

Practice pathways: Digital skills of adult educators



EPALE (Electronic Platform For Adult Learning in Europe)

Supporting policy and practice in adult education

- An online resource of adult learning material-providing **quality content** that supports the adult learning sector
- Encourages those working in adult learning to **network** and form **meaningful connections**
- Create your own unique **'Collaborative Space'** - closed and secure groups allowing you to discuss your ongoing work with project partners and networks
- **Join/Create 'Communities of Practice' (online groups)** – to meet like-minded EPALE members from across Europe and **exchange** ideas, resources and good practices
- Upload blog posts, events and resources, **disseminating and promoting** your organisation/project results
- **Comment on articles and blogs** – connect and exchange views and ideas with EPALE users
- **Take part in Pan-European online discussions** on issues and topics within the sector
- Join EPALE at <https://epale.ec.europa.eu/user/register/adult-learning>

Blog

[View all blog posts](#)


Where next for the adult learning workforce?

15/08/2019 by NSS UK
Language: EN

[Share your views](#)

Document available also in: RO

[+3](#) [0](#)



"Success comes through continual improvement."
Paul Donaghy, *Enabling social change through adult learning: a place, people and partnership approach*, Thinkpiece 5

The Learning & Work Institute has released the *Healthy, Wealthy and Wise: implications for workforce development* report, as part of its work for the European Agenda for Adult Learning. Although the report focuses on the UK, its findings have relevance across Europe.

The report starts from the premise that **countries cannot have effective adult learning strategies in place without adequately supporting the workforce that delivers them**. This principle is at the heart of EPAL which supports over 50,000 practitioners across Europe.

The report's editors argue that as adult learning strategies increasingly take into account the findings of UNESCO'S Third Global Report on Adult Learning and Education¹, more will need to be done to support the workforce. These ideas were initially explored in L&W's 2018 publication, *Healthy Wealthy and Wise: the impact of adult learning across the UK*.²

SUGGEST A BLOG POST

News

17/10/2019
Take the EPAL survey and help us improve!

17/10/2019
Spaces available on Space (maths programme in South Dublin)



16/10/2019
Empowering Adult Training: A Guide for Emotional Management



14/10/2019
EU eTwinning Programme Marks Five Years of BiH Participation

[view all news](#)

Events

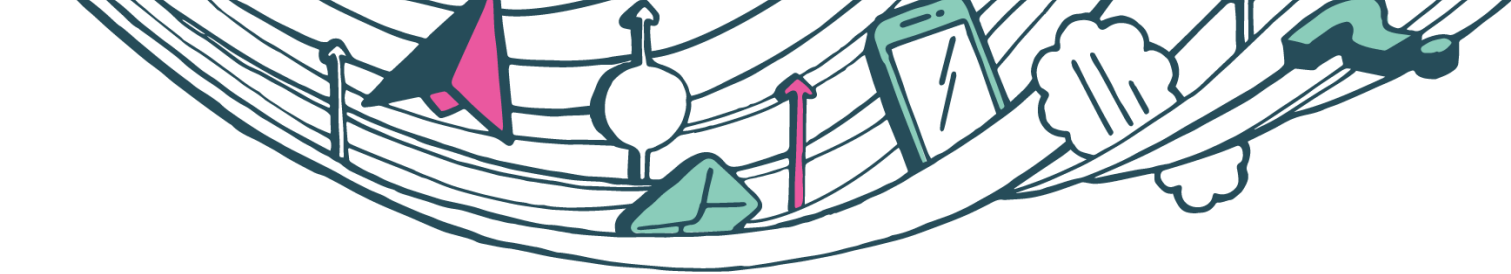
15/03/2020 to 18/03/2020

Key questions

Supporting the adult learning workforce?

- What does my government need to do?
- What does my organisation need to do?
- What do I need to do?





Vikki Liogier
Education and Training Foundation



**EDUCATION & TRAINING
FOUNDATION**

Digital Skills for Adult Educators

VIKKI LIOGIER - @vikkiliogier

**#digitalETF
#professionalpathways**

23 OCTOBER 2019

TODAY

- 01** **ETF'S MISSION AND VALUES**
- 02** **CONTEXT**
- 03** **DIGITAL TEACHING PROFESSIONAL FRAMEWORK**
- 04** **ENHANCE DIGITAL TEACHING PLATFORM**
- 05** **EDS WORKFORCE DEVELOPMENT PROGRAMME**
- 06** **CONCLUSION**



01

ETF'S MISSION & VALUES

WHAT IS THE EDUCATION AND TRAINING FOUNDATION?

We are the government-backed, sector-owned national support body for the Further Education and Training sector.

Our Mission and Values

The Education and Training Foundation works with teachers, trainers, leaders and employers to help them deliver excellent further and vocational education and training.



RESPONSIVE



**STRIVING FOR
EXCELLENCE**



INCLUSIVE



EXPERT



TRUSTWORTHY

02

CONTEXT

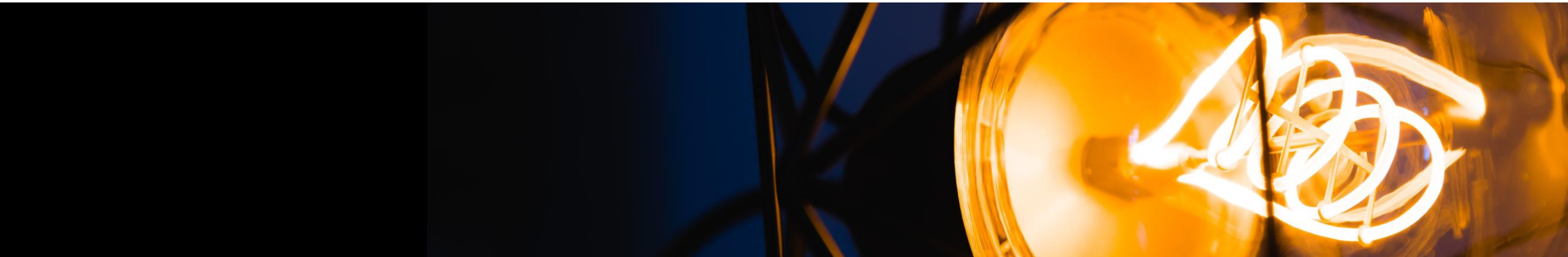
CONTEXT

In-depth **positioning review** performed early 2018.

Three key points:

1- Clear awareness that digital skills and technologies must be harnessed for the UK to remain a global leader;

- The **UK digital Strategy** (March 2017);
- The **UK Industrial strategy – Building a Britain Fit for The Future;**
- **FELTAG Recommendations (March 2014) & Evolution** (June 2016)
- **The 2020 Essential Digital Skills Entitlement;**
- **DfE EdTech Strategy** (April 2019)



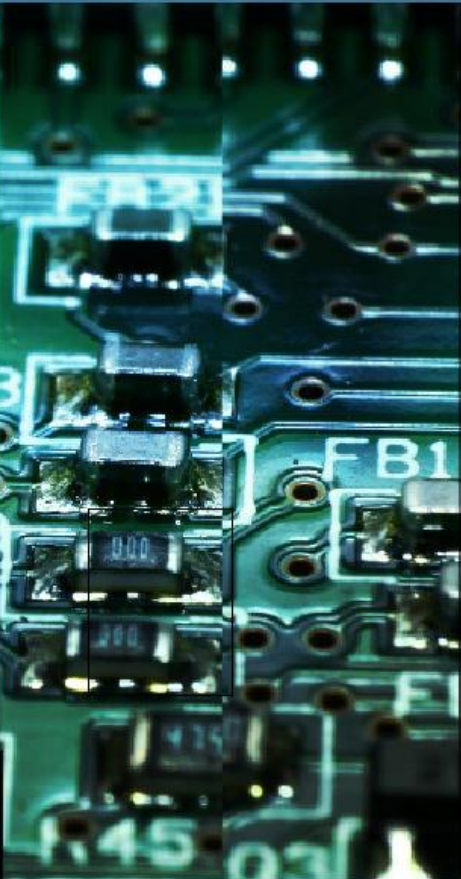
A Digital World



Digital Revolution

4

FUTURE



Electronics Revolution

3

1969



Mass Production Revolution

2

1870



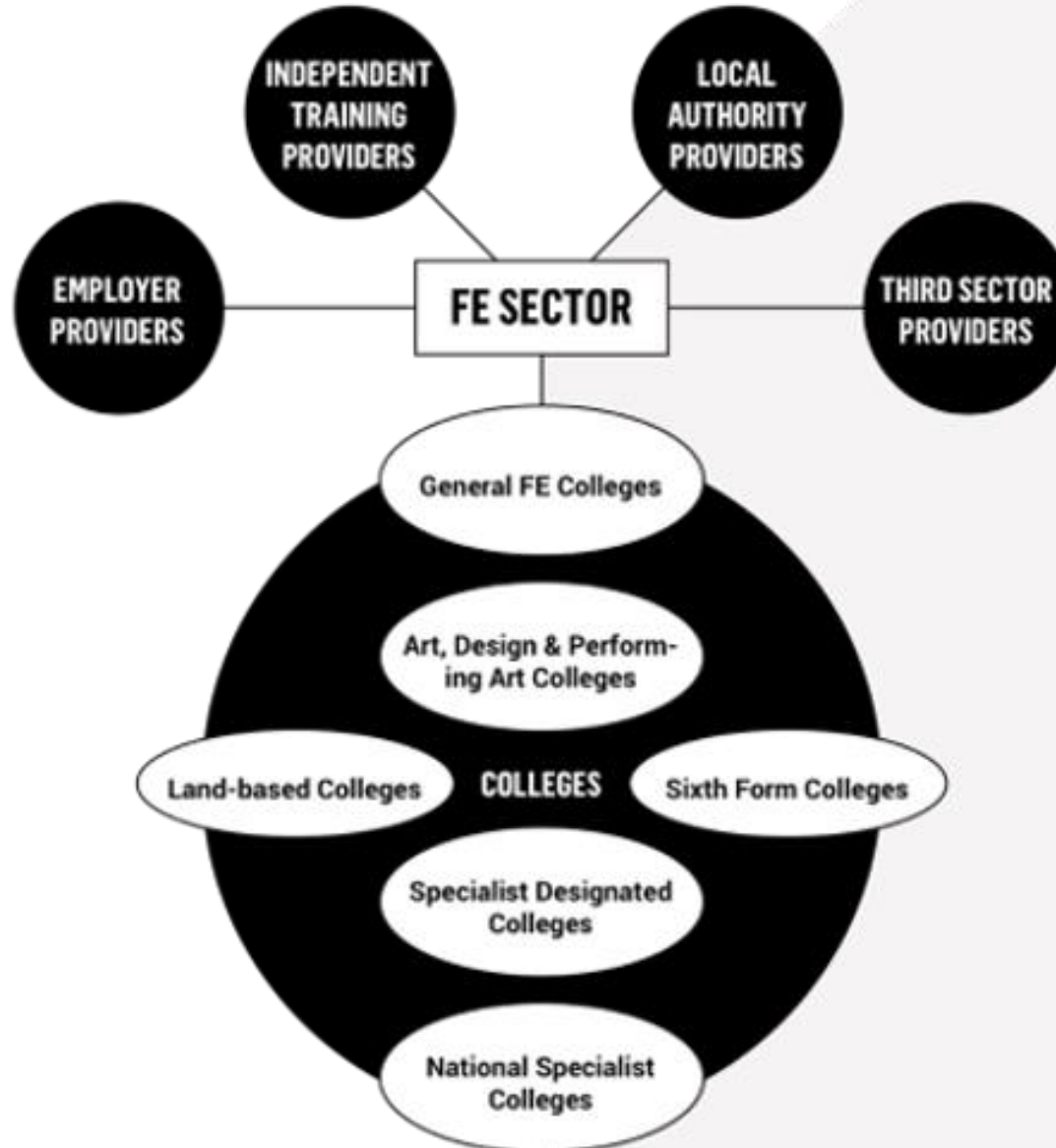
Industrial Revolution

1

1764

2- Diversity and complexity of the vocational & training sector's landscape

TYPES OF PROVIDERS IN FE



3 - Strategy to tackle the barriers to digital & the digital divide

**11.9
million**

22% adults do not have the essential digital skills they need for life

**17.3
million**

53% of working age adults do not have the essential digital skills they need for work



EDTECH STRATEGY

2018 – 2021

VISION

The Further Education and Training workforce will be digital citizens, confident in using technologies safely, collaboratively and constructively to support learners to develop the skills to learn, live and work in a global society.

7 STRANDS

- 1 EdTech Competency Framework (DTPF)
- 2 EdTech Teacher Status (EdTechTS)
- 3 EdTech Learning Community
- 4 Tailored Training Services
- 5 Accessible Learning
- 6 User Experience
- 7 Sustainability

MISSION

To inspire & support teachers, trainers, leaders and governors of the Further Education and Training sector in building skills, understanding and confidence in using new technologies to enhance the learner's journey and maximise personal, organisational and their learners' outcomes.

VALUES

Trustworthy
Responsive
Striving for Excellence
Inclusive
Expert

CULTURE

Harnessing new technologies likened to riding a bike: challenging at first then fun, fast, empowering and rewarding.

AWARDS

Online Badges

03

**DIGITAL TEACHING PROFESSIONAL
FRAMEWORK #DTPF**

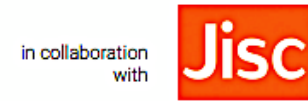
WHY DEVELOP A DIGITAL TEACHING PROFESSIONAL FRAMEWORK?

- **A shared understanding of what it means to embed EdTech in TLA;**
- **A clear developmental pathway for educators;**
- **To improve the capability of practitioners to use digital technology & enhance the quality of TLA;**
- **To improve learning experience and the learners' employability outcome.**



Digital Teaching Professional Framework

Taking learning to the next level



A Planning your teaching	B Approaches to teaching	C Supporting learners to develop employability skills	D Subject-specific and industry-specific teaching	E Assessment	F Accessibility and inclusion	G Self development
<p>A1 Planning and looking for information</p> <p>A2 Designing and adapting activities</p> <p>A3 Empowering learners through technology</p> <p>A4 Communication/collaboration between colleagues/learners</p>	<p>B1 Teaching and learning resources</p> <p>B2 Teaching context: face-to-face</p> <p>B3 Teaching context: blended learning</p> <p>B4 Teaching context: fully online</p>	<p>C1 Supporting digital capabilities to enhance employability skills</p> <p>C2 Supporting study skills</p> <p>C3 Communication and collaboration with and between learners</p>	<p>D1 Teaching (subject-specific and industry-related)</p> <p>D2 Raising learners' digital employability and self-employability skills</p>	<p>E1 Assessment and feedback</p>	<p>F1 Accessibility</p> <p>F2 Equality and diversity</p>	<p>G1 Self-assessment and reflection</p> <p>G2 Progression and CPD - strategies to develop digital skills and pedagogy</p> <p>G3 Well-being (practitioner and learner)</p> <p>G4 Managing identity (practitioner and learner)</p>

3 Stages



DEDICATED EDTECH AREA

DIGITAL TEACHING 3 STAGES

Practitioners will be able to use the accompanying training modules as free-standing resources and to work towards certified badges at three levels.

An individual practitioner may not necessarily be at the same stage for each of the different elements.



ELEMENTS

COVERING DIFFERENT TEACHING CONTEXTS AND ACTIVITIES

- A. Planning your teaching
- B. Approaches to teaching
- C. Supporting learners to develop employability skills
- D. Subject-specific and industry-specific teaching
- E. Assessment
- F. Accessibility and inclusion
- G. Self development

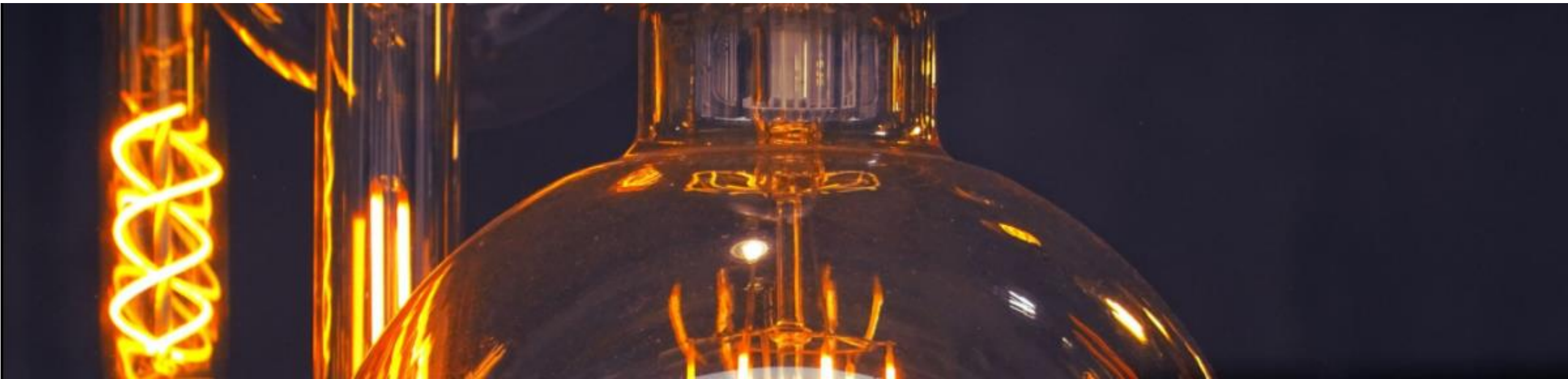
ETF's EdTech
Support information
&
news
on our dedicated
EdTech area.



ETFFOUNDATION.CO.UK/EDTECH

HOW IS THIS DIFFERENT?

1. **By focusing on teaching and learning**, rather than simply applying digital skills;
2. **Developed** in close consultation with the sector by **adopting a user centred design process**;
3. **A dynamic framework!**



04

ENHANCE

THE ETF'S DIGITAL TEACHING PLATFORM

TAKING LEARNING TO THE NEXT LEVEL

Welcome to the Enhance Digital Teaching Platform for teachers and trainers in the FE and Training sector

Our most popular modules



Enhance is the professional development interface underpinned by the framework. A comprehensive suite of **online bite-size training modules** with a **badged recognition** structure.

ENHANCE



EDUCATION & TRAINING FOUNDATION

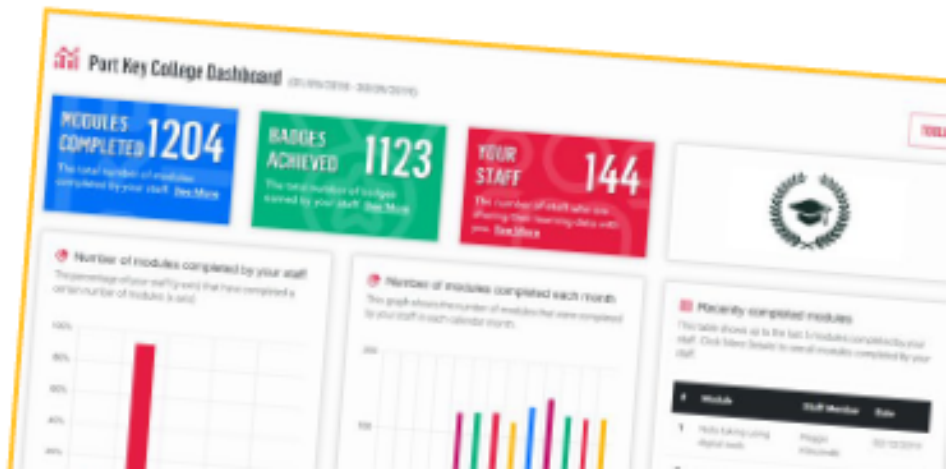
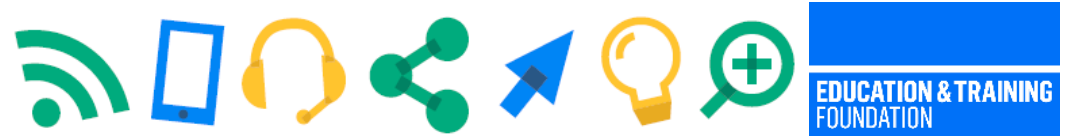
<https://enhance.etfoundation.co.uk/>

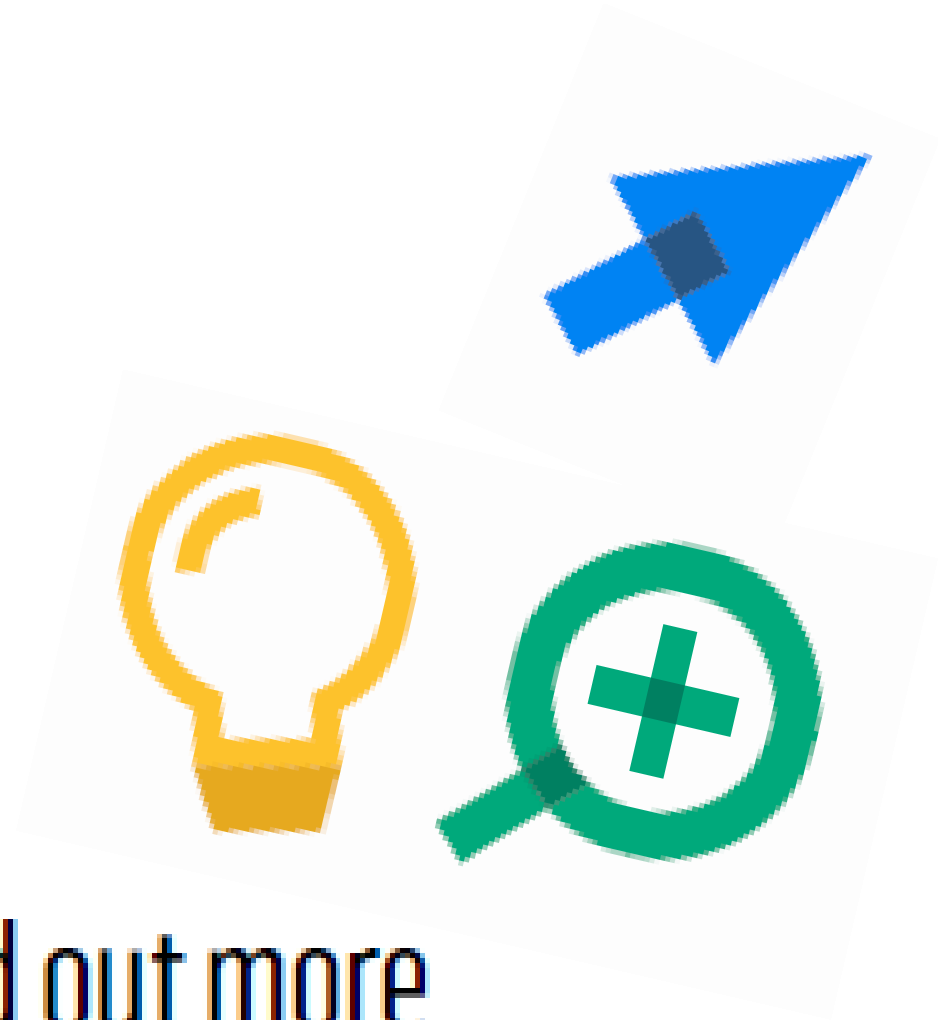


Accelerate your Digital Learning Strategy with our Management Dashboard

#EnhanceDashboard

Enables you to capitalise on these free EdTech resources across your organisation and support your staff development.





Find out more

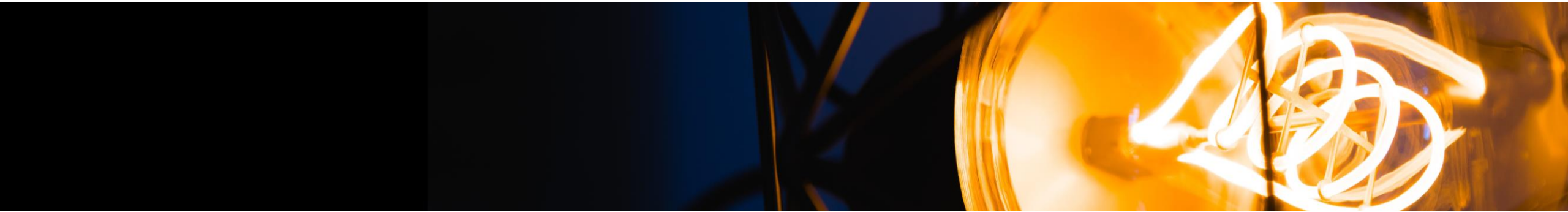
enhance.etfoundation.co.uk/dashboard

05

**EDS WORKFORCE
DEVELOPMENT PROGRAMME**

CONTEXT

- The programme is **mapped on the national standards.**
- **Informed by** a Research on the [Workforce Capability to Deliver the Digital Entitlement](#) conducted between November 2018 & February 2019 across 76 organisations.
- **Programme structured around a Blended CPD Training with 4 modes of delivery**



PROGRAMME STRUCTURED AROUND A BLENDED CPD TRAINING WITH 4 MODES OF DELIVERY

Move away from a linear structured programme and user experience is at the heart of the design

1- Online

- **Self-assessment tool** with pointers to microlearning modules to fill skills gaps
- SA will capture the **learner's journey** in a timely manner and update its **EDS capability profile**
- **A set of short learning modules** to best respond to the differentiated spiky skills gap profile of practitioners
(20 to 30 microlearning module of 6 to 20mn long with a total GLH between 5 and 9hrs)
- **Gamification** used to motivate, reward and acknowledge progress with Badging.



PROGRAMME STRUCTURED AROUND A BLENDED CPD TRAINING WITH 4 MODES OF DELIVERY

2- Face to Face Workshops / Webinars

- Confidence builders and “How to” workshops
- Planned to roll out through across organisations through peer training

3- Multimedia Toolkit

- Confidence – Scenario exemplars of activities to be used with students
- Guidance material
- Team meetings support and organisational guidance

4- Communities of practice

- Peer/pathway/sector support
- Sustainability
- Ongoing share of practices



ENHANCE - AN EVOLVING DIGITAL TEACHING ECOSYSTEM

**EDUCATION & TRAINING
FOUNDATION**

17 February 2020

Essential Digital Skills CPD Programme

COMING SOON

etfoundation.co.uk/blog



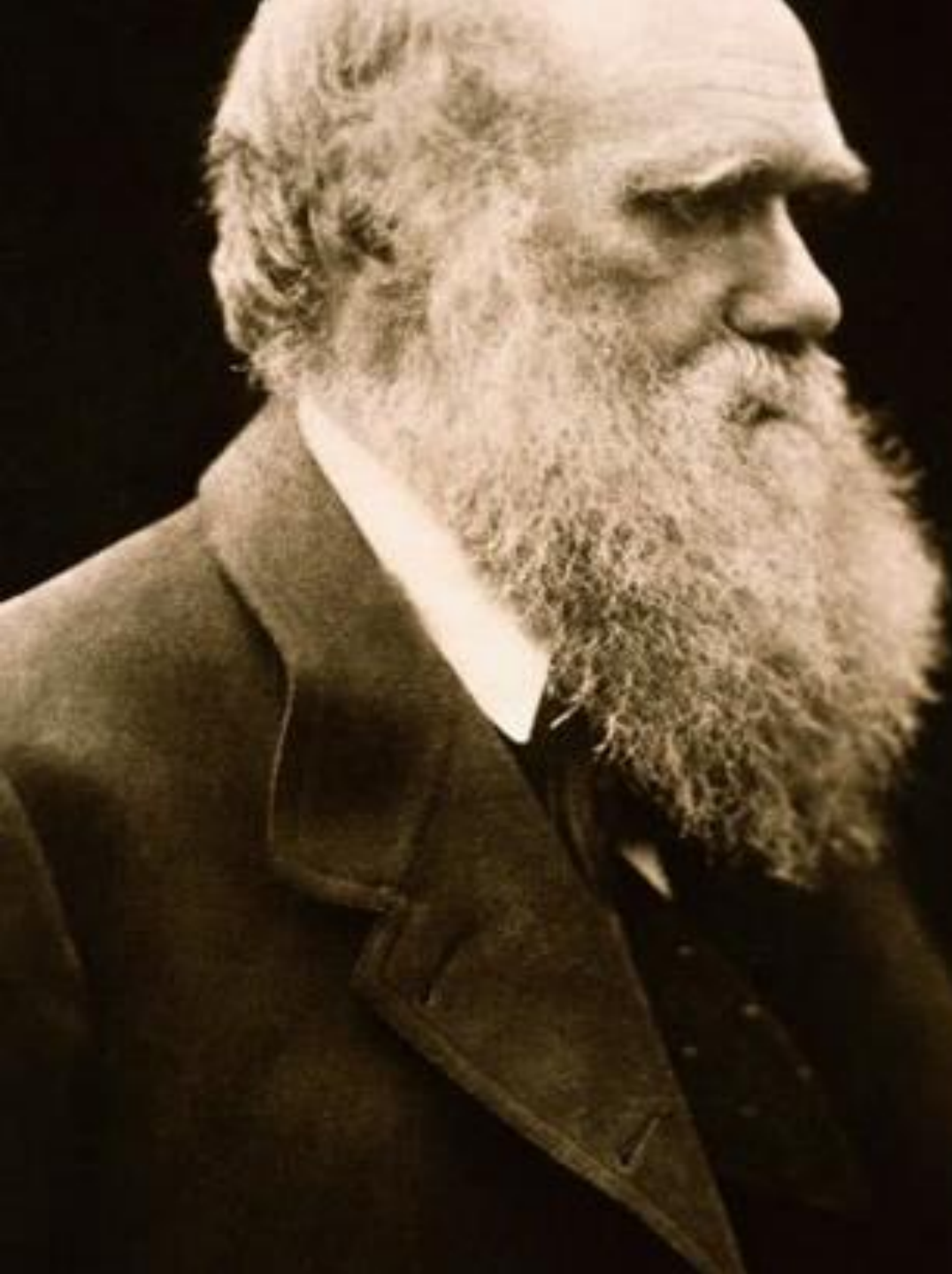
06

CONCLUSION

To reflect upon ...

- Is how we teach mirroring “real life” operations & building skills for employability?
- Is when & where we teach optimising engagement? Do we need to rethink learning spaces?
- Have we redefined our pedagogic approaches to make the best use of EdTech?
- Are we building a culture of growth mindset and lifelong learning while making sure that the processes within our organisation support the delivery of the ethos?





“It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is *the most adaptable to change.*”

- Charles Darwin

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<https://www.et-foundation.co.uk/edtech>

**THANK YOU
ANY QUESTIONS?**

VISUAL REFERENCES

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Contributors include:

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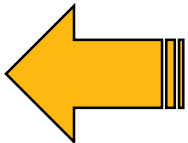
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- **Montage created from 4 images:** Industrial Revolution (Steam Locomotive By Gudellaphoto), Mass Production Revolution, Electronics Revolution and Digital AI Revolution (Cyborg head using artificial intelligence to create digital interface 3D rendering By [sdecoret](#))
- **Students Learning Education Social Media Technology** By Rawpixel.com
- **Presenting modern wireless technologies as means of communication and networking on dark background** By [adam121](#)
- **Business idea. Men hand holding light bulb. Polygon color line** By ipuwadol
- **Set of vintage glowing light bulbs on black background** By [chones](#)



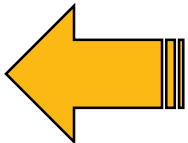
11.9 MILLION (22%) ADULTS DO NOT HAVE THE ESSENTIAL DIGITAL SKILLS THEY NEED FOR LIFE

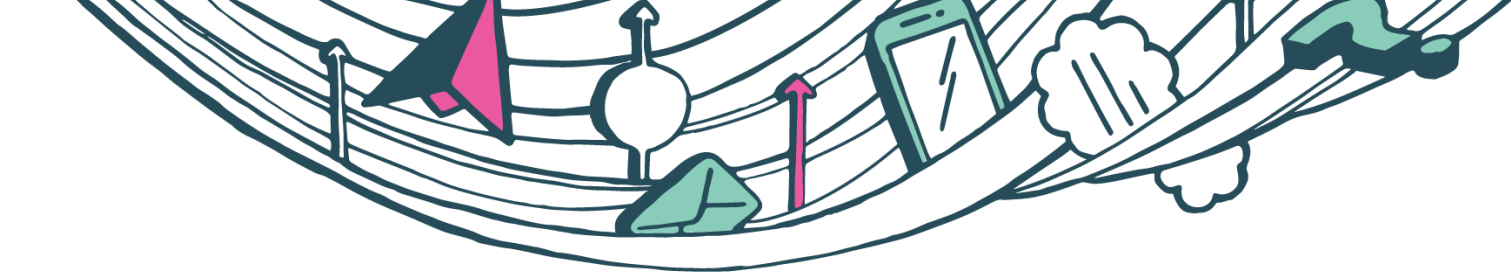
- **Education-** 91% of those with university formal degrees have EDS for life, compared to 35% with no formal education.
- **Age-** 94% of those aged 18-24 years old have EDS life, compared to 45% of those aged 65 plus.
- **Disability-** 82% without a disability have EDS for life, compared to 53% with a disability.
- **Gender-** 80% of men have EDS for life, compared to 75% of women.
- **Household income-** 89% of those with household incomes of £25k or more have EDS for life, compared to 57% with household incomes under £11.5k.
- **Employment-** 90% of full time workers have EDS for life, compared to 64% not working.



17.3 MILLION (53%) OF WORKING AGE ADULTS DO NOT HAVE THE ESSENTIAL DIGITAL SKILLS THEY NEED FOR WORK

- Those with EDS for work earn on average £37,995 per year- almost £13,000 more than those lacking workplace digital skills.
- Significant variation by sector e.g. 80% of the finance, insurance and real estate workforce have EDS for work, compared to 36% of the manufacturing workforce.
- Examples of EDS for work:
 - 48% of those in work cannot use digital collaboration tools
 - 43% of those in work cannot use software such as spreadsheets to manipulate and analyse data
 - 33% lack cyber security skills.





Ben Charles

Global Learning and Skills Partnership



UPSKILLING PATHWAYS: IMPLICATIONS FOR THE ADULT LEARNING WORKFORCE

Digital skills for adults and adult educators



OVERVIEW OF DIGITRAIN

**An Erasmus+ Strategic Partnership Project
in the field of Adult Education**

2017-2019



Co-funded by the
Erasmus+ Programme
of the European Union

BACKGROUND AND CONTEXT

The project was developed against a background of:

Rapid digital transformation of the economy in which most jobs now require some level of digital as well as transversal skills

Dramatic increase in the use of digital technology in our private lives for leisure purposes, entertainment and communication with other individuals.

In the work place, these technologies have spread so rapidly that an estimated 90% of all available jobs require at least a basic level of digital competences

Almost half the EU population lack basic digital skills with 20% having none at all.

PROJECT PARTNERS

**Futuretrend
Technologies –
UK**

**Global Learning
and Skills
Partnership - UK**

**Go Europe –
Spain**

**Futuro Digitale -
Italy –Italy**

**Eurosucces
Consulting –
Cyprus**

**Action Synergy
S.A. - Greece**

PROJECT AIM

The aim of the project was to help build capacity in training organisations to deliver high quality and relevant digital skills training by improving staff competence and formulating digital competence frameworks to be used as the basis for developing digital training programmes and learning resources.

OBJECTIVES

Formulate

- Formulate digital competence frameworks for (a) adult educators and (b) adults

Design and pilot

- Design and pilot a modular “Train the Trainer” course for adult educators, and a Digital Skills course for disadvantaged adults

Develop

- Develop teaching and learning resources to deliver blended digital skills training to adult educators and adults

Improve

- Improve adult educators’ knowledge and skills in using digital learning technologies including tools and platforms

Produce

- Produce guidance for adult educators on strategies, tools and approaches to promote and delivering digital skills to adults

Improve

- Improve the intercultural competence of participants

INTELLECTUAL OUTPUTS

Digital Competence Framework for Adults

Digital Competence Framework for Adult Educators

Course in Digital Skills for Adult Educators

Teaching and Learning Resources

Handbook for Adult Educators

DIGITAL COMPETENCE FRAMEWORKS

Based on:

DigCompEdu – Digital Competence Framework for Educators

DigComp – Digital Competence Framework for Citizens

THE DIGCOMP FRAMEWORK

Competence area
1: information
and data literacy

Competence area 2:
communication and
collaboration

Competence area 3:
digital content creation

Competence area 4:
safety

Competence area 5:
problem solving

DIGCOMPEDU

Competence
area 1:
Professional
Engagement

Competence Area
2: Digital
Resources

Competence Area
3: Teaching and
Learning

Competence Area 4:
Assessment

Competence Area
5. Empowering
Learners

Competence Area 6:
Facilitating Learners'
Digital Competence

STRUCTURE OF THE DIGITAL COMPETENCE FRAMEWORKS



COURSE FOR ADULT EDUCATORS

- Based on the Digital Competence Framework for Educators
- Non accredited
- To be delivered in blended form, using mainly **non-formal methods/approaches**
- Course Specification – aims, target groups, assessment, course structure (modules and units)
- Summary of modules to include assessment strategies and teaching methods

COURSE FOR ADULT EDUCATORS



Based on the Competence Framework for Educators



Non accredited



To be delivered in blended form, using mainly non formal approaches



Course Specification – aims, target groups, assessment, course structure (modules and units)



Summary of modules to include assessment strategies and teaching methodology

RESOURCES

Session plans

Materials

Links to
additional
resources



GUIDANCE FOR ADULT EDUCATORS

The importance of digital skills for adults

Policies and strategies to promote digital skills

The capacity and ability of adult educators to use digital technologies in the teaching and how they might improve their digital competence

Non-formal approaches and techniques in delivering digital skills

Examples of good practice in delivering digital skills

**THE RESOURCES CAN BE DOWNLOADED FROM
THE DIGITRAIN WEBSITE**

WWW.DIGI-TRAIN.EU



THANK YOU