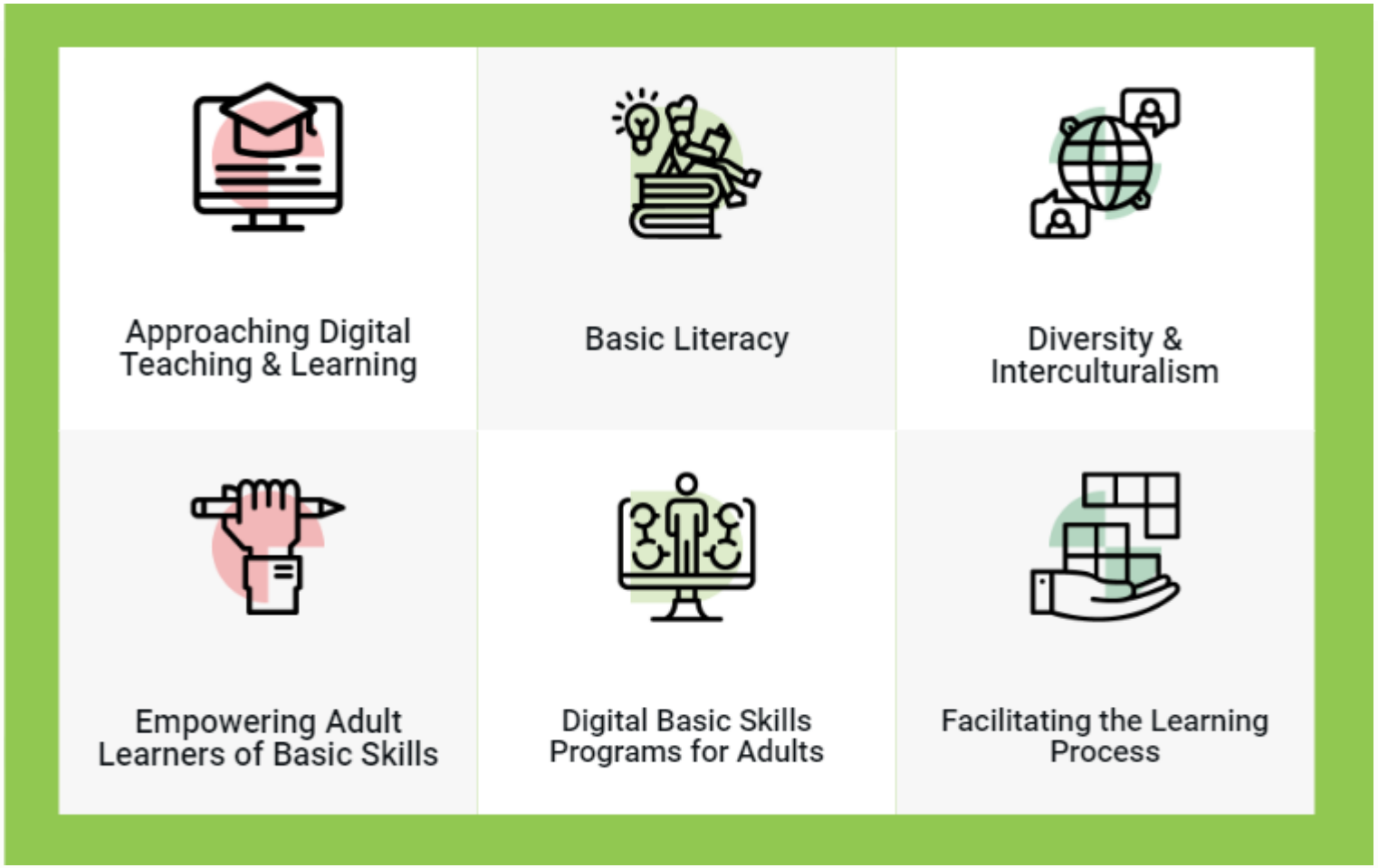
EBSN / Györgyi CSENDES

European Basic Skills Network
SETU
NALA National Adult Literacy Agency
PÉCSI TUDOMÁNYEGYETEM UNIVERSITY OF PÉCS
Folkeuniversitetet
GOVERNMENT OF MALTA
MINISTRY FOR EDUCATION, SPORT, YOUTH RESEARCH AND INNOVATION
DIRECTORATE FOR RESEARCH, LIFELONG LEARNING AND EMPLOYABILITY

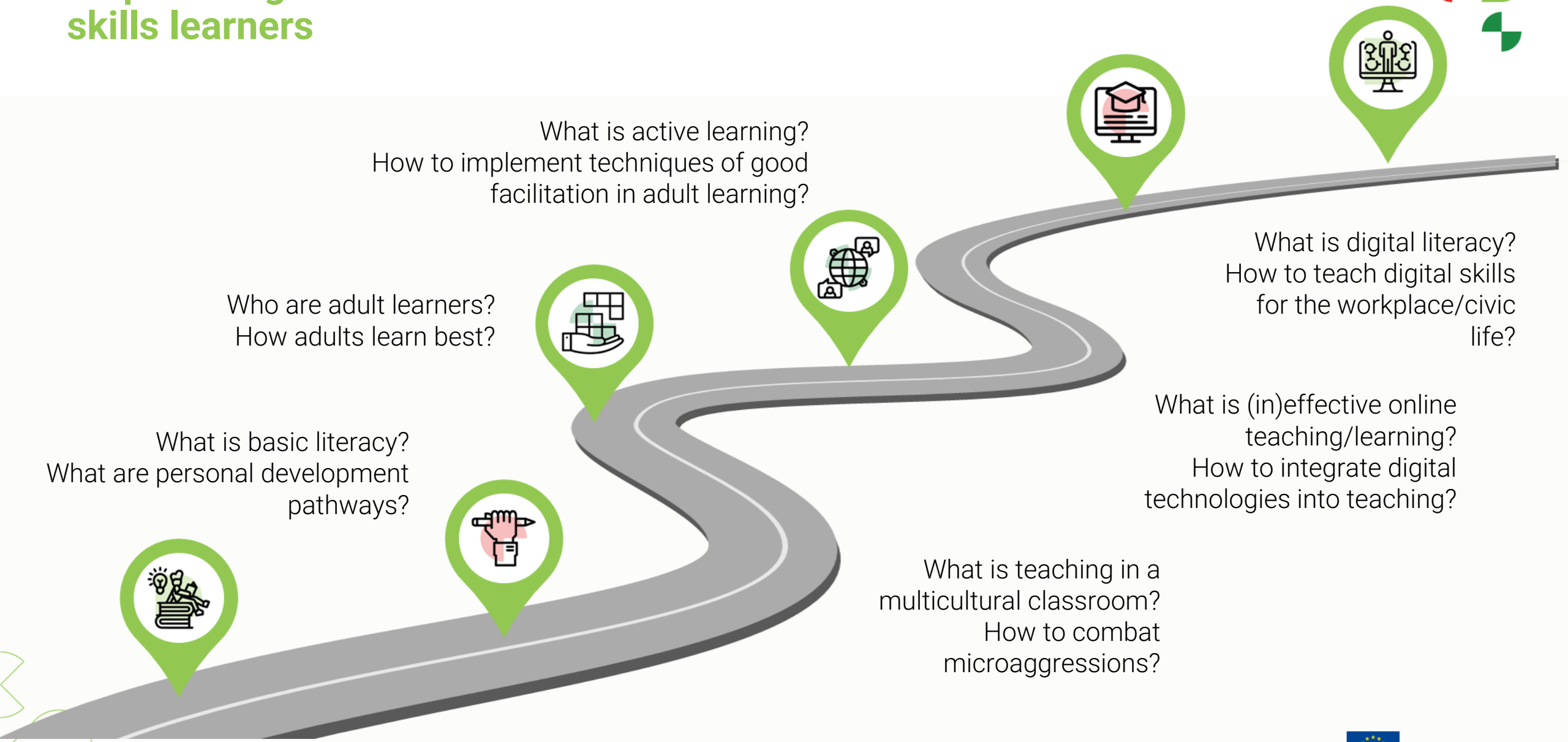
The 6 thematic MOOCs in the series

Overall objective

„Training teachers to become fully able to address the challenges they have in **adult learning** focusing on **basic skills development** and **upskilling pathway**.”



Empowering teachers to better understand and cater to the needs of basic skills learners



What is basic literacy?
What are personal development pathways?

Who are adult learners?
How adults learn best?

What is active learning?
How to implement techniques of good facilitation in adult learning?

What is digital literacy?
How to teach digital skills for the workplace/civic life?

What is (in)effective online teaching/learning?
How to integrate digital technologies into teaching?

What is teaching in a multicultural classroom?
How to combat microaggressions?

European Basic Skills Network
SETU
NALA National Adult Literacy Agency
PÉCSI TUDOMÁNYEGYETEM UNIVERSITY OF PÉCS
Folkeuniversitetet
GOVERNMENT OF MALTA MINISTRY FOR EDUCATION, SPORT, YOUTH RESEARCH AND INNOVATION DIRECTORATE FOR RESEARCH, LIFELONG LEARNING AND EMPLOYABILITY
Erasmus+

V. The Learner Perspective

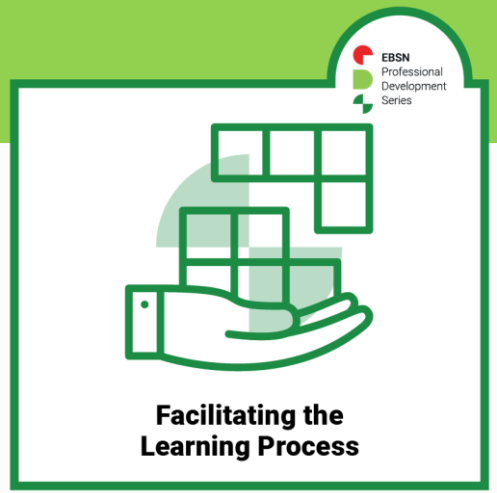
Voice of the learners

European Basic Skills Network
SETU
NALA National Adult Literacy Agency
PÉCSI TUDOMÁNYEGYETEM UNIVERSITY OF PÉCS
Folkeuniversitetet
GOVERNMENT OF MALTA
MINISTRY FOR EDUCATION, SPORT, YOUTH RESEARCH AND INNOVATION
DIRECTORATE FOR RESEARCH, LIFELONG LEARNING AND EMPLOYABILITY

Ágnes Tanka

Headteacher of the Szondi György Secondary Technical and Vocational School of Vocational Center

- Empowering Adult Learners of Basic Skills
- Facilitating the Learning Process
- Basic Literacy



European Basic Skills Network
SETU
NALA National Adult Literacy Agency
PÉCSI TUDOMÁNYEGYETEM UNIVERSITY OF PÉCS
Folkeuniversitetet
GOVERNMENT OF MALTA MINISTRY FOR EDUCATION, SPORT, YOUTH RESEARCH AND INNOVATION DIRECTORATE FOR RESEARCH, LIFELONG LEARNING AND EMPLOYABILITY
Erasmus+

VI. The Microcredential Perspective

European Basic Skills Network
SETU
NALA National Adult Literacy Agency
PÉCSI TUDOMÁNYEGYETEM UNIVERSITY OF PÉCS
Folkeuniversitetet
GOVERNMENT OF MALTA
MINISTRY FOR EDUCATION, SPORT, YOUTH RESEARCH AND INNOVATION
DIRECTORATE FOR RESEARCH, LIFELONG LEARNING AND EMPLOYABILITY

SETU

Ollscoil Teicneolaíochta an Oirdheiscirt

South East Technological University

What is a micro-credential?

Mandatory elements

- Identification of the learner
- Title of the micro-credential
- Country/Region of the issuer
- Awarding body
- Date of issuing
- Learning outcomes
- Notional workload needed to achieve the learning outcomes (in ECTS credits, wherever possible)
- Level (and cycle, if applicable) of the learning experience leading to the micro-credential (EQF, QF-EHEA), if applicable
- Type of assessment
- Form of participation in the learning activity
- Type of quality assurance used to underpin the micro-credential

Optional elements, where relevant

(non-exhaustive list)

- Prerequisites needed to enrol in the learning activity
- Supervision and identity verification during assessment (unsupervised with no identity verification, supervised with no identity verification, supervised online or onsite with identity verification)
- Grade achieved
- Integration/stackability options (standalone, independent micro-credential / integrated, stackable towards another credential)
- Further information

Source: https://education.ec.europa.eu/sites/default/files/2022-01/micro-credentials%20brochure%20updated.pdf

Possible accreditation pathways for the EBSN Professional Development Series

- Micro-credential Initiatives: A European landscape
  - National micro-credential policy initiatives
  - Institutional micro-credential policy framework initiatives
  - European micro-credential projects
  - National micro-credential projects

GOVERNMENT OF MALTA
MINISTRY FOR EDUCATION, SPORT, YOUTH, RESEARCH AND INNOVATION

UNIVERSITAS QUINQUEECCLESIENSIS 13 67

Folkeuniversitetet

AEWB Agentur für Erwachsenen- und Weiterbildung

SVEB FSEA

SETU Ollscoil Teicneolaíochta an Oirdheiscirt / South East Technological University

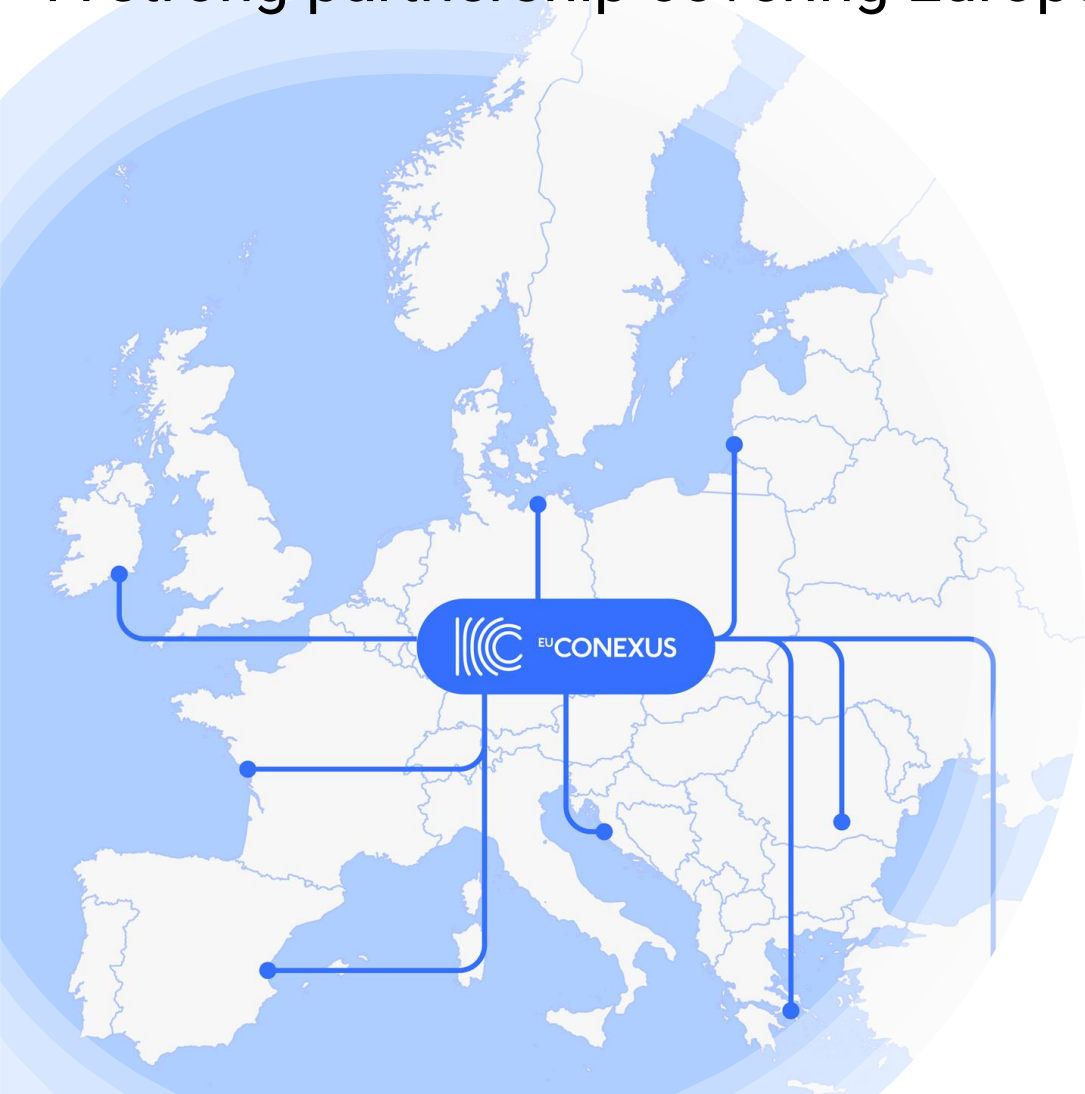
Universidad de Valladolid

Fachstelle für Grundbildung und Alphabetisierung Baden-Württemberg

EU CONEXUS

Co-funded by the European Union

A strong partnership covering European coasts



European University for Smart Urban Coastal Sustainability

Development of alliance framework on micro-credentials to facilitate the roll out and accreditation of micro-credentials across the 9 European Universities

Micro-credential Descriptor

Proposed Name	Facilitating the
Micro-credential contact in SETU **SETU School or Department**	Dr Helen Murp Ms Laura Widg Department o
Micro-credential contact(s) Email	helen.murphy
Delivery Method	This micro-cre learning cont Management expected to ir webinars and learning resou engage with th (live) sessions
Target learners	The target lea adult and furt education tea in upskilling te
Micro-credential Description (rationale and target learners)	The provision digital skills) a inclusive soci economic and
Learning Outcome(s) / Achievement(s)	On su able t 1. 2.
Description of the Learning Process	There effort • • • • The le values cultur This m develc setting
ECTS credit amount	1 ECTS
EQF Level	This m Frame and d Centre Techn (NALA
Entry Requirements (Ireland)	Leaving Certificate or equivalent. Applicants with 3 years work experience in the sector may use the SETU Recognition of Prior Learning process to apply to this micro-credential.
Assessment / Evaluation	Assessment method: Continuous Assessment — %: 100 — Outcomes assessed: 1, 2
Assessment Evidence	Learners will be required to evidence their achievement of the learning outcomes by contributing to discussion forums, completing knowledge checks, engaging with the resources and utilizing the tools, technologies and techniques introduced during the micro-credential.
Micro-credential Tags * (Keywords (skill, context, etc.))	Empowering learners, adult literacy, motivating learners, innovative pedagogies, further education training, adult learners
Stakeholders involved	This micro-credential has been developed by the School of Education and Lifelong Learning in SETU, and the University of Pecs, Hungary as part of Erasmus+ funded project "European Basic Skills Network Professional Development series" in partnership with the Directorate for Research, Innovation, Lifelong Learning and Employability (DRILLE), Malta, Folkesuniversetet, Norway, the National Adult Literacy Agency (NALA) and Progress Consult, Hungary. Lead contributors in the development of this micro-credential were Mr Neill Wylie, (SETU) Dr Balazs Nemeth, Ms Edina Kovacs and Dr Krisztina Toth (University of Pecs).
Head of School or Academic Unit in SETU	Dr Helen Murphy

VII. The Adaptability Perspective

EBSN

European Basic Skills Network

SETU

NALA National Adult Literacy Agency

PÉCSI TUDOMÁNYEGYETEM UNIVERSITY OF PÉCS

Folkeuniversitetet

GOVERNMENT OF MALTA
MINISTRY FOR EDUCATION, SPORT, YOUTH RESEARCH AND INNOVATION
DIRECTORATE FOR RESEARCH, LIFELONG LEARNING AND EMPLOYABILITY

National / Specific contexts

- Contextualisation, adding national/specific content
- Volume & course structure
- Language
- Implementation arrangement (online / blended)

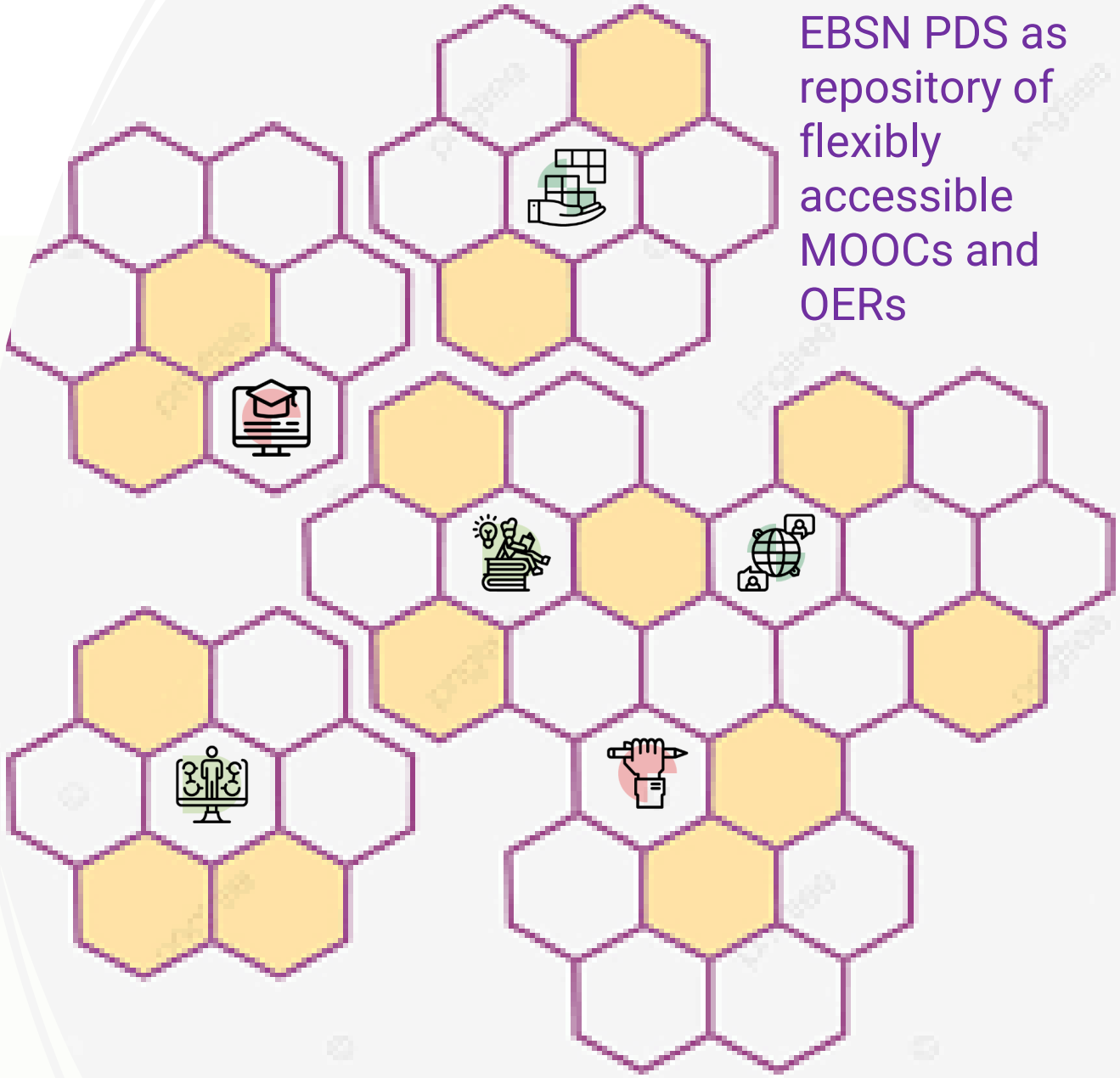
VIII. The Sustainability Perspective: An Enhanced Vision

EBSN

European Basic Skills Network
SETU
NALA National Adult Literacy Agency
PÉCSI TUDOMÁNYEGYETEM UNIVERSITY OF PÉCS
Folkeuniversitetet
GOVERNMENT OF MALTA
MINISTRY FOR EDUCATION, SPORT, YOUTH RESEARCH AND INNOVATION
DIRECTORATE FOR RESEARCH, LIFELONG LEARNING AND EMPLOYABILITY

Enhanced Vision of EBSN PDS

- Co-creation of state of the art learning units and open educational resources
- Fast responding to emerging needs
- Multiple co-operation with content developers, providers of teacher training programs
- Adaptable to national contexts
- Recognised in multiple contexts via microcredentials



EBSN PDS as repository of flexibly accessible MOOCs and OERs

European Basic Skills Network
SETU
NALA National Adult Literacy Agency
PÉCSI TUDOMÁNYEGYETEM UNIVERSITY OF PÉCS
Folkeuniversitetet
GOVERNMENT OF MALTA MINISTRY FOR EDUCATION, SPORT, YOUTH RESEARCH AND INNOVATION DIRECTORATE FOR RESEARCH, LIFELONG LEARNING AND EMPLOYABILITY
Erasmus+

IX. Conclusion and Q&A

European Basic Skills Network
SETU South East Technological University
NALA National Adult Literacy Agency
PÉCSI TUDOMÁNYEGYETEM UNIVERSITY OF PÉCS
Folkeuniversitetet
GOVERNMENT OF MALTA
MINISTRY FOR EDUCATION, SPORT, YOUTH RESEARCH AND INNOVATION
DIRECTORATE FOR RESEARCH, LIFELONG LEARNING AND EMPLOYABILITY

Wrap-up and key takeaway points

- There is a **high need for flexible offers**.
- PDS offers an **easily accessible** and **low-cost solution**
- MICROCREDENTIALS ensures transferability and stackability
- **Blended approach** and **adaptation** enhance the relevance and efficiency
- National & international partners are needed for scaling up and roll-out

Open the floor to questions and discussions

- EBSN EC and Members should discuss the implications:
  - How will EBSN promote professionalisation, and what role will it take in the future?
  - How will the quality of EBSN professionalisation initiatives be measured and assured?
  - What type of cooperation/network initiatives would be needed for the exploitation of PDS
  - What are the most relevant next steps tobe taken?