Relevant Project Results

STRUCTURE ANALYSIS TASKS

Grant Agreement No.: 2018-1-ES01-KA204-050586

Project Title: Language learning through critical thinking tools: challenges and chances

Project Acronym: LANCET

Project Main Objective: Exchange of Good Practices

Action Type. KA204 - Strategic Partnerships for adult education

Start of Project: 01/09/2018

End of Project: 31/12/2020

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Content

INTRODUCTION TO THE PROJECT

Due to migration movements, the influence of globalization and diversification tendencies in society, there is a need to strengthen inclusion in Europe to avoid social disharmony. It is important to encourage intercultural awareness and to create social cohesion within our diverse societies helped via digital and thinking tools. Language learning through digital tools and critical thinking fosters social inclusion and integration of citizens with different cultural, religious and educational backgrounds. Also, it aids people to exchange and to converge as well as to broaden their way of thinking and to increase employability.

This project helps to achieve digital literacy based on the information we get from technical devices, which are shaping how adults and youth interact with each other in school, at home, and at large. How youth use multiple forms of media and technology, in concert with their commitments to community dialogue and social justice, as they learn to be participants in civic and democratic practices. Students can become aware of how to process the immense load of information we are facing nowadays and how to deal it efficiently.

Experience has already proven to us at each of our schools in that improved teaching methods lead to better up-take of basic and further skills by most students and therefore secures a more demanding way of learning through critical thinking and also a way of keeping our students from dropping school. An innovative aspect of the project is to focus on cross curricular language learning as a tool for social inclusion, digital literacy for their active citizenship within a more critical society.

Digital Competences , Thinking Tools , Social and Cultural Integration in their Host country is a basic requirement for a successful working life. Experience has already proven to us at each of our schools in that improved teaching methods lead to better up-take of basic and further skills by most students and therefore secures a more

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demanding way of learning through critical thinking and also a way of keeping our students from dropping school.

OBJECTIVES

   This project helps to achieve digital literacy and all the information we get from technical devices , which are shaping how adults and youth interact with each other in school, at home, and at large. How youth use multiple forms of media and technology, in concert with their commitements to community dialogue and social justice, as they learn to be participants in civic and democratic practices. Students can become aware of how to process the immense load of information we are facing nowadays and how to deal it efficiently.

   Language learning through digital tools and critical thinking fosters social interaction and integration as citizens with different cultural , religious and educational backgrounds. Also, it helps people to connect and to converge as well as to broaden their way of thinking and to face employability. Three Adult Institutions from Austria, Italy and Spain worked on three spheres: Digital Tools, Critical Thinking and Blended Learning.

   Students will become aware of how to process the immense load of information we are facing nowadays and how to deal it efficiently. The aim is not only to

improve the current level of languages skills of the participants but to create methods to integrate critical thinking and digital tools, within the topic of social inclusion into language classes. The main objectives in the context of this language project with learners of immigrant background, disabilities or any other possible disadvantages is to strengthen language skills. Inclusion and diversity are essential parts of our respective institutions. It is tackling social exclusión with digital inclusión.

RESULTS AND IMPACT AND LONG TERM

During this project, we have experienced that the teachers have become more aware of what adult as learners and how to approach a pedagogy that the adult learner can benefit from. We have observed adult learners in the classrooms, how the teaching is practiced and discussed, different aspects and specificities of the different countries in their teaching methods.

Teachers in all subjects use teaching methods that promote adult learning, and reflection based on the participants' experience is consistently employed in all subjects. The teaching in general at school is now based on   the use of structure and reflection which in turn provide in depth education. The lesson plans and methods teachers from the different schools have made together are good examples of adult education that integrate practical thinking in using different digital tools as well   as the benefits   and   drawbacks   of blended   learning,   and   cognitive   and metacognitive   strategies.

TASK BASED LEARNING TO DEAL WITH DIVERSITY

Thinking about teaching methodologies of the 21st century, we came to the challenge of diversity in the classroom as the most prominent issue for teachers.

Diversity has become a common challenge in all European countries, and it has emerged as a predominant issue throughout the project as well. Students with different cultural, social, and linguistic backgrounds, learners with special needs, and students of different ages are part of the same learning groups and have to develop the same skills in different ways. Teachers find themselves facing the challenge of finding individually adjusted methods to help students in their learning process. This can also be related to the future of learning, which is going to be more student-centred and self-organized. The role of the teacher is going to be more of guidance and support.

We have discussed about the evidence of what works in the classroom. The question was to find the method which was most inclusive, and we realized that most of the things we used to do was classroom management. By combining the two training environments of traditional face-to-face classroom training and eLearning using digital tools we can engage all types of learners, those who learn better in a structured environment where face-to-face interaction is used, and those who are more independent and learn better in a semi-autonomous training.

GOOD TASK

The presentation about Manfred Spitzer and the reseach done for years shows that society changes due to the use of TV, Video, Computers and Mobiles, digital gadgets in general. This is a fact and he shows it with lots of examples, for instance, the more TV children watch the less (and lower) education they get, plus less attention by their parents. Why is it important for society? Children with lower education will have less posibilities to find a good job, bad job conditions bring stress, and stress bring problems. A Scottish long time reseach (55 years) shows that lots of children, who had less education and "no control" by their parents died younger than well educated and "controlled" kids.

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Spitzer shows that playing computer games makes us playing alone, at home, and not socializing with others, but it is very important to be a part of society for us, and "feel" all the benefits of it to make society work, we all have to work on it to live peacefully with others and being able to solve problems in a proper way. It is important to take this social changes into account to see what happened to us, to our children, to our society, taking part of an European Project whose topic is skills and educational tools in digital times, to be aware not only of the benefits of learning with digital tools (which can be definitly an advantage) but it can be also a disadvantage. Once again, education is the clue to get through this problems. We have to show children, scholars, students of basically all ages how to use computers, tables, mobile phones wisely. Spitzer's research shows us the disadvantages and the problems we could have if we are not be aware of this aspects.

LESSON PLAN USING TASKED BASED LEARNING

Task-based learning approach is the most effective way to deal with classroom diversity. Teachers can use all kinds of resources and activities to adjust them to specific class situations. This practice encourages the use of cognitive resources and focuses on real-life situations and meaning.

We did different workshops in which we looked at using different e-learning and critical thinking tools. This implies that learners get support at different stages of the process and can work at their pace to accomplish the task. Below you will find lessons plans in different subjects based on the criteria above:

✓ Blended learning
✓ Digital literacy and thinking tools
✓ Using some thinking tools

Blended learning:

When using blended learning a teacher becomes like a guide more than a lecturer. Students become more autonomous, independent and active in their own learning process than in a traditional lesson. In blended learning, we use a student-centered approach and we discussed how do educators accustomed to teacher-centered learning feel about the switch to this new model model. We suggest that radically changing the learning environment can affect teachers' identities and their approaches to teaching in predictable ways that can inform teacher education and professional development, maximizing the success of teachers as they implement student-centered pedagogy.

We have listed a few of the criteria that we think should be taken into consideration when teaching blended learning below:
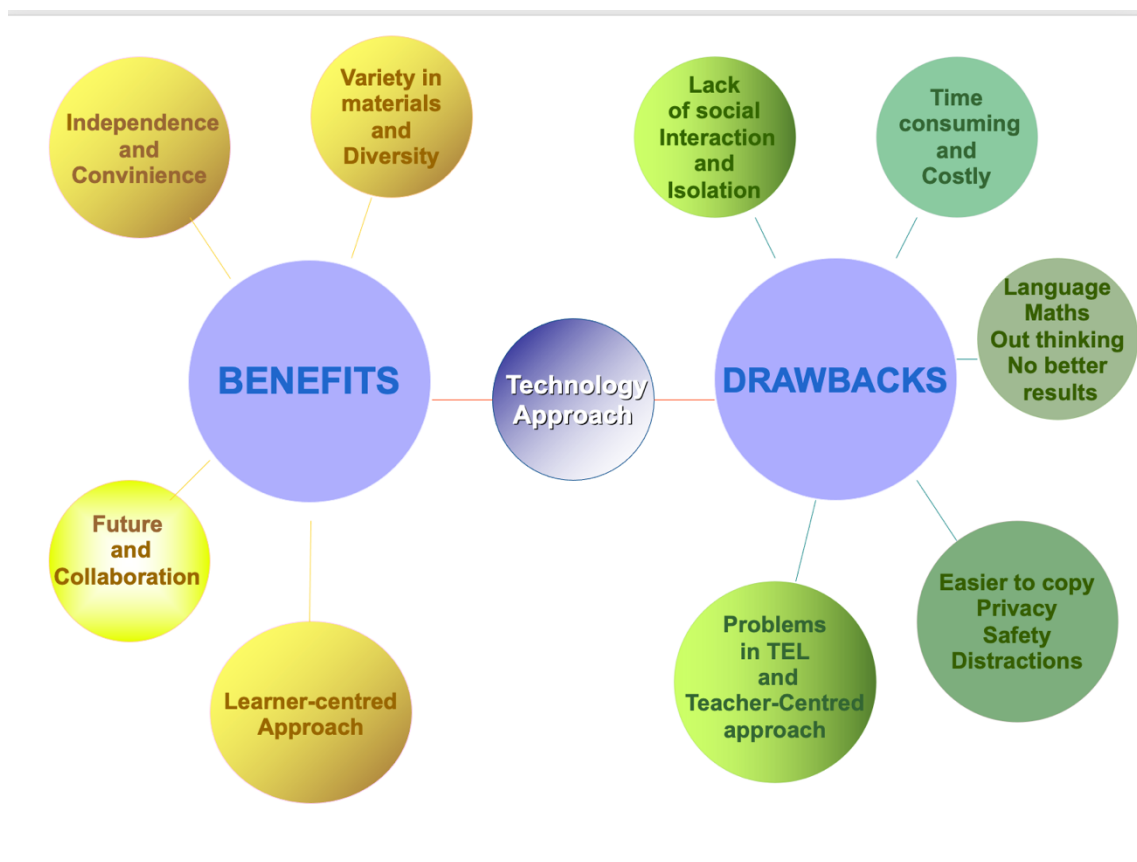
Digital Literacy and Thinking Tools:

In our workshops we debated about how teachers and students must be guided to their individual´s ability to find , evaluate and compose clear information through the media on various digital platforms for the better use of technology tools. We also discussed the importance of having this skill to live, work and learn-teach in a society where communication and access to information in increasingly through digital technologies like internet platforms, social media and mobile devices.
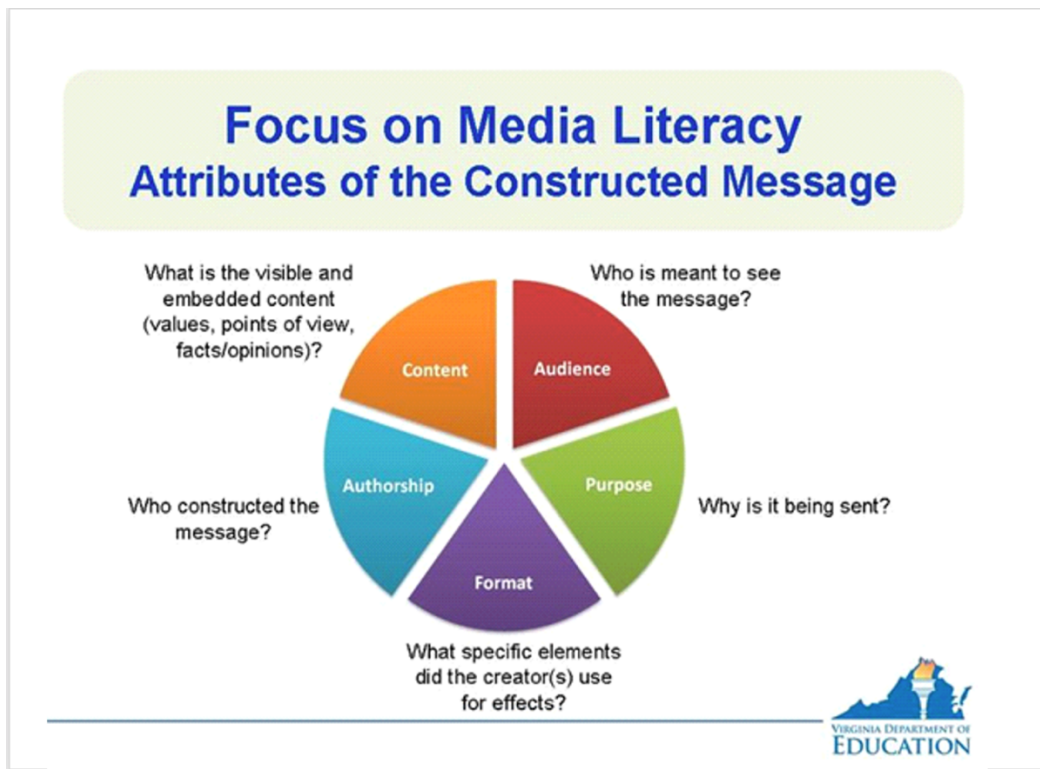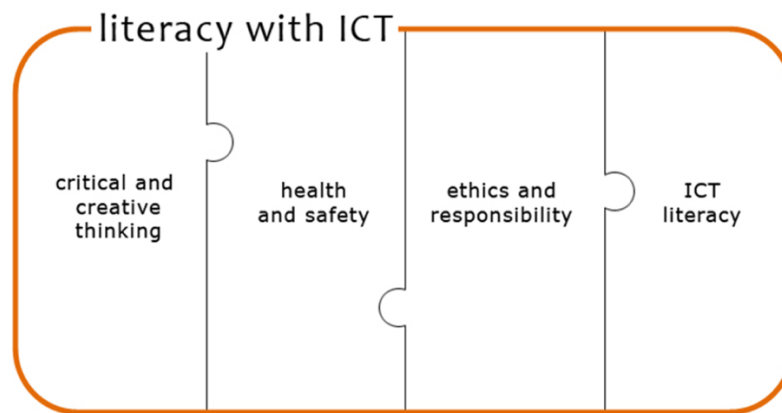
Using some Digital Tools:

Using technology for education in the 21st century provokes student's curiosity, boost their engagement, and leads to better learning and comprehension. These factors are a priority for every effective teacher and today they can be easily achieved by using digital tools in classroom. In our workshops we selected some digital tools to be used in classroom which foster responsibility, relationships, and respect, and can be used by educators and students. They are listed below:

- Moodle Platform
- G-Suite
- Bee-Bot robotics
- Kialo
- Anymaker

Moodle Platform Tool:

Moodle, the popular learning management system in blended learning in Andalusia, Spain, has revolutionized education. Students can receive online classes for anywhere, anytime learning; Teachers can add assessments and activities from everywhere at any time; also, they can track student progress, calculate grades, and more. Students can access resources, complete assignments, and communicate with classmates and instructors, all from a single digital platform.

G-Suite Tools:

It is a powerful online tool which encourage creativity and helps collaborative work in real-time participation, shared Drives, easy migration, access online & offline, automatic file saving, calendar sharing, work from anywhere.

Bee-Bot Robotics Tool:

With BeeBot Robotics, students not only learn coding, an insight into elementary robotics and programming with the help of codes, but also it encourages the analytical & foresighted thinking, as well as the problem solving competence of students in a playful way, promoting teamwork & cooperation in the group, enhancing social skills, involving in cross-curricular teaching (Subject teaching, English, Mathematics).
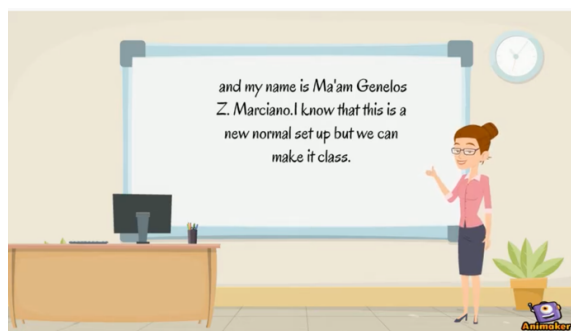

Kialo Tool:

It fosters a variety of useful participatory skills, creating debates or discussions about any subject or topic by crating decision mapping tools which shows and discloses pro, con and mutual ideas.

Anymaker Tool:

A platform for beginners, non-designers & professionals to create Animation and Live-Action videos (linked to visual thinking concept).

PRESENTATION OF THE PARTNERS' ORGANIZATIONS

Escuela Oficial de Idiomas de Ronda:

Vocational School to also teach German and English to their students during a practical in-country internship in either Germany or England, with the possibility of staying and working in either country long term. Such in-country immersion enables successful social and cultural integration with their host country - a basic requirement for a successful working life on the ground. Our institution is state-run and certifies the level of language skills our students attain according to the Common European Framework of Reference. Our school relies mainly on classroom-based courses but we also offer an on-line course for learning English, where students get part of their language instruction on a Moodle platform, an on- line tool used predominantly at universities. On-line students can also attend our school once a week for a language workshop. Most of our learners are adults, but we also have a minority of very young people in the age group 14 to 19. Our institution is located in the South of Spain in a rural town called Ronda, which belongs to the autonomous region of Andalucia.

Our school provides on-line courses for those students who are not able to come to our classes regularly: single mothers, disabled learners and students who live far away from our school. Ronda is surrounded by mountains and although there are many small villages in the area young people typically lack access to further educational facilities or traineeship opportunities. Due to the few job opportunities around, a growing number of adults is interested in improving their level of education, especially in the field of foreign languages in order to be prepared to work in other European countries. As a consequence, our school has become something of a counselling and advisory centre for students and potential students who want to improve their chances in the job market outside Spain. Our German and English Departments are working with the local Educational Authorities as well as businesses who expect a high level of English and German language skills from our graduates. We organise workshops around our area in different sectors to further support our students' chances in the foreign job market.

Institut Fur Interdiziplinare Bildung (IIB)

It is a small non-profit association with a view to support equal opportunities for

unemployed and employed people of all ages , migrants and especially for women on the labour market and learning opportunities. The IIB, a think-tank, presents both members and staff platform to create innovative studying techniques and workshops just as consulting, coaching and research.

The developement and implementation of new teaching and learning methods as well as adaptation of existing methods are particularly important for the IIB order, and to teach and learn as effectively and sustainably as posible. Their student should learn broad repertoire of learning methods, including the new ICT methods. Preparatory of their trainings they can offer workshops like:

- Different ways of learning effectively
- What of learner am I?
- How to fasten learning?

The IIB also offers individually tailor -made trainings and focuses on individual learning program, tailor-made learning program and self-directed learning program. In the future, IIB is working to offer more and more courses that can be held indenpent of time and space so that people from disadvantegeous regions , with impaiments, scarce resources, can upgrade their vocational education in the field of youth and adult education. IIB also focuses on basic l iteracy   and

German as a foreign language. They offer gender training in the área of diversity management and mainstreaming, especially in extensión studies, focused on women. IIB advises clients which courses have been found on the basis of the competences analyzed in the coaching and which courses are beneficial. They advise on which workshops -soft skills- gender trainings and others could increase the competences of their employees.

Another core competence of IIB, in addition to coaching, counseling and research, is training, especially for the improvement of professional abilities such a soft skills as personality training, communication training and time management.

Euroform RFS:

Euroform RFS is a not for profit organization founded in 1996 and specialized in training and career guidance. Over the years, Euroform RFS has increasingly expanded its training offer dedicated to different types of professions. Indeed, today it boasts a wide range of courses in several sectors (IT, languages, workplace safety, business administration and management, etc. . .)

Euroform RFS is a holder of the VET Erasmus + Mobility Charter, a fundamental tool for the development of European internationalization strategies. In fact, it promotes international mobility through the training abroad of students, apprentices, recent graduates, graduates and young unemployed

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thanks to participation in various EU projects. In this context, Euroform RFS acts as a guide for the orientation of young people who decide to undertake a training and / or study experience abroad, providing them with all the tools they need before departure. It can also rely on a large network of partners in the host countries that follow the participants throughout their stay abroad. Similarly, Euroform RFS operates as a host organization for young people from other European countries arriving in Italy.

WORKSHOPS

1.- Official Language Schools

EEOOII provide education for adults. Most of our classes are in the evening each lasting two hours twice a week, throughout September to June. The courses, graded in difficulty, run up to five years. All our schools are run by the state through the Departments of Education from the different Regions, with the aim of encouraging the learning of other foreign languages and also Spanish co-official ones. There are more than 300 such language schools. The fee charged by our schools is symbolic compared to the average price in the private sector, with reductions and assistance available for those who cannot afford to pay. In our school in Ronda there are 730 students attending lessons, some learning more than one language.

Let's see something about our **history:**

Spain suffered a truly national drawback when in 1898 the last colonies of the old Spanish Empire were lost: Cuba, Puerto Rico and the Philippines. Spain had to change and get closer to the modern European countries and part of that coming together policy included Educational improvements and one important step was foreign languages learning. That was the beginning of the first school in Madrid in 1911 with the name Central School of Languages. The Spanish government tried with this to create contacts and bonds with other European countries and their cultures. The model was innovative at that time specially

compared to the rest of the formal education system in Spain: heterogeneous students: women and men together in a class, different social class origins, no age discrimination, with the aim of learning a language through mainly practising, away from translation and grammar approach and no tests. From the vey beginning that school fatured absolute autonomy to develop their curriculum, at that time in Spain that was a privilege, it was the beginning of long life learning.

The Central school of languages, as said above, became an institution for all: no matter age, profession, social status, only with the interest of learning a foreign language. Another feature of this school was that their teaching was compatible with other studies: either university or vocational; jobs: whitecollar and bluecollar alike. Little by little future primary and secondary language teachers starting learning their subjects there. The immediate success of that school came thanks to their efficient management autonomy compared to other contemporary formal traditional studies.

Although during the first years the number of men and women was approximately the same, women's figure grew quickly becoming majority. It is also noteworthy that during the first few years there were no examinations until the end of the fourth year. Despite the wide range of students origins and social status their unique interest in language learning made the institution a place of harmonious academic atmosphere. Extended teaching lessons ranged from the first lesson taught at 14.00 till the last one at 21.00 to make it compatible for their students with other activities : family, work or further studies.

The methodology: their lessons were intended to be eminently practical. Students had to learn to speak away from theory or linguistic approaches, which belonged more to formal studies at university; the importance of good pronunciation and phonetics, the use of inductive methodology and lessons taught in the foreign language. After four years the student could take an exam to get a certificate. It was a hard exam that few students could pass for these diplomas became very prestigious. But in general students didn't take them, since their real interest was learning a foreign language . Even those students who got the certificate continued taking part in these classes to keep their

knowledge up to date.

The certificate exam consisted of different parts which had to be passed separately beforehand to continue. The first part was a writing test, including a dictation, then if the board marked them well, the student continue with the second part, which was a translation and a conversation on any topic chosen at that moment before the board. The results were even published in a national newspaper because of their importance.

First languages: the school started teaching three languages in 1911 : French traditionally taught in formal studies and the most popular in Spain at that time; German for scientific and medical reasons and finally English, which became years later the most demanded since the moment the North American government recognized the dictator's government in 1955.

Some months after this school opening, they incorporated Spanish for foreigners because of the growing number of visitors interested in our culture; Moroccan, then called vulgar Arabian, for trading interest and finally Italian and Portuguese. Even Esperanto was taught at the beginning but it soon declined. In 1957 Russian was offered. As a curiosity every beginning of the school year the group of Russian, it was during anticomunist Franco's dictatorship, there was a policeman infiltrated in those classes to check if there was any subversive activities but a month later he dropped out. Another curisosity: most of the first students enrolled were Spanish soldiers who helped Hitler with his Russian campaign and they brought back a good memory of the Russian people they met. Chinese was then also included because of the trading with Taiwan, but away from the Communist China. In the 1970s Catalan was offered, and five years later Basque and Galician.

Schools in the new autonomus political system

In 1982 Official Language Schools system belonged to the regional educational

authorities and their policy would decide the offer and some specific improvements they could add.

In Andalusia there are 51 schools opened in different periods. Ronda was created in 1992 that's why we are celebrating our 25th anniversary. In Spain there are more than 300 schools teaching 23 languages.

The new curriculum: Our schools have undergone a process of adaptation to the new social demands, especially after the Common European Framework of Reference for Languages agreement. The Central Government used this agreement for our curriculum and since them they structured these teachings at the basic (A2), intermediate (B1), advanced (B2) and C1 levels, which are also an adaptation to the Council of Europe recommendations.

Little by little our schools, originally innovating and ahead of their time are becoming old fashioned and bureaucratically rigid. Our society are demanding more flexible and shorter courses because our students' mobility for familiar or labor reasons are constant. Our courses last nine months and if a student drops out for the reasons above and later on wants to continue, they have to start from the very beginning or if they passed a level but they were not in contact with the language for several years they have to start the following level although teachers and these students know it will be hard and probably will drop out.
The number of hours to learn a language depends on the degree of difficulty of that language. For Spanish students Italian, French and Portuguese are easier than German but more difficult than Arabian, Chinese or Russian; but all of them has the same number of hours and courses, that means that the language standard learnt will be lower once they get their certificates or students will fail and end up dropping out.

The offer we have for students who finished their studies obtaining the highest level is none here in Andalusia. In other regions they are offered with specialized courses for further learning. In that way students continue with their longlife learning. Another problem is the difference among Regional Educational

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Systems. Although the curriculum is the same in Spain there are aspects which can be developed by local authorities so we can find different numbers of school years to get the same certificate, exams with different degree of difficulty. As a consequence of these differences our certificates cannot be recognized out of Spain since there are many authorities and few coincidences for diplomas.

Nowadays workers and students alike travel all over the world for more opportunities or a change in their lives. They need some kind of recognition for their diplomas and our schools, unfortunately, cannot warranted them. We foster our students to use the European Language portfolio, but it is not popular. Certificated by Trinity College, Cambridge University, Alliance Français and Goethe Institut have this recognition and unfortunately with less effort to get them than in our system. We have students who learn with us but take their exams. These demands have been given to the Ministry of Education in Madrid due to the gradual depreciation of the Official School of Languages, but compared to the rest of the educational system we are a minority and out of Spain this kind of schools don't exist.

2.- Technology Approach and Critical Thinking

Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." Information literacy also is increasingly important in the contemporary environment of rapid technological change and proliferating information resources. Because of the escalating complexity of this environment, individuals are faced with diverse, abundant information choices--in their academic studies, in the workplace, and in their personal lives. Information is available through libraries, community resources, special interest organizations, media, and the Internet--and increasingly, information comes to   individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability.

In addition, information is available through multiple media, including

graphical, aural, and textual, and these pose new challenges for individuals in evaluating and understanding it. The uncertain quality and expanding quantity of information pose large challenges for society. The sheer abundance of information will not in itself create a more informed citizenry without a complementary cluster of abilities necessary to use information effectively.

3. Digital Demencia

This workshop was based on Dr. Manfred Spitzer´s book "Digitale Demenz". This book is about a controversial subject: the use of computers in our daily lives and especially the lives of children and youth. The author is based on psychiatric and neurological knowledge, including his experience as a neurologist. The reader will question the habits regarding computer, smartphones and tablets, and learns how the brain and memory work.

4. Blended Learning in Andalusia (Spain)

In these 2 workshops we presented our Blended learning in Andalusia and also contrasted the two main platforms:

- G-Suite: Google tools and services tailored for schools and homeschools. It helps you increase opportunities for critical thinking, communication,

collaboration, and creativity, all while supporting the learning objectives that you have for your students.

- Using G-Suite can support students with diverse needs and learning styles, which helps create more inclusive classrooms.

- Comparison G-Suite and Moodle for schools.

- Moodle is a platform for online learning that enables you to create online courses, add assignments, and keep an eye on your students' progress. It also allows you to communicate with the students and encourage communication between them in forums and discussions.

https://view.genial.ly/5faa7f47a99c440cf98c9e32/presentation-lancet

5. Digital Tools Workshops

   In these workshops we presented different digital tools to help teachers, learners and all the learning-process as well as the teaching process to think about our responsibility and help us better citizens.

learningapps.org, quizlet.com
https://www.kialo.com/explore/featured
https://www.animaker.com/

   All the presentations, meetings, mobilities, descriptions and Newsletters are in our website:

http://escueladeidiomasronda.com/lancet-19-20/