Meta-Skills for AE

e-Course Methodology and Template

PR3 Metacognitive Learner Interactive e-Course

E&D Knowledge Consulting

Index

Deliverable information

Project acronym	Met-AE
Project title	Metacognitive Skills for Adult Learners
Project timeframe and duration	01-11-2021 to 01-11-2023
WP	Project Results
Task	P3.A2. Development of Content
Deliverable	e-Course Methodology and Template for PR3 Metacognitive Learner Interactive e-Course
Status	-
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Deliverable responsible	E&D
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Date of submission	3 February 2023

Summary of the Project

As adult education organisations who were directly affected by the pandemic struggled with learner retention and ensuring educational continuity during the Covid-19 pandemic, all project partner organisations revisited their organisational digital provision and digital learning strategies during the pandemic to critically analyse the gaps in ICT provision, employee and learner training and support and peer-learning opportunities to ensure a stronger overall contingency plan is in place in the event of a second wave or a similar crisis in the future. The project addresses the European digital transformation which was accelerated by the arrival of the Covid-19 pandemic. The project supports digital transformation plans of adult-education institutions by increasing the capacity and readiness not only of the institutions, but also of their learners, by providing learners, teachers and adult education centre managers with the skills and knowledge to manage an effective shift towards digital education. The project provides a targeted, purposeful use of digital technologies in adult education for supportive teaching, learning, assessment and engagement. The project will develop a series of digital pedagogy skills and competence for teachers, with the aim of encouraging and supporting learners to adopt a critical thinking, reflective and metacognitive approach to their own learning journey. The project's result will further develop existing European digital frameworks to create a bespoke set of tools to support vulnerable, underrepresented adult learners both personally and professionally. The project addresses the improvement of high quality learning opportunities for vulnerable, low-skilled and NEET adult learners by providing them with upskilling opportunities to be able to manage their own learning journey, monitor and evaluate their own progress, and ultimately build their metacognitive capacity to adapt to continue learning through self-motivation during challenging situations, such as the Covid-19 pandemic. The transferability and usefulness of the broad collection of soft skills such as objective critical analysis, self-reflection reverse planning and wider metacognitive skills this project will provide to adult learners will allow them to recognise, validate and quantify existing skills whilst identifying and building on those which need improvement. The project creates a clear and direct upskilling pathway for vulnerable and low-skilled adult learners, improves their accessibility to uncommon, yet very important skills and ultimately will support the increase in take-up of adult education through the ability of adults with a low level of skills, knowledge and competences to successfully complete adult education courses and qualifications. The project improves mentoring and guidance skills in educators as a service to ensure that adult learners have relevant learning capacity throughout life with their metacognitive skills. This project results provide resources, training and support to provide effective outreach, guidance and motivation strategies to adult learners.

This project aims to develop a unique set of tools which support metacognitive awareness, knowledge and skill among adult learners and their educators to support adult education achievement and retention rates as Europe embarks on a digital shift. Set within this context, this project aims at:

- To create a clear and direct upskilling pathway for vulnerable and low-skilled adult learners, to improve their accessibility to uncommon, yet very important skills;
- To support the increase in the take-up of adult education through increasing the ability of adults with a low level of skills, knowledge and competences to successfully complete adult education courses and qualifications;
- To improve mentoring and guidance skills in educators as a service to ensure that adult learners have relevant learning capacity throughout life with their metacognitive skills;

- To provide resources, training and support to provide effective outreach, guidance and motivation strategies to adult learners.

As well as focusing on personal and professional benefits, outcomes and activities for the vulnerable and NEET adult learners involved in the project, the project will go beyond these to provide an integrated and inclusive, digital integration model for adult education centres through the support of members of staff and senior management teams of AE establishments. Through the five project results, the project will produce the following key deliverables:

Metacognitive Best Practice Handbook – which will gather and analyze best practices in the use of metacognitive activities to support reflective and self-directed learning in adult education learning environments, specifically amongst low-skilled and NEET adult learners;

Metacognitive Competence Framework – an effective method to assess, maintain, and monitor learners' metacognitive knowledge, skills and attitudes and progress towards them;

Metacognitive Learner Interactive e-Course – which will provide a 30-hour course aimed at introducing, explaining and encouraging low-skilled/educated adult learners through a series of engaging, interactive modules which cover each competence of the metacognitive framework in detail;

Metacognitive Supporter e-Course – a 15-hour e-Course and supporting CPD resources will upskill, reskill and focus adult educators and trainers to have the skills and knowledge to be able to actively provide support and guidance to adult learners' self-directed and reflective learning activities relating to their metacognitive skills.

Metacognition Change Management Toolkit – which will provide key resources to adult education organizations and their leaders to support their teachers and learners to make a sustainable transition to the integration of metacognition within their existing adult education learning environment.

The Metacognitive Learner Interactive e-Course

The e-Course will provide a 30-hour course aimed at introducing, explaining and encouraging low-skilled/educated adult learners through a series of engaging, interactive modules which cover each competence of the metacognitive framework in detail. According to Zimmerman (1986) self-regulation is the degree that a learner is metacognitively, motivationally and behaviorally active in his learning process. It is believed that the major cause of less successful learners in learning is lack of enough degree of selfregulation. Learners who apply more metacognitive strategies are more autonomous and self-motivated students (Masoodi, 2019).

The impact of this result is that the adult learners who complete the e-course will benefit from a new perspective and approach to digital learning which is expected to be a critical element of adult education provision, and indeed all education provision in the future. The expected long-term impact is to enable access vulnerable and NEET adult learners in Europe access to effective tools to build the skills and knowledge to successfully increase their capacity to learn flexibly, opening up more opportunities to learn, progress professionally and diversify their career. The innovation in this result stems from the fact that there is no flexible learning course which provides such a unique, targeted combination of knowledge and skills directly for vulnerable and NEET adult learners with the aim of facilitating digital inclusion.

The course will be:

- Targeted to low-skilled/educated adult learners,
- Available as an open, online, and digital education learning material,
- Provided with interactive features,
- Available in 7 languages: English, Estonian, Greek, Italian, Polish, Portuguese, Romanian,
- Developed under the coordination of E&D regarding content, and Danmar regarding technical development.

Contents

The course will cover the following modules, which were already discussed and distributed between partners, with each partner taking responsibility for the development of assigned modules:

Module	Partner
(Introduction) How to maximise this e-Course	Cuiablue
1. Identifying your own capacities	CESIE
2. Finding and maintaining your focus	E&D
3. Motivating yourself to learn digitally	Danmar
4. Dealing with complex issues on your own	Cuiablue
5. Learning and working autonomously	E&D
6. Self-assessment tools and techniques	CESIE

7. Managing your learning	USV
8. Engineering your reverse career path	Cuiablue
9. Mental wellbeing during digital learning	Danmar
10. Seeking intervention and support	KEA
11. Communicating constructively and collaborate	ADES
12. Building your self-tolerance and create confidence	ADES
13. Transitioning from the classroom to selfdirected learning	KEA
14. Finding new learning opportunities	USV

As the presented module contents have been discussed having in concern the needs analysis of low-skilled/educated adult learners:

- ✓ The curriculum, narrative and content for the e-course will be developed based on findings from R1 Metacognitive Best Practice Handbook and R2 Metacognitive Competence Framework.
- ✓ Regarding the integration of the Metacognitive Best Practice Handbook, as a result of the output, best practices can be included in the module.
- ✓ The course reflects the progress of proficiency of the Metacognitive Competence Framework with a focus on the skills and competences associated with each level. This will illustrate the value of further metacognitive skills and knowledge in terms of lifelong knowledge and skills acquisition.
- ✓ The course provides a variety of learning methodologies for each module to ensure it is accessible to all learning styles.
- ✓ Content will focus on activities and outcomes linked to the metacognitive skills, knowledge and attitude covered in the competency framework and subsequent modules.
- ✓ The course should be engaging, interactive, and as visual as possible to aid usability.
- ✓ The course will be developed following the findings from already made extensive research activities.

To this end, the training module will be made in a form of a **flipbook, developed in PowerPoint format**. Following these considerations, the structure (where adjustments can be made) of each module will include the following developed along **around 40 slides for a total of 2 hours per module**:

1. **Introduction** (1-2 slides)
   Short introduction to the theme and the main idea to be learnt, making use of mind maps, an infographic, simple graphic elements and/or short points/topic visually engaging.
2. **Content** + **Exercises and tests** (20-30 slides)
   Short learning information followed by visual elements (such as videos, word maps, relevant images, infographics, graphs and charts, timelines, progress bars) that must cover:
   - The learning topic overall,
   - Each correspondent competence covered in the Metacognitive Competence Framework, focusing on respective skills, knowledge and attitudes. Including content necessary to achieve/progress to a *certain* level of the competence according to different stages of adult learners,
   - Examples relevant to information (if applicable),
   - Simple tests and exercises (and others such as quizzes, short tutorials, tasks learning, scenarios, case studies, problem-solving exercises) involving real-life and practical scenarios,
   - Best practices resulted from produced PR1 - Metacognitive Best Practice Handbook.

E&D recommends exercises to be presented integrated in the learning content section to motive learnings and engage learners, since the defined structure follows a learn by doing approach.

3. **Key takeaways** (1-2 slides)
   Simple and direct conclusions and points to remember.

4. **Interactive Metacognitive exercise** (1-2 slides)
   Include an exercise related to the topic you are responsible to develop and in which learners can reflect on the module and their learning process to increase their awareness at this point, following the self-control and self-regulation approaches.

5. **Links to further resources and information** (1-2 slides)
   Inclusion of a list of documents/videos/websites/ links or other materials you may find that the target groups (especially adult learners) could use to deepen the knowledge related to the module.

6. **Bibliography**
   Include a numbered list at the last slide and simply add the correspondent number in the text as such[123].

Metacognitive Competence Framework integration

The Metacognitive Competence Framework (MCF) skills were discussed, resulting in the following list as a first draft version. It is important to mention that this needs to be verified alongside with the final MCF when available:

1. Self-control Skills (Awareness of Strengths and Weaknesses),
2. Visual, Auditory and Spatial Processing (Awareness of Learning Styles),
3. Planning (Self-Questioning),
4. Perception (Reflection),
5. Boosting Motivation (Self-direction),
6. Focus (Boosting Attention),
7. Improving Memory (Mnemonic Aids),
8. Information Organization,
9. Task Management,
10. Problem solving,
11. Decision making,
12. Creativity,
13. Agency,
14. Logic and Reasoning.

The competences will be distributed among modules, having in consideration that the competences are not exclusive to a single module. Initially discussed suggestions for distribution:

Modules	Competences
1. Identifying your own capacities	Self-control Skills (Awareness of Strengths and Weaknesses) …
2. Finding and maintaining your focus	Focus (Boosting Attention) …
3. Motivating yourself to learn digitally	Boosting Motivation (Self-direction) …
4. Dealing with complex issues on your own	Problem solving Decision making Task Management Logic and Reasoning …
5. Learning and working autonomously	Visual, Auditory and Spatial Processing (Awareness of Learning Styles) …
6. Self-assessment tools and techniques	…
7. Managing your learning	…
8. Engineering your reverse career path	Agency …
9. Mental wellbeing during digital learning	…
10. Seeking intervention and support	Agency …
11. Communicating constructively and collaborate	…
12. Building your self-tolerance and create confidence	…
13. Transitioning from the classroom to selfdirected learning	…
14. Finding new learning opportunities	Agency Research …

The integration of the MCF on the e-Course in practice results in approaching the competences across the module, ensuring an upwards progression between levels (Beginner → Intermediate → Advanced). In this sense, for a learner that starts a module with a Beginner level in the correspondent competence, it is expected that his/her progression in that competence translates into a higher level, preferably Advanced.

The following link provides an Excel table that should be completed for each module, regarding the MCF integration on the e-Course. In this sense, for each module, partners should fill in with discussed correspondent MCF competences. In turn, for each addressed competence, the table should be filled with the expected progression in proficiency across the module. To ensure that the course is responsive to the framework, partners should aim to cover multiple transversal competences in their module, to at the end address majority of the competences in the Competence Framework (or ideally all).

https://1drv.ms/x/s!AtwHnP5YflziphcyqyPjYaFIB5vT?e=VqEdI9 (Table in Annex).

Template

The modules can be delivered in pptx presentation form (PowerPoint) already for initial drafts according to the present considerations. For this regard, please have in mind the standard size of a slide and an efficient text occupation in the slide area so it doesn't result in a too condensed presentation.

Formatting

- The provided text should follow the "Normal" style (standard 1.0 line spacing, Calibri font, size 16-18).
- The text should follow a left-to-right alignment and not be justified.
- Please keep a title in every slide in the format Calibri Light font and 36 size, in Bold.
- Text in visual elements can be adjusted.
- You can make use of bold, underline, and italic formats. However, please have in mind to not overuse it.
- You can present information in both ordered and unordered lists and separate items (as a part of the sentence right before the list) with commas. The last item should end with a period.
- Please make sure that this formatting is consistent throughout the presentation.

Work revision

- Please make sure to use English (UK) as a creation language.
- Please make sure to revise your work, including punctuation, graphic errors, double spaces, misspellings, vocabulary or text mistakes.
- Please understand your legal responsibility over the contents provided. These should be developed based on your gathered knowledge foremost, despite the possibility to resort to contents developed by other authors. In this sense, please do not overuse direct quotations. When using these, distinguished them with italics formatting.
- Please provide a reference within the text body when using direct quotations following the format (Author/s, Year, page). For each, the full reference to the resource should be included at the footer of the slide following the format Author, Year, Title and Publisher.
- Please, provide also images references, crediting the sources.
- Excluding direct citations, no references should be included in the texts.
- At last, please have in consideration the target group for this project result (especially low-skilled/educated adult learners), their needs and their different levels of learning throughout the modules development, so that objectives set within the project can be reflected on the course.

Interactive elements

- For interactive items, please leave your comments/explanation for the IT team in the notes section of each slide.
- If including infographics, save it as .pdf and as .jpeg/ .png in correspondent slide.
- If producing materials in Canvas, please provide a link to edition in the notes part of the correspondent slide, so that they can be translated.
- In order to follow with the application guidelines, the e-Course should be engaging and motivate the target group to efficiently learn by doing. In this sense, please make the most use of interactive elements and avoid theoretical explanations. Bellow, we present a few interactive options adaptable to modules:
  - Enhancing pictures, figures, iconographies, or infographics,
  - Download materials,
  - Sliders – for moving both text and graphical elements up and down, as well as left and right,

- o   Visualize elements by selecting elements,
- o   Choosing between options,
- o   Multiple choice answers,
- o   Fill in blanks,
- o   Word bank,
- o   Matching elements by drag and drop,
- o   Sequencing elements by drag and drop,
- o   Selection of elements in a list,
- o   One correct answer – click/select on the slide,
- o   Other options.

Development process

In this section, division of work, the tasks leading to the production of the result and the applied methodology are described according to the proposal.

A1. Planning (M8-M9) All consortium members will undertake an extensive research activity to assess, analyse and evaluate methodology and content style in blended learning courses aimed directly at vulnerable and NEET adult learners. E&D will produce a template through which similar resources can be analysed systematically.

A2. Development of Content (M10-M15) E&D will plan and confirm the proposed module topics with all the partners. The distribution of the modules will be agreed during the kick-off meeting of the project as each partner will express freely which module they would prefer to develop, which would be more relevant to their background and expertise. Then, E&D with the technical considerations of Danmar relating to the e-course, will produce the module template, and will confirm it with all partners. The module template will be compatible with the digital platform since all the learning & training activities of the pilot phase will take place on the actual platform, and will also allow for flexibility to be delivered as either a digital or face-to-face methodology. The partners will first produce a first draft of their modules, and they will present them during the C1 activity in Greece hosted by KEA in June 2022. As a final step to this activity, all the partners will have sufficient time to develop their modules individually.

A3. Translation (M16) All partners will translate the platform content into their own languages.

A4. Platform Integration (M16) After development, the relevant digital content will be inserted into the digital platform by Danmar as part of the platform development activity.

A5. Piloting (M17-M20) The e-course will be integrated within the project website, and will be finalised and polished aesthetically to ensure compliance with all European project branding guidelines. The e-course will then be piloted with vulnerable and NEET adult learners in piloting phase 1. The specific information gathered during this piloting phase will be elaborated in the Piloting Methodology and Plan, which will also include the development of quantitative and qualitative data gathering instruments, suitable to each of the contexts in which the piloting takes place.

Timeline

PR3 - TASKS	Responsible	Deadline
Course planning methodology and templates	E&D	15-16 Nov 2022 - Discuss in TPM2 about the content February 2023 – Delivery of methodology and template
First draft of modules	All	By the end of March 2023
Internal feedback adjustments	All	March/April 2023
Translations	All	April 2023
Platform integration	Danmar	April 2023
Piloting	All	May/August 2023
Feedback adjustments	All	After piloting

Annexes

Annex 1 – Competence progression assurance

Partner organization	Module	Approached competences	Starting level	Expected level after module completion
CESIE	1. Identifying your own capacities			
E&D	2. Finding and maintaining your focus			
Danmar	3. Motivating yourself to learn digitally			
Cuiablue	4. Dealing with complex issues on your own			
E&D	5. Learning and working autonomously			
CESIE	6. Self-assessment tools and techniques			
USV	7. Managing your learning			
Cuiablue	8. Engineering your reverse career path			
Danmar	9. Mental wellbeing during digital learning			
KEA	10. Seeking intervention and support			
ADES	11. Communicating constructively and collaborate			
ADES	12. Building your self-tolerance and create confidence			
KEA	13. Transitioning from the classroom to selfdirected learning			
USV	14. Finding new learning opportunities			

Meta-Skills for AE

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