



Training module for trainers
to assess literacy skills



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Modeval2 is a Leonardo da Vinci innovation transfer project, referenced under the code n° **LLP-LdV-TOI-2008-FR-117044**. Its goal is to transfer teaching projects from Grundtvig1 project Modeval, and more specifically to develop evaluation of basic skills in literacy. Beside this reference document, the project staff is creating a training tool intended for trainers of adults with literacy difficulties. The project's output will be published on the project website, www.modeval.org

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Training module for trainers to assess literacy skills

The audience for this training can be offered: Trainers and teachers (F1) who have experience working with people in difficulty in literacy (PDL).

General Model: 4 days training of F1 (2 days to present the tool, the context of evaluation, concepts, etc., ½ day for each participant to test the tool with one or more PDL (or with any other F1 as appropriate), 2 other days after having tried to analyze it with them). The lengths of the sequences are indicative.

Day 1: 6h

<i>Progress and duration</i>	<i>Sequence</i>	<i>Objectives</i>	<i>Content</i>	<i>Training Method and materials: Suggestions</i>
1 hour	A1	Give voice to the participants (F1) on their initial background about the assessment of literacy skills	Training, experience and expectations of participants about the assessment of literacy skills	<ul style="list-style-type: none"> - 5 ' : welcoming participants and setting the physical environment (schedules, rooms, catering) - 10' : presentation of the project Modeval (1 and 2) - 45 ' : presentation of participants: their experience of training, their experience with the adults with literacy difficulties their experience of assessment and their expectations for this training

30 ‘	A2	Define a common training project between the initial project of the F2 and the expectations of F1	Presentation of the module and linking it to the pre-acquired competences of participants	<ul style="list-style-type: none"> - 10 ‘ : synthesis of skills and expectations of participants and presentation of the training module - 10 ‘ : Taking into account the expectations of participants - 10 ‘ : break
1 hour 30	B1	Defining the place of evaluation in the accompaniment of persons with difficulties in literacy	Bases on the difficulties in literacy and assessment	<p>Working subgroups: who evaluates according to your experience? When? In what context? For whom? What do you evaluate? What problems do you encounter on these points?</p> <p>Then each sub-group presents its synthesis in the whole group; F2 to clarify issues involved (including those related to demand and / or order of evaluation).</p>

1 hour 30	B2	Take ownership of basic concepts: competence, ability, knowledge, attitude	Definitions of terms, referring to the reference manual.	From materials distributed by F2 (e.g. extracts of R1), participants release individually first, the concepts relevant to their task and to then define a sense shared by the entire group
1 hour 30	B3	<ul style="list-style-type: none"> -Locate the uses of literacy: language and other languages of the country, personal and family life, professional life, social life - Consider the difficulties encountered in these various contexts - Forms, approaches, intergenerational dimensions, literacy levels <p>Present what is to assess: the literacy skills</p>	<ul style="list-style-type: none"> -Social Characteristics of communication skills and literacy difficulties (See R1) -Diversity in literacy issues and needs of PDL - The relationship between oral and written communication (see Chapter 3 of R1 and Theoretical Resources of Ceppac3) <p>R1</p>	<ul style="list-style-type: none"> -Discussion of a text from a sociologist or an anthropologist (cf. theoretical Resources of Ceppac3) - The passage from psycholinguistic issues in Modeval1 to sociolinguistic issues in Modeval 2: social competences and citizenship -Identify the diversity of opportunities and challenges

		And how to acquire them Presentation of goals related to interpersonal skills and citizenship	Process of psycholinguistic acquisition	and psycholinguistic acquisition processes Cf R1
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Day 2 : 6h

<i>Progress and duration</i>	<i>Sequence</i>	<i>Objectives</i>	<i>Content</i>	<i>Training Method and materials: Suggestions</i>
6 hours	C	<p>-Check the participants' skills in interview techniques and taking into account the specificity of the public (PDL)</p> <p>- Detailed presentation of the test of literacy assessment</p>	<p>Training of trainers (F1) to the use of interviews: techniques, impartiality, taking into account the motivation of the PDL</p> <p>how different parts of the test are related to other parts</p> <p>Chapter 3 of the manual- R1</p>	<p>GG : 1h 30 ' : powerpoint presentation of the tool;</p> <ul style="list-style-type: none"> - Presentation of objectives, materials and instructions; - reading of documents and discussion - Break : 10 ' <p>SG : 1 h 20 ' : work on the interview (empathy, active listening)</p> <ul style="list-style-type: none"> - 2 h : work one to one(role play): Training for the testing <p>GG : 1 h : questions encountered : harmonization of testing process and data collection, the importance of complying with a common framework, but also some flexibility in adapting to learners (indicating to reconstitute any changes in the use of the tool), the restitution to learners; learner choice for the testing process.</p>

Half-day for each F1 between the two parts of training: 3 hours

<i>Déroulement et durée</i>	<i>Séquence</i>	<i>Objectifs</i>	<i>Contenu</i>	<i>Méthode de formation et supports : suggestions</i>
<p>1h 30 to 2 h on average : Using the test</p> <p>1h30 : Analysis of results</p>	D	F1 will test the tool	Standardized test to adapt to the person (PDL)	<p>Each participant (F1) will use the tool with a PDL / if possible audio or video recording</p> <p>Transcription of the test and exchanges followed by the analysis of results</p>

Day 3 and 4 : 12 h

<i>Progress and duration</i>	<i>Sequence</i>	<i>Objectives</i>	<i>Content</i>	<i>Training Method and materials: Suggestions</i>
6 h	E	<p>Check the proper use of test</p> <p>And training in skills analysis of PDL</p> <p>Presentation of the objectives related to metacognitive skills of the trainer and the PDL</p> <p>Assessment as part of the accompanying of the person</p>	<p>Presentation of testing processing,</p> <p>early analysis and feedback of F2</p> <p>- To restitute the results to the person and co-evaluation</p> <p>- The link between assessment and support for people in the learning process.</p>	<p>- GG : 1h : report of different testing processed by each participant (F1) separately by age of those interviewed, their gender, their situation (job application or employee), the structure, mechanism and the reasons for the request for assessment.</p> <p>- SG : 5 h : each participant has the opportunity to present its testing (with video or audio recordings, written output), to discuss problems encountered, beginning with analysis, restitution to the person (link to metacognitive competences of the PDL) and offers of assistance (project and supporting).</p> <p>To make the trainers hinking on their various ways of analyzing the same situation of the PDL, have them comment on the differences and how they analyze the different ways in which the PDL consider a question in one or the other test, the question of the referencing of the responses of PDL and analysis of emerging skills.</p> <p>The group and facilitator interact.</p>

				- Possible proposal of case study by the trainer in charge of the training (F2)
6 h	F	to allow the trainers to develop by themselves assessment strategies	Cf. chapter 4 of R1	<p>- 3 h : SG : Continuing the analysis of testing processed by F1</p> <p>- 1 h 30 : SG : Exchange among participants on the adaptation of the tool to their own assessment needs and exchange of good practices</p> <p>1 h 30 : GG</p> <ul style="list-style-type: none"> - - Exchanges on remaining issues about the tools or the public; - - Assessment Questionnaire completed by F1