



Project No. 2010-1-LU1-LEO05-00389  
Ref KP/CP – FOR-CON-001

## SLOT

Sectorial Learning Outcome Transparency  
Leonardo da Vinci – Transfer of Innovation

### D3.2 Transfer Pedagogical Training Plan

Due date of deliverable: 31/05/2011  
Actual submission date: 07/10/2011

Start date of project: 1 October 2010  
Duration: 24 months  
Organisation name of lead contractor for this deliverable: CTI

<b>Project co-funded by the European Commission within the Lifelong Learning Programme</b>		
<b>Dissemination Level</b>		
<b>PU</b>	Public	<b>PU</b>

Keyword List: *Pedagogical, Adult education, Training plan, Training course*  
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<b>MODIFICATION CONTROL</b>			
Version	Date	Status	Author
1.0	14/04/2011	First draft	Dimitri Athanasopoulos, CTI
2.0	04/05/2011	2 <sup>nd</sup> version –sent for comments	Dimitri Athanasopoulos, CTI Nena Karagianni, CTI
2.3	06/05/2011	Comments Scenario template and complement	Stéphane Jacquemart, CRPHT Sandra Grunewald, CRPHT José Antonio Poves Espí, IES
3.0	09/05/2011	3 <sup>rd</sup> version	Nena Karagianni, CTI
4.0	12/05/2011	4 <sup>th</sup> version	Dimitri Athanasopoulos, CTI
5.0	17/05/2011	Final modifications	Dimitri Athanasopoulos, CTI Nena Karagianni, CTI
6.0	31/05/2011	Final version to be submitted	Dimitri Athanasopoulos, CTI Nena Karagianni, CTI
FINAL	07/10/2011	Final version template Complements and review	Stéphane Jacquemart, CRPHT Sandra Grunewald, CRPHT

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### Summary

This document presents the pedagogical frame of the SLOT training course in Spain. It also proposes a plan for this training which aims to transfer innovation towards the specification and future implementation the SLOT methodology for defining Learning Outcomes.

The training course is scheduled to take place in May2011, in Alicante, where the national Spanish method and best practices will be transferred to the rest of the consortium. Moreover, the training is designed to facilitate the wider exchange of knowhow among partners in order to identify elements with potential added value for the proposed SLOT methodology.

Finally, this transfer pedagogical training plan is designed and proposed as a framework in order to be reused, adapted accordingly by each partner institution, in future trainings on the SLOT methodology within the implementation framework of WP4.

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# 1. Introduction

## 1.1. Purpose of this document

The main objective of the SLOT Transfer Pedagogical Training Plan is to provide the SLOT Training course with a clear pedagogical framework, and to define and describe the plan of the training according to adult education principles.

The document is addressed to all partners of the SLOT project. It should also be of help to those outside the project who might wish to apply the SLOT methodology beyond the project.

## 1.2. Terminology and abbreviations

Terms which regularly appear in this document will be introduced in full name in the first time, and then be referred to by their abbreviation.

**Andragogy** – Adult education theory developed in late 60s, defined as the art and science of helping adults learn.

**LO: Learning Outcomes** – Statements of what a learner knows, understands and is able to do on completion of a learning process defined in terms of knowledge, skills and competence.

**Learning Unit** – An independent sequence of learning activities covering a specific topic of the SLOT training course syllabus.

**Professional Qualification** - A set of professional competences significant for employment that can be acquired through vocational education and training modules, or any other kind of learning structure as well as through work experience.

**Occupation skill card** - The list of Competences, Knowledge and Skills which define an occupation, its activities and tasks.

**Qualification** - Formal outcome of an assessment and validation process which is obtained when a competent institution determines that an individual has achieved learning outcomes to a given standard.

**Transformative Learning** – Adult education theory developed in late 70s, which recognizes the potential of the adult for positive personal change and emphasizes on the use of the experiences of an adult for critical reflection.

## 2. Pedagogical Framework

### 2.1. Adult Learning Theories

Learning can be defined formally as the act, process, or experience of gaining knowledge and/or skills. In contrast, memory can define the capacity of storing, retrieving, and acting on that knowledge. Learning strengthens the brain by building new pathways and increasing connections that we can rely on when we want to learn more. Thus, learning helps us move from novices to experts and allow us to gain new knowledge and abilities. Definitions that are more complex add words such as comprehension and mastery through experience or study.

Learning, from the most fundamental to complex, is (a) any increase in knowledge, (b) memorizing information, (c) acquiring knowledge for practical use, (d) abstracting meaning from what we do, and (e) a process that allows us to understand [1].

Remarkably, people can learn from the moment of birth. Learning can and should be a lifelong process [2], occurring within each individual throughout life. We constantly make sense of our experiences and consistently search for meaning. In essence, we continue to learn.

Though humans like the familiar and are often uncomfortable with change, the brain searches for and respond to novelty. Rote learning frustrates us because the brain resists meaningless stimuli. When we invoke the brain's natural capacity to integrate information, however, we can assimilate boundless amounts. We can learn from everything the mind perceives (at any age). Our brains build and strengthen neural pathways no matter where we are, no matter what the subject or the context.

The study of how human learning occurs is part of neuropsychology, educational psychology, pedagogy and learning theories. Adult learning theories provide a framework for understanding the learning process and the specific needs and requirements of adult learners, which differ from those of children and teens.

The central question of how adults learn has occupied the attention of scholars and practitioners since the founding of adult education as a professional field of practice in the 1920s. Some eighty years later, we have no single answer, no one theory or model of adult learning that explains all that we know about adult learners, the various contexts where learning takes place, and the process of learning itself. What we do have is a mosaic of theories, models, sets of principles, and explanations that, combined, compose the knowledge base of adult learning [13].

According to a literature review [11], humanism, personal responsibility orientation, behaviorism, neobehaviorism, critical perspectives, and constructivism are all facets of, and perspectives on, adult learning theory. Adult learning theories in and of themselves have very little consensus amongst them. There is great debate on an actual determined amount of theories that are even possible, as well as labelling those theories into groups. Hanson [14] proposes that even focusing on one model for a population of diverse learners in different settings who are learning different things may not be the correct focus. The concept that not one model exists for all learners in all situations is aligned with the post modern social theory which states that when creating an explanation that one must take diversity and fragmentation into account [12].

Two important pieces of the adults learning theories mosaic are andragogy and transformative learning.

### **2.1.1. Andragogy**

The first use of the term ‘andragogy’ - as far as we know today - was found with the German high school teacher Alexander Kapp in 1833. Kapp does not explain the term Andragogik, and it is not clear, whether he invented it or whether he borrowed it from somebody else. He does not develop a theory, but justifies ‘andragogy’ as the practical necessity of the education of adults. The great times of the term ‘andragogy’ for the English-speaking adult education world came with Malcolm Knowles, a leading scholar of adult education in the USA. Knowles’ [3] concept of andragogy - ‘the art and science of helping adults learn’ - ‘is built upon two central, defining attributes: First, a conception of learners as self-directed and autonomous; and second, a conception of the role of the teacher as facilitator of learning rather than presenter of content’, emphasizing learner choice more than expert control.

### **2.1.2 Transformative Learning**

The theory of Transformative Learning was developed in late 70s and is considered as the most complete adult education theory. Transformative Learning is a theory of deep learning that goes beyond just content knowledge acquisition, or learning equations, memorizing tax codes or learning historical facts and data. It is a desirable process for adults to learn to think for themselves, through true emancipation from sometimes mindless or unquestioning acceptance of what we have to come to know through our life experience, especially those things that our culture, religions, and personalities may predispose us towards, without our active engagement and questioning of how we know what we know.

Jack Mezirow is the main exponent of Transformative learning. Context – justification of much for much of what we know and believe, our values and our feelings, depends on the context – biographical, historical and cultural – in which they are embedded. We make meaning with different dimensions of awareness and understanding; in adulthood we may more clearly understand our experience when we know under what conditions an expressed idea is true or justified. In the absence of fixed truths and confronted with often rapid change in circumstances, we cannot fully trust what we know or believe [4].

Transformations are processes whereby we move over time to reformulate our structures for making meaning, usually through reconstructing dominant narratives or stories. This provides us with a more dependable way to make meaning within our lives, since we are questioning our own points of view, looking and reflecting on alternate points of view and often creating a new, more reliable and meaningful way of knowing that may be different from our old habits of the mind. This requires us to become open to others points of view, and to be able to reflect on new points of view and information and often go back and reconstruct what we know and how we know it.

## **2.2. Principles of Adult Learning**

Basic principles for adult learning as put forward by Rogers [5], Jarvis [6], Knowles, Mezirow and Schön [7] can be summarized as follows: adults are autonomous and self directed, goal-oriented and relevancy-oriented. They need to be shown practical and fast results that are forthcoming, tangible and directly relatable to their own experiences and vocational aspirations; at the same time, they learn better by implementing problem-solving



techniques that are linked to and build upon their previous life experiences and existing world knowledge, while exposing them to real-life challenges.

Moreover, research shows [8] that there are many different learning styles or characteristic ways in which adults prefer to learn. Individual learning styles are influenced by personality, intelligence, education, experiences, culture, and sensory and cognitive preferences. To engage all learners, it is best to vary the methods in which information is communicated. These methods can include small- and large-group discussion, role-playing, lecturing, case studies, games, questioning, and varying technology (eg. media, video etc). By engaging learners to the different kind of educational activities it is most likely to keep their interest alive throughout the SLOT training course.

All the major thinkers of adult education point the importance of the adults' experience processing, they suggest methodologies that involve the active participation of the learners, and they see the role of the teacher/trainer more as a facilitator and coordinator rather than as a transmitter of knowledge and values.

### **3. Designing the SLOT transfer session**

In designing the SLOT training course we have started with the core objectives of the project:

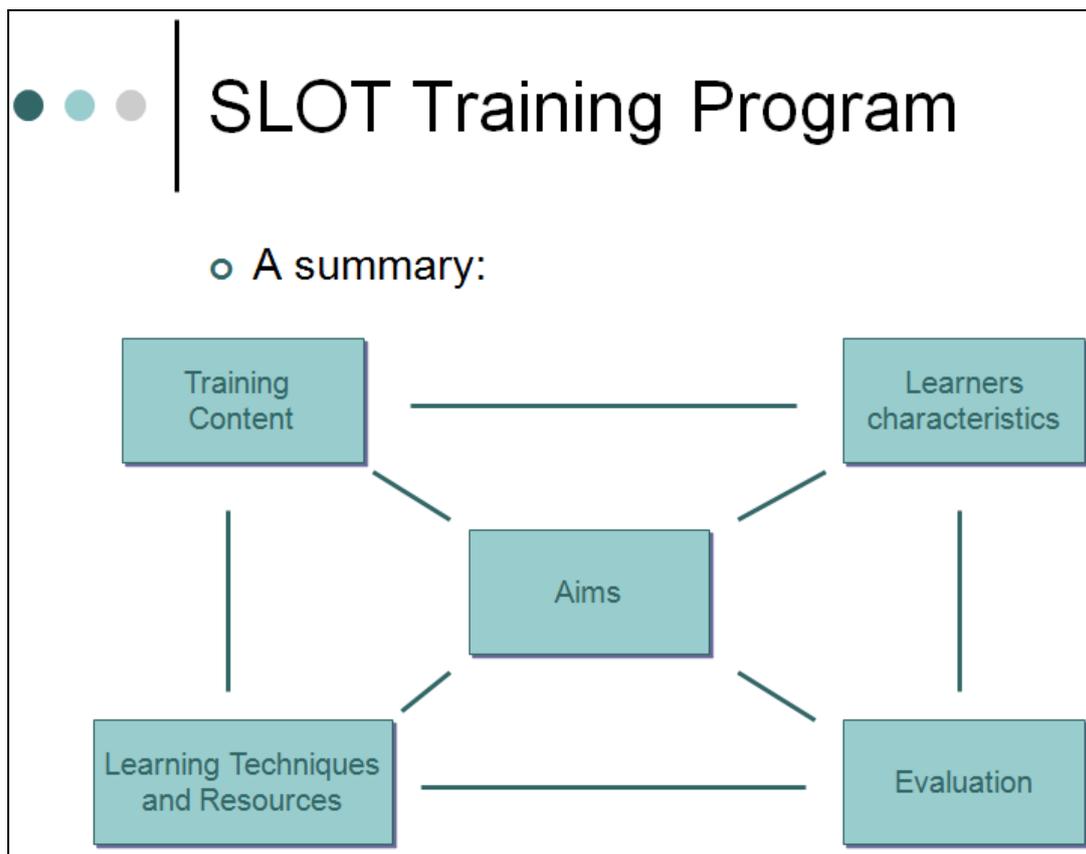
- To set up a common definition of the learning outcomes describing sectorial training programmes focusing on the transparency of the qualification contents.
- To assess, validate, recognize and accumulate those learning outcomes acquired for better mobility.

The consortium identifies this project as a step towards a proper and accurate implementation of the ECVET System; the transfer of the Spanish method which has been successfully applied in 26 industrial sectors in Spain is considered by SLOT as the first step for attending a complete ECVET systematization from 2012. [15]

The data and feedback on a National level, provided by all partners, and the related analysis within WP2 led the consortium to the following conclusions:

- Concerning Learning Outcomes (LO) definition the SLOT consortium will keep focus on a common definition.
- Each partner should make the LO definition his own and complete it with content details. Additionally, each partner should describe LO according to its specificities (cultural, politics, economics, and environment).

Based on the above project considerations, the SLOT transfer training plan is designed by taking into account the different aspects depicted in the following diagram and presented in detail in the following sections.



**1. Methodology for designing the SLOT Training Program**

### 3.1. Aims

The training course is scheduled to take place in May 2011, in Alicante, Spain, with the main aim to transfer innovation from Spain to the rest of the consortium. Specifically, according to the project objectives and workplan, the course will focus on transferring knowhow and best practices from the Spanish national methodology for the definition of learning outcomes and their connection with the identification of professional qualifications according to appropriate competencies needed for exercising professions.

However, this training is also designed to facilitate a wider exchange of knowhow among the participant partners in order to identify a) elements from other national or regional qualification systems which may have a potential added value for the proposed SLOT methodology and b) issues regarding the integration of the SLOT methodology in existing education and training programmes in the partner organisations.

Furthermore, the design of this training intends to encompass a flexible training framework and plan, proposed for future trainings on the SLOT methodology and especially towards the implementation within WP4. The rationale is that this framework can be exploited by the partners, and/or future other users of the methodology, adopted accordingly to local specificities and particular requirements of training programmes.

## 3.2. Participants profile

All the participants in the SLOT training course work in organizations having direct or indirect relation with training programs. Therefore they are familiar and experienced with adult education. The challenge is that this time they will be asked to change pitch and act as trainees and more specifically to participate in a trainer training program, as they will afterwards act as promoters of the SLOT methodology.

The Spanish partner, Institute of Secondary School "Antonio José Cavanilles", will be leading the training, coaching and transposition of a methodology for obtaining Learning Outcomes which has been successfully applied in 26 industrial sectors in Spain, with the support of the regional government of Valencia and also the National Institute of Professional Qualification (INCUAL).

## 3.3. Training content

The SLOT training course consists of *a structured set of Learning Units (LU)* targeting the project's objectives. Each Learning Unit is independent and covers a specific topic of the SLOT training course syllabus. Additionally, every Learning Unit can be structured from a *sequence of Learning Activities*.

The training course will encompass transfer of innovation and knowhow exchange concerning the three (3) main phases of the SLOT method, which are identified to be the following (see also D2.2 and D3.1):

1. The involvement of experts
2. The skills and competences (content, validation, etc.)
3. The agreement on a LO common frame definition (criteria, items, etc).

Consequently, the following six (6) Learning Units (LU) are specified for the training course:

**LU-1. Professional Qualifications and Diplomas/Degrees: structures and reference framework (authorities, system, catalogs).**

*Main Objective:* To know and understand the differences and similarities between Professional Qualifications and Professional Degrees.

**LU-2. Selection of Experts.**

*Main Objective:* To know the methodology for selecting the group of experts, who have to develop the Professional Qualifications and Professional Diplomas/Degrees.

**LU-3. Methodology for the Recognition of Professional Profiles.**

*Main Objective:* To analyze the methodology for recognizing the needs of a Professional Profile and establishing the procedures to observe a qualification and its evolution. Also to know the process for evaluation and accreditation of Competence Units and professional Qualifications.

**LU-4. Development of Professional Diplomas/Degrees based on Professional Qualifications.**

*Main Objective:* To know the steps and procedures for elaborating Professional Diplomas/Degrees.

**LU-5. Identification and definition of Learning Outcomes.**

*Main Objective:* To know the different phases for the identification and definition of Learning Outcomes.

**LU-6. Proposal for the development of a professional profile.**

*Main Objective:* To integrate the previously produced SLOT methodology and tools (maps, schemes) by applying them in the framework of a case study for a selected Professional.

Every Learning Unit is described by a special plan called a *Unit Plan*. **The template for the proposed SLOT Unit Plan is provided in Annex A of this deliverable.**

More specifically, it is proposed that each Unit Plan shall include the following two parts:

**A. The General Part**

- Unit name
- Unit's author
- Duration (e.g. in hours)
- Unit's objectives, in terms of Knowledge, Skills and Attitudes
- Syllabus outline

*An example of the General Part is as follows:*

## Unit Plan

**Unit Name: Identification of Professional Qualifications.**

**Author:** Dimitri Athanasopoulos (dathan@cti.gr)

**Duration:** 1h 30'

**Objectives** (*in terms of Knowledge/ Skills/ Attitudes*):

- To explain...
- To categorize...
- To demonstrate...
- To perform...
- To recommend...

**Content (Syllabus):**

- Basics of ...
- Best practices...
- How to ...
- Evaluation of...

### 2. Unit Plan - General part of a Learning Unit (example)

#### B. The Training Part

- Time plan
- Special info / Possible problems guide
- List of Resources

The time plan is the core component of the training part and it consists in a sequence of Learning Activities.

Every *Learning Activity (LA)* has its scenario and is time structured. It is organized in a sequential steps format and uses adult education techniques.

*The following images are examples of the components of the Training Part:*

**Time plan (methods, resources):**

**1. Introduction (5 min)**

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[Comments/ Tips go here]

**2. Presentation (15 min)**

Proin ut odio in diam lobortis elementum. Aenean tincidunt luctus vulputate. Nulla facilisi. Nullam vestibulum malesuada purus, ac rutrum purus lobortis a. Donec fermentum tincidunt tellus, ut commodo turpis eleifend et. (File: [SLOT\\_p1.ppt](#))

[Comments/ Tips go here]

**3. Activity1 (30 min)**

Aenean porta nunc at orci tristique quis ornare justo pharetra. Proin posuere velit eget est viverra nec sodales lacus elementum. Sed dapibus, sapien eget tempus interdum, tortor justo consequat libero, aliquet sagittis libero justo non quam.

(Files: [SLOT\\_a1a.flv](#) , [SLOT\\_a1b.zip](#))

[Comments/ Tips go here]

...

**n. Evaluation (5 min)**

Open discussion

[Comments/ Tips go here.]

**3. Unit Plan – Training part: (i) time plan**

**Special Info**

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**List of Resources:**

- [http://...](#)
- [http://...](#)
- [http://...](#)
- [File1.pdf](#)
- [File2.zip](#)

**4. Unit Plan - Training part: (ii) special info and list of resources**

The SLOT training course foresees the active participation of all participants in a way that they receive and at the same time transfer information. Thus the methodology used for the training is based mainly in active training techniques.

## **3.4. Learning Techniques to be used in SLOT training activities**

### **3.4.1 Enriched lecture**

Enriched lecture is based in the traditional lecture in which the trainer is the one that delivers knowledge. What differentiates enriched from traditional lecture is the additional use of collaborative activities. This technique is used in the parts of the training program that technical information has to be delivered and/or a system has to be demonstrated and explained [9].

In every case the lecture is short (no more than 15 to 20 min) uses supporting material and asks for feedback from the participants. For example, at the end of the lecture, trainees are asked to form small groups write down the crucial points, present them and exchange them with the other groups. Another example is a quick drill test during the lecture in order to clarify some important points. Finally presentation material is used during the lecture/demonstration.

In the SLOT training course the following will be used –among others- to enrich lectures:

- PowerPoint Presentations
- Note taking sheets
- Questionnaires
- Observation forms

**Related templates are provided in Annex B of this deliverable.**

### **3.4.2 Brainstorming**

This active technique is used in the parts of the SLOT training course that we want the multilevel analysis of a topic or central concept. This technique is also used in introductory activities. Brainstorming has many advantages such as a more enjoyable atmosphere, the activation and cooperation of all of the trainees, the enhancement of trainees' creativity, and the modeling of processes.

### **3.4.3 Group work**

This is the technique that is mainly used in the LAs of the SLOT training course. The main advantage of group work is that it can be used at any time during the program; especially at times the trainees' team is showing signs of fatigue. Group work also ensures the active participation of the trainees, enhances the collaboration, and saves time in situations that the different groups elaborate different topics.

The group work technique is also used in all parts of the SLOT training course that are debatable among the project partners, such as topics regarding the description of Learning Outcomes.

The group composition, the number of the members of a group, and the time available varies from LA to LA.

### **3.4.4 Case study**

Case study is another active learning technique that is used in the SLOT training course. It has several common characteristics with group work especially that the trainees have to form small groups in order to investigate the different parts of the case scenario. Case study's main characteristic is that it is a complex study which needs enough time –mainly more than in group work- in order to investigate in depth the scenario subject.

In the SLOT training course we follow the specifications listed below in case studies:

- The scenario will serve the educational aims
- Real or realistic scenario that can be approached in an open way
- Scenario data will be clear, comprehensive, adequate, and presented in a logical order

### **3.4.5 Role play**

The role play technique is also used in the SLOT training course. This technique will be used in conjunction with case study technique in activities involving specific occupation examples during the three phases of the course. For example: the experts gathering for the LO definition for the cooking occupation, or the design of a skillcard for the electrician occupation.

**Activity templates to be used in case studies, group work and/or role play are provided in Annex C of this deliverable.**

## **3.5. Evaluation**

The training is planned to conclude with an evaluation session aiming to collect feedback from all participants, focusing on recommendations for improvement and further transfer. Electronic and paper questionnaires as well as organised discussions will be the main tools, while the related work will be reported in deliverable D3.4.

## **3.6. Transfer scenario**

The whole is summarized in a transfer scenario plan (see Annex D).

This document is a roadmap for the animator(s) all through the activities. It helps as check points for information, objectives and timing. It gives also the opportunities to react (with complement, recall, focuses or added activities) and adjust the remained timing.

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## **Annex A:**

### SLOT Unit Plan Template



## Unit Plan

**Unit Name: Identification of Professional Qualifications.**

**Author:** Dimitri Athanasopoulos (dathan@cti.gr)

**Course: Open Educational Resources, Web 2.0 & e-Tutoring**

**Unit: Open Educational Resources**

**Duration:** 1hour 30mins

**General Purpose:** Trainees to become familiar with OER and adopt the philosophy of Open Learning.

**Objectives** (*in terms of Knowledge/Skills/Attitudes*):

- To describe and explain what OER are
- To assess...
- To utilize...

**Syllabus** (topics):

- Defining OER
- OER and Education
- Incentives to use and produce OER
- OER Life Cycle
- Finding OER
- OER and Copyright. Creative Commons
- OER Resources – Best Practices

**Prerequisites:** Basic computer skills (Word processing, Web searching). Knowledge of html tags is useful.

**Possible Problems:** In case of Internet failure....

**Resources / Educational Material:**

- Presentation (G2\_OER\_pr.odp with tutor notes, and in pdf form for the trainees.
- Educational video (WhyOER\_en.swf, WhyOER\_en\_skin.swf by Mark Basnage, resource OER Commons) [*additional resource to be used according to time flow*]
- Activity sheets

## **Educational Strategy** (*methods, techniques, media*):

### **Time Plan**

#### **1. Introduction** (5 min)

Brain Storming: What do you think OER are?

*[Trainees write in the smart board what they think OER is about. Target is to get the level of previous knowledge on the subject.]*

#### **2. Main phase** (80 min)

i. Presentation (20') (File: G2\_OER\_pr.odp)

*[If the presentation runs fast, you may continue with the educational video. Alternatively you may spend 10 ' in the presentation and let trainees 10 more mins to visit the sources presented. In every case the aim is to show briefly but comprehensively the issue of the OER movement.]*

ii. Activity 2.1 Learn about OER (20') (Files: G2\_OER\_a1.odt)

*[Tips and advice for the trainer goes here...]*

iii. Activity 2.2 Finding OER (25') (Files: G2\_OER\_a2.odt, G2\_OER\_a2a.odt)

*[Workgroup...]*

iv. Activity 2.3 Licenses (15') (Files: G2\_OER\_a3.odt, G2\_OER\_a3a.html, G2\_OER\_a3b.odt)

*[...]*

#### **3. Completion** (5 min)



i. Discussion (5')

*[Trainees express...]*

**Follow up Activities:**

*[Activity 4 and/or Internet site <http://...>]*

**Emergency Plan:**

*[...]*

**Evaluation:**

*[...]*

**Additional Resources:**

- Open Educational Resources Handbook 1.0 for educators (cc BY-SA) ([http://www.wikieducator.org/OER\\_Handbook/educator\\_version\\_one](http://www.wikieducator.org/OER_Handbook/educator_version_one))



## **Annex B:**

# Note Taking Sheet Template and Observation Form Template



## Note sheet

**Presentation Subject:**

.....  
.....  
.....

*(Example:*

*During this 15mins presentation take notes of what a cook has to do in order to..... )*

<b>Yes / To do</b> <i>(or accordingly)</i>	<b>No / Not to do</b>

## Observation form

Please complete the following form according to the presentation.

*Instructions: you are requested to ...*

<b>Observation form</b>			
<i><b>Topics</b></i>	<i><b>Scale1</b></i> <i>(or accordingly)</i>	<i><b>Scale2</b></i>	<i><b>Scale3</b></i>



## **Annex C:**

### SLOT Activity Sheet Template

## Activity Sheet

Please complete the following activity sheet according to the given scenario.

*You have to write one specific aim for every aim category and associate it with a specific Learning Activity (LA). Please also briefly describe the LA.*

<p>Activity scenario:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p><i>(Example: You are asked to design 3 Learning Activities for the training unit “Creation of 3d scenes” of the training program “Designer of 3d Animation”. More information about the unit’s content you may find in...)</i></p>	
Aims	Learning Activity
<p>Knowledge:</p> <p><i>(To know the terminology used in 3d scenes for anatomy and digital sculpture)</i></p>	<p>LA:</p> <p><i>(Use the smart board to complete the digital crossword No.2.2.a.)</i></p>
<p>Skills:</p> <p><i>(To emphasize in details)</i></p>	<p>LA:</p> <p><i>(There is a scene which is approximately 3 seconds or less. The model is not needed but just the environment. The animating will also include tilting of the sun.)</i></p>
<p>Attitudes:</p>	<p>LA:</p>



## **Annex D:**

### **SLOT Transfer Scenario Plan (pre-transfer version)**



## SLOT TRANSFER PLAN ALICANTE May, 23-26th

### OBJECTIVES:

The main objective is to transfer your method and the main expectations of the participants are :

- to understand the method but also the challenges of its application
- to identify the usefull profile you could federate and use
- to be able to define LO yourselves on hand of pre-given inputs
- to raise the good questions and to have valuable information to launch the WP4 deployment

### TARGET GROUP:

All SLOT Consortium partner's members implicated in the WP4 deployment  
All national actors interested in the SLOT results

### LEADER:

The transfer will be lead by the Spanish partner

### INVITED SPEAKERS:

All external experts who can help the members to reach the objectives of the transfer : an easier and better understanding of the method as well as of the specific Spanish context and the used tools  
All internal members who can present sub-options to be added to the Spanish method and can contribute to the design of a SLOT method for learning outcome definition

### DURATION:

3 days on site in ALICANTE  
from May 23rd till 26th

### TARGET GROUP:

All SLOT Consortium Institutions represented by 10 members implicated in the WP4 deployment

### PEDAGOGICAL METHODS AND TOOLS:

Regarding the objectives of the transfer, the pedagogical team mixed:

- Formal presentation of the existing methods, processes, tools, involved profiles...
- Oriented discussions to help the members to transposed the presented information to their own institution or practices
- Brainstorming :
  - on integration of incoming informations and pratices in current practices ( for more transparency and improvements)
  - on the possibilities/opportunities of partners to implement partially the method, processes and tools

Non formal activities help as well by expressions within smaller group and help going further in detail regarding parteners similar contexts

The animation will be mainly done by IES

Learning Units	Objectives	Activities	Animator	Support	Time
<b>LU1 - Structure of Professional qualifications and diplomas1</b>					
	<p>To know and to understand the differences and similarities between PQ and PD</p> <ul style="list-style-type: none"> <li>- the structure of professional qualifications – Qualification National Institute</li> <li>- the structure of professional diploma (degree) – Ministry of Education</li> <li>- differences and similarities.</li> </ul>	Presentation and discussions	Presentations made by IES Cavanilles	ppt	01:00
	<p>To know INCUAL: his functions and responsibilities about FP.</p> <ul style="list-style-type: none"> <li>- aspects of INCUAL.</li> <li>- functions and responsibilities.</li> </ul> <p>National Catalog Professional Qualification National System Professional Qualification.</p> <p>To explain and focus on specifics vocabulary and concepts:</p> <ul style="list-style-type: none"> <li>- Assessors</li> <li>- Evaluators</li> <li>- Diploma</li> <li>- Qualification</li> </ul>	Presentation and discussions	Presentations made by IES Cavanilles	with information about INCUAL.	01:00
	<p>To exchange within the consortium with regards of diversity ( cultural and environmental)</p>	Exchanges and explanations of national cultures and environments	All consortium	based on examples and previous scheme Based on previous presentations and discussions	00:20 00:40
<b>LU 2 - Selection of experts.</b>					
	<p>To know the method for selection of experts, which have to develop the professional qualifications and professional diploma (degrees).</p> <ul style="list-style-type: none"> <li>- INCUAL's experts vs Education Ministry experts.</li> <li>- Selection of experts</li> <li>- Functions</li> </ul> <p>To explain and focus on specifics vocabulary and concepts:</p> <ul style="list-style-type: none"> <li>- Competence Unit</li> <li>- Experts Profile</li> <li>- Experts Motivations</li> <li>- Experts Roles</li> <li>- Vocational Training Committee</li> <li>- Occupation achievement</li> <li>- Occupation criteria</li> </ul>	Presentation and discussions	Presentations made by IES Cavanilles	PPT	01:45
	<p>To exchange within the consortium with regards of diversity ( own way to implicate expert in training designing) and to comment about what and how to implement in WP4</p>	Exchanges and explanations of institutional practices and the added value of the Spanish method	All consortium	based on examples and previous scheme Based on previous presentations and discussions	00:20 00:40
<b>LU 3 - Method for recognition the needs of professionals prr</b>					
	<p>To know the method for recognition of needs of professional profile.</p>	Presentation of the phases for process and functions recognition of new profiles. Discussions and exchanges within the group	Presentations made by IES Cavanilles	ppt	02:00

	To explain and focus on specific vocabulary and concepts: - Capacities		Information given by IES Cavanilles	based on examples and previous discussion	00:20
		Explanations through examples			
	To exchange within the consortium on some similar way of professional needs identifications and recognitions	Exchanges and explanations	from UPVM, Pezinok and CRP HT	Based on practices	00:40
<b>LU 4 - Development of professional diploma based on professional qualifications</b>					
	To know the steps to elaborate the different professional diploma of Vocational Training of different specialities.	Presentation of the method used by Education Ministry to develop professional diploma of vocational training. Discussions and exchanges within the group	Presentations made by IES Cavanilles	ppt	02:00
<b>LU 5 - Identification and definition of learning outcomes</b>					
	To know the different phases for identification and definition of Learning Outcomes.	Presentation of the methodology for identification and definition of learning outcomes in professional diploma. Discussions and exchanges within the group	Presentations made by IES Cavanilles	ppt	02:00
	To know other methods involving experts and using a form of LO description - on an institutional level (without law support or recommendations/ lobbying)	Presentation of the Caliform and the skill card elaboration method Discussions and exchanges within the group	Presentation by Sandra Grunewald & Stephane Jacquemart	Office Documents, scheme process and table correspondance skills and functions (IES) , CALIFORM scheme; SkillsCard table,	02:00
	To discuss the process and content of Learning Outcomes : - What do I want to achieve (Achievements and objects) ? - How do I want to achieve it ( Actions in the context of learning) ? - Recommendations of LO description best practices from IES ( 6 to 8 LO and 6 to 8 Evaluation criteria) - 4 Steps to check if outcomes are well defined (to give answer to Capacities of Unit of Competences - is achievement checked during the training - is achieved by the	Presentation and explanations through a process scheme and examples	Presentation made by IED and discussions within All consortium	based on examples and previous discussion	00:20
	To exchange within the consortium on some current practices to describe training achievements and to integrate new panish inputs	Exchanges and explanations	All consortium	Based on practices	00:40
<b>LU 6 - Proposal for the development of a professional Pro</b>					
	To integrate the SLOT methodology and tools by applying them in the framework of a case study for a selected profession	Presentation of a project manager skill card	Spanish partner	information and transposed in the Spanish Grid template	00:30
	Check the common understanding	Discussions and exchanges within the group			00:15

	Check if members are able to apply the method of : occupation grid lecture, Identification of LO from the UC, and translation of LO in LU	Role play within the group			02:00
	Check if the members are able to apply their knowledge, have a certain autonomy and identify the specific recall or accompagnement needs	Discussions and exchanges within the group			00:45
<b>Summary and Feedback session.</b>	To find out what was interesting for the partners regarding the transfer and its deployment	Questions and roundtable to all partners	Lead by CRP HT	Flipchart	00:30
	To find out what would/could be reused by each of the partners - in the deployment	Questions and roundtable to all partners	Lead by CRP HT	Flipchart	00:45
	To design the first draft of a common method to define LO	Discussions & exchanges	Lead by CRP		00:30
	To find out the satisfaction regarding the transfer meeting from quantity and quality of the information exchanges point of view				21:00