In-service Training Programme
VALUE PROPOSITION

For educators and trainers working with adults at margins of lifelong learning

By Speha Fresia (IT)
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ARTSKUL

Music, Drama and Storytelling Resources for Competence Building with Marginalised Adults

Tutors Handbook

The in-service training programme of Artskul project is available on-line as a handbook in pdf format for printing and as a flipbook for online use. It is available in all partner languages.

Value proposition

Through the trainers' training path of Artskul we aim to sensitize trainers and teachers to the introduction of methods and practices that use the performing arts as a means of learning. With this programme we intend to ensure that adult educators are:

a) properly trained to work in alternative, less formal educational programmes;

b) comfortable working with new pedagogic resources and suitably trained so they can deliver training in a blended learning environment;

c) familiar with different ways of structuring learning content especially into what may seem insignificant short exercises which research clearly demonstrates can have a significant impact on the hardest to reach target groups;

c) comfortable with informal learning environments where different learners can take on completely different roles at the same time - performing or recording performances;

d) able to incorporate different approaches into their learning plans for each of the four different learning styles - visual, auditory, tactile, and kinaesthetic;

e) fully bought in to the benefits that engagement with digital media can bring and yet fully aware of the risks that pertain in on-line environments and able to safeguard against possible negative on-line factors.

Structure of the In-Service Training

The in-service curriculum comprises 60 hours of training made up of 25 hours of face to face instruction (F2F) and 35 hours of self-directed on-line learning (SDL) addressing the more pedagogic and theoretical elements of the curriculum.

The breakdown of the hours for the three modules making up the programme is summarized in the following scheme.

This Training Programme has been organised in such a way that its possible conversion into distance training, facilitates the trainer in this adaptation.

Modules	Topics/Activities	SETTING & TIME		Linked Intellectual Outputs / Modules
		F2F[1] (hours)	SDL (hours)	
M1 The performing arts as viable learning environment through the use of embedded learning resources	Presentation of Artskul project	1h	1h	Preparation Workshop (also online, when necessary): Visit of Artskul project website and Facebook page, with a focus on the IOs developed. Registration on the Online Interactive Platform (IO4)
	Performing arts: Music, Drama and Storytelling	9h	12h	IO1_Choice among nr.42 Methods and activities with Music, Drama and Storytelling
M2 Digital media training to build the skills of educators in using smartphones for audio and audio-visual production and editing	New devices as learning tools: Visual Recording with smartphones	2h	4h	IO2_Module 1 Visual Recording
	New devices as learning tools: Audio Recording with smartphones	2h	4h	IO2_Module 2 Audio Recording
	New devices as learning tools: Editing	2h	4h	IO2_Module 3 Editing
M3 The changing role of educators with the growth in popularity of online learning	Think of new strategies for teaching: build up the fire of desire, unleash enthusiasm, cultivate curiosity, unlock the potential of adult learners	4h	4h	IO3_New practices in education – Unit 1
	Think of new environments, methodologies, and tools to attract more and more adult learners to lifelong learning	4h	4h	IO3_New practices in education – Unit 2
	Evaluation of the learning achievements	1h	2h	Evaluation of the whole workshop and self-reflection about own learning achievements
Total hours (F2F + SDL = 40 hours)		**25h.**	**35h.**	

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[1] One academic (teaching/training) hour is 45 minutes.

Learning outcomes

Modules	Knowledge	Skills	Attitudes
M1 The performing arts as viable learning environment through the use of embedded learning resources	Describe aims, activities, and intellectual outputs developed with Artskul	Contextualise project outputs and outcomes in a specific learning environment	Foster new ways for involving marginalised adults in lifelong learning activities
	Understand the principles underlying the proposed learning techniques (key skills) and the application criteria of the activities illustrated in the Manual and in the video tutorials	Successfully apply educational practices that use music, theatre, and storytelling	Orientation in the learning relationship centred on instilling passion, trust, and acceptance of diversity Design and manage new learning activities discovering the own artistic attitudes
M2 Digital media training to build the skills of educators in using smartphones for audio and audio-visual production and editing	Be updated on the potential of new communication devices and how they can be used in education Know the features of smartphone that can facilitate the production of audio-visual contents	Comfortable working with new pedagogic resources and devices	Curiosity in applying new ways and tools to propose low-threshold learning sessions Acceptance of the challenge of continuous updating on the most popular devices to reach the desired recipients
M3 The changing role of educators with the growth in popularity of online learning	Understand the different learning styles of adult learners Ponder the own educational practice towards facilitating adult marginalised learners	Able to incorporate different approaches into the learning plans	Active listening, empathy, and a non-judgmental approach
	Recognize the potential of the digital and online learning environment and identify ways to improve lesson plan design and management	Deliver training in a blended learning environment	Willing to integrate their professional tools with new online tools and resources
	Identify ways to improve quality monitoring and learning assessment in online environments	Use new assessment models in online environment: traceability, badges, final quiz, self-evaluation, in group evaluation, activity report, learner journal, key competences portfolio	Contextualize (formative) assessment to the non-formal and informal learning environment In the case of adults in a disadvantaged condition, orientation towards sharing and exchanging with other operators interested in individual personal cases

ARTSKUL - In service Training Programme

Purpose	This Manual for Artskul tutors is developed based on the project staff direct piloting, realised through the Learning and Training Transnational Activity (LTTA), allowing the improvement of the current Training Programme.
	The validation of the In-Service Training Programme ensures the easiest replication in the different partner countries of the training of further expert trainers in successfully applying the methods, practices, multimedia resources created with the Erasmus+ Artskul project.
	Due to the pandemic, we have learned that all of our training courses need to be completely revisited if delivered exclusively online. But we also know the preference for hybrid forms of learning, which involve a plurality of learning environments. Taking advantage of this lesson, the programme contains specific indications in the eventuality of an exclusively remote delivery.
Target Group	Adult and community educators, trainers, facilitators, and tutors working in different learning environments with adults on the margins of lifelong learning provision, young adults not in education, employment, or training, with elderly or differently able people.
Learning outcomes	At the end of this programme, adult trainers will:
	- Become expert tutors able to describe aims, activities, and intellectual outputs developed with Artskul, and apply them, contextualising project outputs and outcomes in a specific learning environment and fostering new ways for involving marginalised adults in lifelong learning activities.
	- Understand the principles underlying the proposed learning techniques (key skills) and the application criteria of the activities, successfully applying educational practices based on music, theatre, and storytelling, and improving the orientation in the learning relationship (centred on instilling passion, trust, and acceptance of diversity) and in designing and managing new learning activities discovering the own artistic attitudes.
	- Be updated on the potential of new communication devices and how they can be used in education, know the features of smartphone that can facilitate the production of audio-visual contents, and feel comfortable working with new pedagogic resources and devices, with curiosity in applying new ways and tools to propose low-threshold learning sessions, and accepting the challenge of continuous updating on the most popular devices to reach the desired recipients.

	- Understand the different learning styles of adult learners and ponder the own educational practice towards facilitating adult marginalised learners, with the ability to incorporate different approaches into the learning plans, and to apply a non-judgmental approach oriented towards active listening and empathy. - Recognize the potential of the digital and online learning environment and identify ways to improve lesson plan design and management, with the ability to deliver training in a blended learning environment and the attitude to integrate their professional tools with new online tools and resources. - Identify ways to improve quality monitoring and learning assessment in online environments, using new assessment models in online environment and contextualizing assessment to the non-formal and informal learning environment. - In the case of adults in a disadvantaged condition, improve of the orientation towards sharing and exchanging with other operators interested in individual personal cases (networking and multidisciplinary).
Duration	60 hours
Topics	- Significant emphasis on working with non-traditional embedded-learning approaches through arts: music, drama, and storytelling. - Focus on capitalizing on the ubiquity of new digital media platforms like smartphones. - Teaching and learning in new environments, with new methods and tools, with adults at the margins of lifelong learning provision. - Focus on adult learners, their backgrounds, and their desires. - Learning communities and networking. - Multidisciplinary and integrated approaches. - Personal and professional development through non-formal and informal educational settings.
Preparation	Some suggestions for participants and facilitators who organize the In-Service Training: - Reserve a room with chairs and tables, projector, speakers, and stable internet connection. - In the event that the training of trainers should take place exclusively online, each partner will use the platforms generally used for their activity in remote, with the support

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of the Artskul Portal where all learning resources are available.

- All adult educators participating in the In-service Training before starting the course will have registered on the Artskul Online Platform.
- A short biography will be requested from participants and facilitators with photos to upload on the portal, in the area dedicated to educators.
- Before the course, participants will be informed via email about:
  o how to access available learning resources;
  o the formal procedure for the certification of participation (Europass Certificate) in the In-service Training.
  o How we will run the training, initially foreseen in presence in Italy for the first group of educators (partners' staff), and in the individual countries subsequently, but which could be converted into an exclusively online activity.

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Lesson Plan

<table>
<tr><td colspan="4">Module 1 - The performing arts as viable learning environment through the use of embedded learning resources (IO1)</td></tr>
<tr><td>Duration</td><td>Material needed</td><td>Activity proposed and tips for the facilitator</td><td>Method</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="2">Duration of Module 1</td><td colspan="2"></td></tr>
<tr><td colspan="2">Sources</td><td colspan="2"></td></tr>
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<tr><td colspan="4">Module 2 - Digital media training to build the skills of educators in using smartphones for audio and audio-visual production and editing (IO2)</td></tr>
<tr><td>Duration</td><td>Material needed</td><td>Activity proposed and tips for the facilitator</td><td>Method</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="2">Duration of Module 2</td><td colspan="2"></td></tr>
<tr><td colspan="2">Sources</td><td colspan="2"></td></tr>
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<tr><td colspan="4">Module 3 - The changing role of educators with the growth in popularity of online learning</td></tr>
<tr><td>Duration</td><td>Material needed</td><td>Activity proposed and tips for the facilitator</td><td>Method</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="2">Duration of Module 3</td><td colspan="2"></td></tr>
<tr><td colspan="2">Sources</td><td colspan="2"></td></tr>
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Erasmus+

Activity Handout F2F Module 1

Module Title	The performing arts as viable learning environment through the use of embedded learning resources (IO1)		
Activity Title		Duration of Activity	
Learning Outcomes			
Aim of activity			
Materials Required for Activity	You will need: •		
Step-by-step instructions	• Step …. –		

Activity Handout F2F Module 2

Module Title	Digital media training to build the skills of educators in using smartphones for audio and audio-visual production and editing (IO2)		
Activity Title		Duration of Activity	
Learning Outcomes			

Aim of activity	
Materials Required for Activity	You will need: •
Step-by-step instructions	• Step …. –

Activity Handout F2F Module 3

Module Title	**The changing role of educators with the growth in popularity of online learning**		
Activity Title		**Duration of Activity**	
Learning Outcomes			
Aim of activity			
Materials Required for Activity	You will need: •		
Step-by-step instructions	• Step …. –		

PowerPoint presentation template
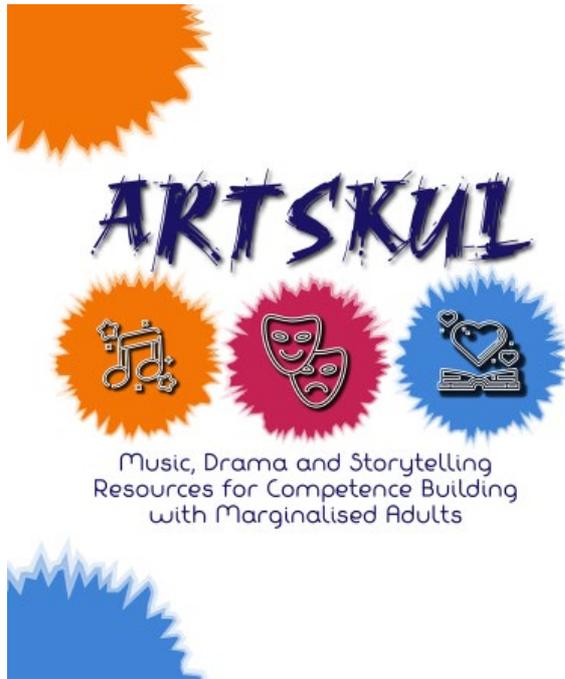
The PowerPoint presentation slides will facilitate both the teacher and the participants in following the lesson plan for each module of the in-service training programme.

Self-directed Learning Resources Handbook

Self-directed Lesson Plan

Module Title	The performing arts as viable learning environment through the use of embedded learning resources
Topic	
Title of Resource	
Why to use this resource?	
What will you get from using this resource?	
Link to resource	

Module Title	Digital media training to build the skills of educators in using smartphones for audio and audio-visual production and editing
Topic	
Title of Resource	
Why to use this resource?	
What will you get from using this resource?	
Link to resource	

Module Title	The changing role of educators with the growth in popularity of online learning
Topic	
Title of Resource	
Why to use this resource?	
What will you get from using this resource?	
Link to resource	

Self-directed Learning Activity

Module Title	The performing arts as viable learning environment through the use of embedded learning resources		
Activity Title		**Duration of Activity**	
Learning Outcomes			
Aim of activity			
Materials Required for Activity	You will need: •		
Step-by-step instructions	• Step …. –		

Module Title	Digital media training to build the skills of educators in using smartphones for audio and audio-visual production and editing		
Activity Title		**Duration of Activity**	
Learning Outcomes			

Aim of activity	
Materials Required for Activity	You will need: •
Step-by-step instructions	• Step …. –

Module Title	The changing role of educators with the growth in popularity of online learning		
Activity Title		**Duration of Activity**	
Learning Outcomes			
Aim of activity			
Materials Required for Activity	You will need: •		
Step-by-step instructions	• Step …. –		

ARTSKUL

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Message

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