

6TH EUROPEAN CONFERENCE IN E-GUIDANCE: *WIDENING ACCESS TO LIFELONG GUIDANCE*

ABSTRACT

TITLE OF THE SPEECH

Training of e-practitioners in vocational training systems: experiences and blended learning methods.

CONTACT DETAILS OF THE AUTHOR(S)

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SHORT AUTHOR(S) PROFILE

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Academic:

Bachelor in Arts. University of Granada.

Master in Social and Cultural Anthropology. University of Granada.

Master in Senior Management. National University of Distance Learning (UNED).

Work experience:

2004 - Social Worker (Education Area) and Counsellor for young people in Social Exclusion Risk. (Local Government).

2006 - Career Counsellor for Ethnic Minorities and Immigrants. (Operational Program Fight Against Discrimination/ESF)

2008 –Career Counsellor for job seekers and Project Technician. (FAFFE/Regional Government)

Internships: Leonardo Da Vinci Programme. (Central London Connexions).



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E-LEARNING

Traditionally, training at distance has been carried out by postal mail (sending materials), phone, or CD-Rom. ICT have changed these systems and today we can carry out little training actions even by mobile phone, Ipods, electronic agenda... (Mobile learning).

The most used are the following:

Online or E-learning: Students get access to contents, activities, assessments, tutorials... through virtual classroom (platform) by Internet. This is completely at distance.

Blended learning: The same of e-learning but with some face-to-face sessions in where we can develop lessons and activities, face-to-face tutorials, remove doubts and so on.

The last one, b-learning, has advantages both from distance learning (24 hours availability, autonomy, self-organization, without space limitations...) and from face-to-face learning (closeness, immediacy, non-verbal communication...), due to you can choose what actions do in what circumstances.

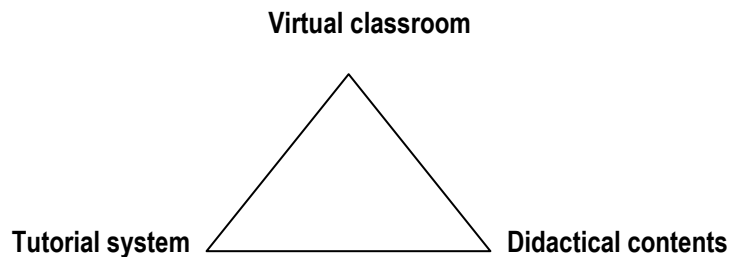
PEDAGOGICAL MODEL

The FAFFE's e-learning pedagogical model is based on following principles:

- 1.- Enable **COLLABORATION** and **INTERACTION** between the students providing group learning through group work, discussions in forums, in chat, etc..
- 2.- Encourage contents designed to promote **COGNITIVE FLEXIBILITY** in the students, so they look different viewpoints and contexts.
- 3.- Incorporate elements that provide **SIGNIFICANT LEARNING** using conceptual maps, index, case studies, simulations, etc.
- 4.- To promote **ACTIVE LEARNING** through the development of individual and groupal practical activities that lead students to motivating situations.
- 5.- Incorporate a **CONTINUOUS ASSESSMENT** through exercises type test, questionnaires, activities, participation in forums, etc.
- 6.- Promote a **COMMUNICATION** (synchronous and asynchronous) that ensure the availability and fast-response to students' doubts and interests.
- 7.- **UPDATE** our training activities, materials, tutorial and teaching system to adapt to market needs, innovation in sectors and, of course, the opinions of the students.

Based on these principles, the methodology of our courses focus on three fundamental axes:

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VIRTUAL CLASSROOM

The Virtual Classroom of the Andalusian Foundation for Training and Employment has been created in the Moodle platform which is one of the virtual teaching platforms most used, containing more than 2,000,000 people and being present in over 173 countries, that is more than 70 different languages.

The Virtual Classroom has a clean and elegant interface, in which prevail quality, accessibility, compatibility and fast loading. The design reflects the current trend in Web design that aims at the greatest economy of graphical resources in favour of text elements.

The predominant colours are black and white, the best combination for readability of text on screen. The sources used are of system which are already installed on all computers.

To facilitate the rapid loading and accessibility in the Virtual Classroom, the Foundation has choose the economy of graphical resources. Photographs are used as header and as the background for the titles of the courses. The design is fluid in any of its sections so that fits to any screen resolution.





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SPECIALIZED TUTORIAL SYSTEM

The launch of a training activity of e-Learning involves a collaborative work of a multi-disciplinary specialist team. Each course requires the implementation of a Virtual Classroom. With this classroom you can develop multiple editions of the course. Thus, there will be profiles working at course level and other profiles that work to carry out each edition.

Tutorial model.

Teachers in the virtual environment leave being instructors and become a facilitator, offering students tools and guidelines to help them to develop their own learning process, while addressing their doubts and needs.

The tutorial team is an expert in the matter aim of the training and is responsible for resolving any doubts as to correct the activities of students.

Besides the tutorial team has the following functions:

- Establish the schedule of activities delivering and virtual meetings.
- Provide resources, bibliography and additional information on the Internet for people who want to increase their knowledge.
- Observe the results obtained by the students, the degree of satisfaction, reactions or the frequently asked questions that made about content and methodology of the course do to improve the way in future editions.
- Moderate group activities and encourage student participation in the various communication tools.
- Continuous assessment of the outcomes, communication activities and exchanges between participants.

EDUCATIONAL CONTENTS

The educational contents acquire importance because, largely, the successful learning depends on them. The didactic content may be made internally, developed or leased to specialized e-Learning providers which have been previously tested to ensure the required quality standard. Thus, all courses have the following features:

- Easy navigability contents.
- Attractive and motivating design to learn through the screen, enhanced with interactive multimedia (voice, images, graphics, etc.)
- With interactive exercises that reinforce the content learned.
- With practical activities that allow students to apply the learned and put it in a professional practice.
- Based on the SCORM standard that will allow the exploitation of contents on all platforms on the market that are created under this standard.
- Contents and examples, to remember information and exercises in self-awareness that will enable students to progress in the learning of the teaching unit.



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Education and Culture DG
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e-guidance &
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eGOS TRAINING FOR E-GUIDANCE PRACTITIONERS

Relying of ICT Skills 2 project which establish the main competences that e-guidance practitioners must have, eGOS project has defined a training action around e-guidance and ICT. This training will be basis for information, advice and guidance trough eGOS system.

It is happening nowadays (autumn'09) so I can not tell you the results but I can tell you how we prepared the training, our choices and motivations to choose, the training contents and what we expect.

FOR ADDITIONAL INFO

http://www.faffe.es/opencms/opencms/es/menu_principal/Actividad/formacion/