IO2 - In-service training for VET tutors

Building the competence and confidence of VET tutors to work in on-line environments
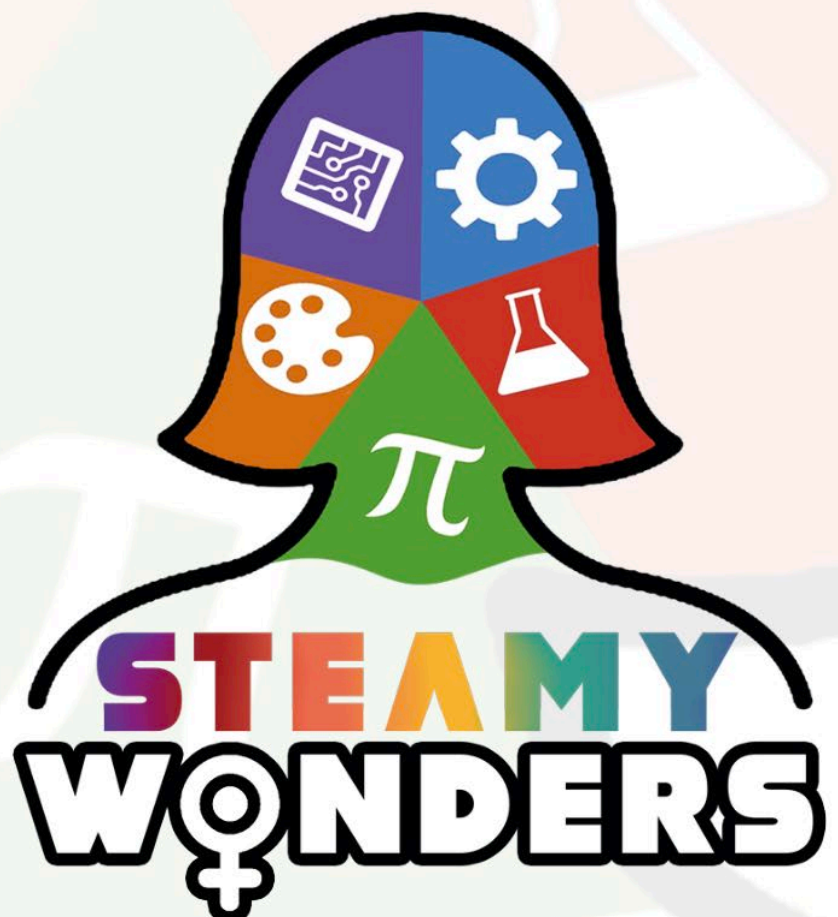
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Introduction

Self-directed learning is a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes

Self-directed learning helps you optimize your educational experience, allowing you to focus effort on useful information that you don't already posses and exposes you to information that you don't have access to through passive observation.

In this case, guidelines (links) to external materials are available to everyone via the Internet, and which will be of great benefit to you to further expand the knowledge you will primarily acquire through face-to-face learning and **strengthen your competences for working in on-line environments and understand the potential of the STEAM sector for woman and examining the barriers that many woman face in the sector.**

Apart from the link to the resource, the title of the resource, the time needed to master that resource and brief description of what it is about in that resource is given in each resource. In this way, you will be directed to useful materials, but also encouraged for self-directed learning, because on certain topics you will be able to continue to explore and build your skills.

Building the competence and confidence of VET tutors to work in on-line environments

SDL resource #1: How to build confidence in your Online instruction

Self-directed Learning Resource #1			
Activity title	**How to Build Confidence in Your Online Instruction**	Duration	1 hour
Why is this resource important?	This Recommendation seeks to establish a shared understanding of competences which can support transitions and cooperation between different learning settings. It sets out good practices that could address the needs of educational staff which includes teachers, trainers, teacher educators, leaders of education and training institutes, among others. It also addresses institutions and organizations, including social partners and civil society organizations, guiding and supporting people in improving their competences from early age on throughout their lives.		
What will you learn from this resource?	- This is a great resource for building up your theoretical knowledge about On-line instruction - You will learn a lot of facts about needs of educational stuff - What are the possibilities for improving your skills from early age		
Sources & References	The original text was found in: https://www.graduateprogram.org/2021/01/how-to-build-confidence-in-your-online-instruction/		

Activity: Reflection questions:
Duration: 0,5 hours

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1. Did you feel lack of confidence in your teaching skills in Online teaching?
2. Does it feel natural to you to teach On-line?
3. Would you like to expand your knowledge about digital learning skills?

Fill in the table and make a reflection of your skills/competences.
How would you describe your skills?

Skill/ Competence	How confident do I fell?	Is this skill important for on-line teaching?	Strategy to upscale skill
Communication skills in the mother tongue			
Digital Competence			
Producing learning resources in digital tools			
Educational Intelligence			
Technical Skills			
Interpersonal Skills and Resillience			

SDL resource #2: 7 Tips To Boost Self-Confidence In Online Training

Self-directed Learning Resource #2

Activity title	7 Tips To Boost Self-Confidence In Online Training	Duration	0,5 hour
Why is this resource important?	This is short and useful text with few really fun tips on how to boost your confidence in On-line training.		
Activity - Reflection questions Duration: 0,5 hours	• Do you already have a experience in On-line teaching? • What is the most uncomfortable situation you can imagine while on-line learning? • What are you most afraid of in On-line teaching? Task: If you still think that you lack confidence while teaching, try to make a friendly call on on-line teaching platform you use and present a new learning resource or a presentation to him/her. Ask them to give you a honest feedback!		
Sources & References	The original text was found in: https://elearningindustry.com/tips-boost-self-confidence-online-training		

SDL resource #3: Self-efficacy and self-esteem in online learning environments of adult learners

Self-directed Learning Resource #3

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Activity title	Self-efficacy and self-esteem in online learning environments of adult learners	Duration	1 hour
Why is this resource important?	This study examines two psychological aspects of adult learners which are related to the learning processes associated with online learning. In particular, the relationship between specific self-efficacy (computer and internet self-efficacy and self-efficacy in terms of online learning environments) and self-esteem in the online learning of adult learners were investigated. The participants included 260 adult learners in Belgium who were following courses in Adult Education Centers and Employment Training Centers. Quantitative cross-sectional correlational research was conducted. The results show that there were no significant differences in terms of specific self-efficacy (computer and internet self-efficacy and self-efficacy in online learning environments) and with regard to self-esteem in the online learning of adult learners with regard to their gender, age, and educational levels.		
What will you learn from this resource?	Among the influencing factors, the daily use of computers was found to have an effect on specific self-efficacy and self-esteem in such an environment. In addition, the findings indicate that specific self-efficacy (computer and internet self-efficacy and self-efficacy in online learning environments) was positively related to the self-esteem in online learning of adult learners.		
Sources & References	The original text was found in: https://www.researchgate.net/publication/330741870_Self-efficacy_and_self-esteem_in_online_learning_environments_of_adult_learners		

Activity: Self-efficacy and self-esteem
Duration: 30 min

After reading this resource, you have been introduced to the expressions self-efficacy and self-esteem.
In the following lines, try to make a reflection on your self-efficacy and self-esteem, and for each one of them, answer on the following questions.

Question	Self-Efficacy	Self-esteem

1. How high would you rate your self-efficacy / self-esteem in on-line environments?		
2. Do you face any problems when working in on-line environments and do you think in the background of that is a lack of self-efficiency / self-esteem?		
3. How can you improve your self-efficacy / self-esteem while teaching in on-line environments?		

SDL resource #4: Applying Best Practice Online Learning, Teaching, and Support to Intensive Online Environments: An Integrative Review

Self-directed Learning Resource #4			
Activity title	Applying Best Practice Online Learning, Teaching, and Support to Intensive Online Environments: An Integrative Review	Duration	4 hour

Why is this resource important?	The current paper explores known best practice principles for online instructors, students, and student support and considers how these might apply to intensive online environments. It is suggested that the accelerated nature of learning in intensive settings may place additional demands on students, instructors, and support mechanisms. Further research is imperative to determine predictors of success in online intensive learning environments.
What will you learn from this resource?	- How to apply best practices in on-line learning - Practical advices on how to improve your on-line teaching and support - Principles for on-line instructors - How to be successful in on-line learning and teaching - On-line environments and its challenges.
Sources & References	The original text was found in: https://www.frontiersin.org/articles/10.3389/feduc.2017.00059/full

SDL resource #5: EU Council Recommendation on key competences for lifelong learning

Self-directed Learning Resource #5			
Activity title	EU Council Recommendation on key competences for lifelong learning	Duration	1 hour

Why is this resource important?	This Recommendation seeks to establish a shared understanding of competences which can support transitions and cooperation between different learning settings. It sets out good practices that could address the needs of educational staff which includes teachers, trainers, teacher educators, leaders of education and training institutes, among others. It also addresses institutions and organisations, including social partners and civil society organisations, guiding and supporting people in improving their competences from early age on throughout their lives.
What will you learn from this resource?	Definition of the key competences and the essential knowledge, skills and attitudes related to: • Literacy competence; • Multilingual competence; • Mathematical competence and competence in science, technology, engineering; • Digital competence; • Personal, social and learning to learn competence; • Citizenship competence; • Entrepreneurship competence; • Cultural awareness and expression competence.
Sources & References	Council of European Union (2018). Council Recommendation of 22 May 2018 on key competences for lifelong learning. Official Journal of the European Union, 189(1). Available in different languages at: hhttps://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3AOJ.C_.2018.189.01.0001.01.ENG

Activity Key skills:
Duration: 0,5 hours
For each item below decide what level you think you are at.

	Can't do	Difficult	Can do	Confident
I can set myself targets				
I can keep my temper				

I know my strengths/weaknesses				
I can meet deadlines				
I am a good timekeeper				
I can work as part of a team				
I can explain my ideas				
I can support and encourage others				
I can do mental arithmetic				
My handwriting is clear, jointed and fluent				
I can ask for help and know who to ask				

My main strength are <u>underlined:</u>
Communication/Numeracy/ICT/Problem Solving/Working With Others/Improving Own Learning and Performance.

My main weaknesses are <u>underlined:</u>
Communication/Numeracy/ICT/Problem Solving/Working With Others/Improving Own Learning and Performance

SDL resource #6: How the Adult Brain Learns: The Importance of Creating Enriched Environments When Teaching

Self-directed Learning Resource #6

Activity title	How the Adult Brain Learns: The Importance of Creating Enriched Environments When Teaching	Duration	1 hour
Why is this resource important?	This article examines the science of how the adult brain learns and offers suggestions to maximise the effectiveness of adult education and training programmes.		
What will you learn from this resource?	• Principles of andragogy; • Neuro andragogy; • How the brain learns; • Multiple Intelligences and enriched learning environments, Among others.		
Sources & References	Friederichs, A. (2018). How the Adult Brain Learns: The Importance of Creating Enriched Environments When Teaching. Website. Available at: https://unbound.upcea.edu/innovation/contemporary-learners/how-the-adult-brain-learns-the-importance-of-creating-enriched-environments-when-teaching/		

SDL resource #7: The Neuroscience of learning & development: Crystalizing Potential
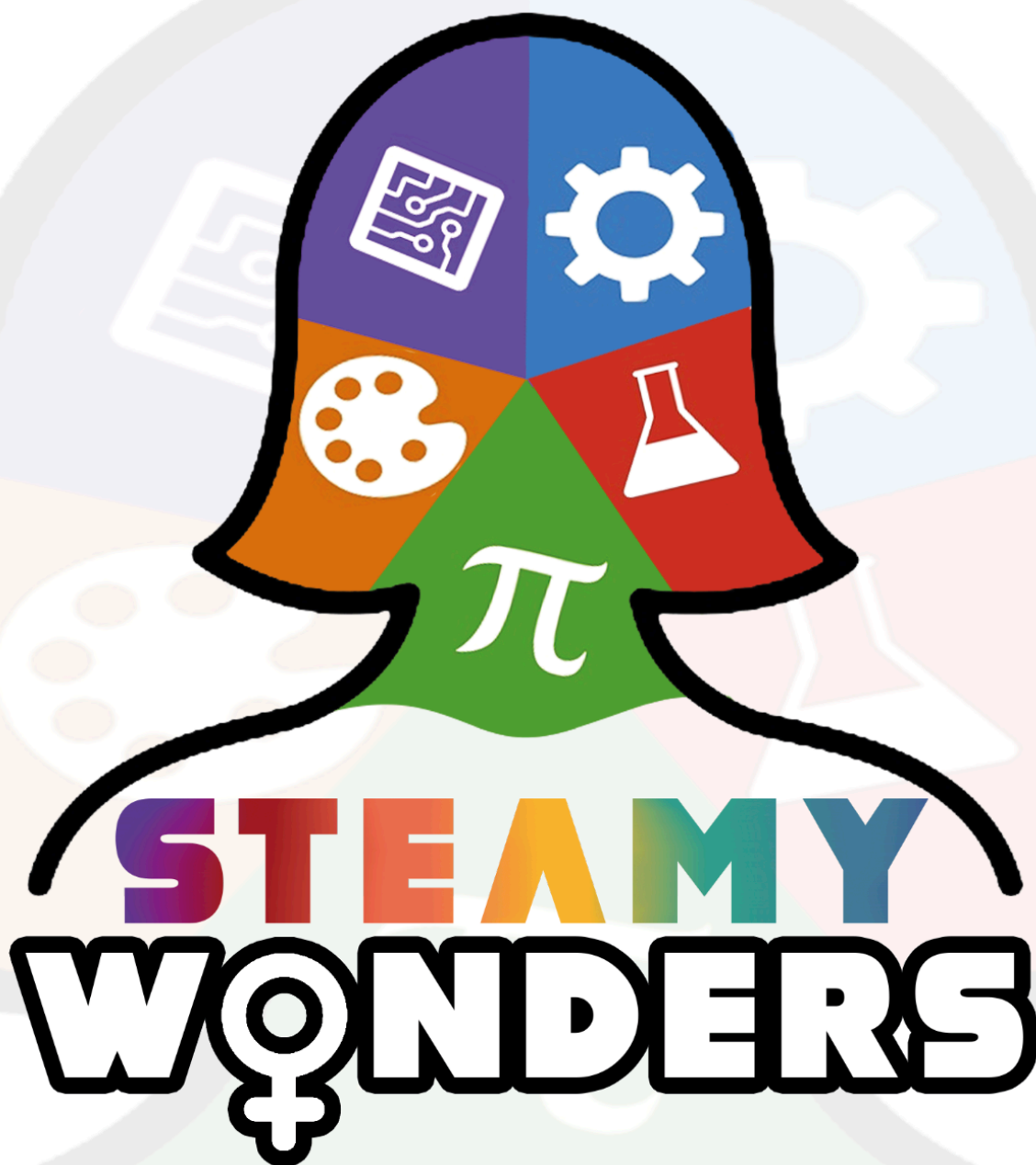
Self-directed Learning Resource #7

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Activity title	The Neuroscience of learning & development: Crystalizing Potential	Duration	3 hours
Why is this resource important?	In this paper, the author explores the neuro-scientific underpinnings of the learning process, the factors that hinder or limit our learning ability, including ways to optimise learning processes.		
What will you learn from this resource?	**Part One: How we learn** • Neural networks and neuroplasticity • Attention • Memory • Motivation, failure and learning • Conditions for learning **Part Two: Limitations to learning** • Prefrontal cortex limitations • Stress • Learning barriers **Part Three: Implications for best practices** • Learning today • A model for learning • Stress and learning • Informal and collaborative learning • Technology and learning		
Sources & References	Vorhauser-Smith, S. (2011). *The Neuroscience of learning & development: Crystalizing Potential*. Available at: https://www.pageuppeople.com/wp-content/uploads/2012/06/Neuroscience-of-Learning-and-Development1.pdf		

SDL resource #8: How can we motivate adults to engage in literacy and numeracy learning?

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Self-directed Learning Resource #8			
Activity title	How can we motivate adults to engage in literacy and numeracy learning?	Duration	1 hour
Why is this resource important?	This paper analyses the topic of motivating adults to improve their literacy and numeracy skills and it also considers why literacy and numeracy skills are so important in the 21st century.		
What will you learn from this resource?	• Conceptualisation of skills, competences and practices; • Literacy and numeracy skills and education levels; • Approaches to the improvement of adult literacy and numeracy skills, Among others.		
Sources & References	Mallows, D. & Lister, J. (2016). *How can we motivate adults to engage in literacy and numeracy learning? Future of Skills & Lifelong Learning Evidence Review.* London: Government Office for Science. Available at: https://dera.ioe.ac.uk/28521/1/skills-lifelong-learning-motivating-engagement.pdf		