PAWT CURRICULUM

PEDAGOGY ASSISTED TRANSITION

-

DEVELOPING COMPETENCES

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1. CURRICULUM FOUNDATION

This curriculum defines the terms learner, learning outcomes and in addition, it illustrates the learning process. The curriculum is founded upon the needs of working life and its development and learners' anticipated abilities that form the basis for planning diverse implementation plans, and for planning learners' individual learning and development plans.

The foundation of curriculum design is the learning process of the learner (and organization) and the foundations of learning outcomes are based on competences needs of working life and ageing worker. The learning process (learning and professional growth) between entrance level and learning outcomes is based on varied learning situations, assignments, content, counseling, feedback and assessments. The trainer creates learning environments and situations that support learning. Learning is considered both an individual and a communal process considering both learning and working life as a learning environment (Figure 1).
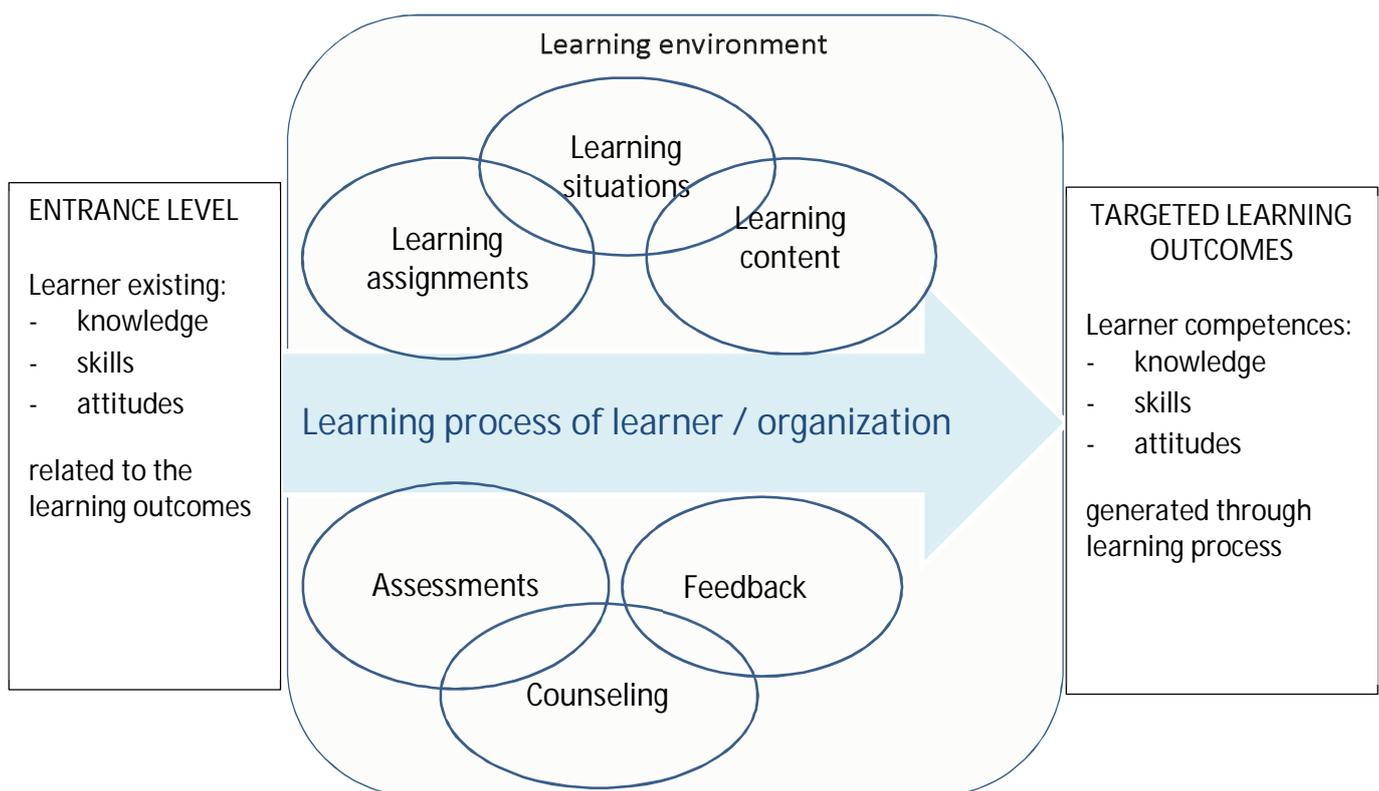

Figure 1. Learning process.

Implementation plans (Appendix 1.) are practical tools enabling flexible and alternative ways for learning. They define the learning outcomes, contents, lecturers in charge, modes of implementation, learning methods, share of learners' workload, and timing of learning modules. The plans are the basis for learners' personal learning and development plan and also for the

planning and allocation of needed resources for training. The implementation plans form an integral entity containing branch- and partner specific and projects' common learning parts.

2. GENERAL DESCRIPTION OF TRAINING AND COMPETENCE PROFILE

The training prepare learner to act in rapidly changing working life and develop competences needed in business networks and lifelong learning. The foundation of training is PAWT-projects' framework (Figure 2) – Pedagogy Assisted Transition period and key competences of lifelong learning. During the training learner (ageing worker) gain competences that help him/her changing the roles at work (eg. mentoring, entrepreneurship) and developing new knowledge, skills and attitudes.
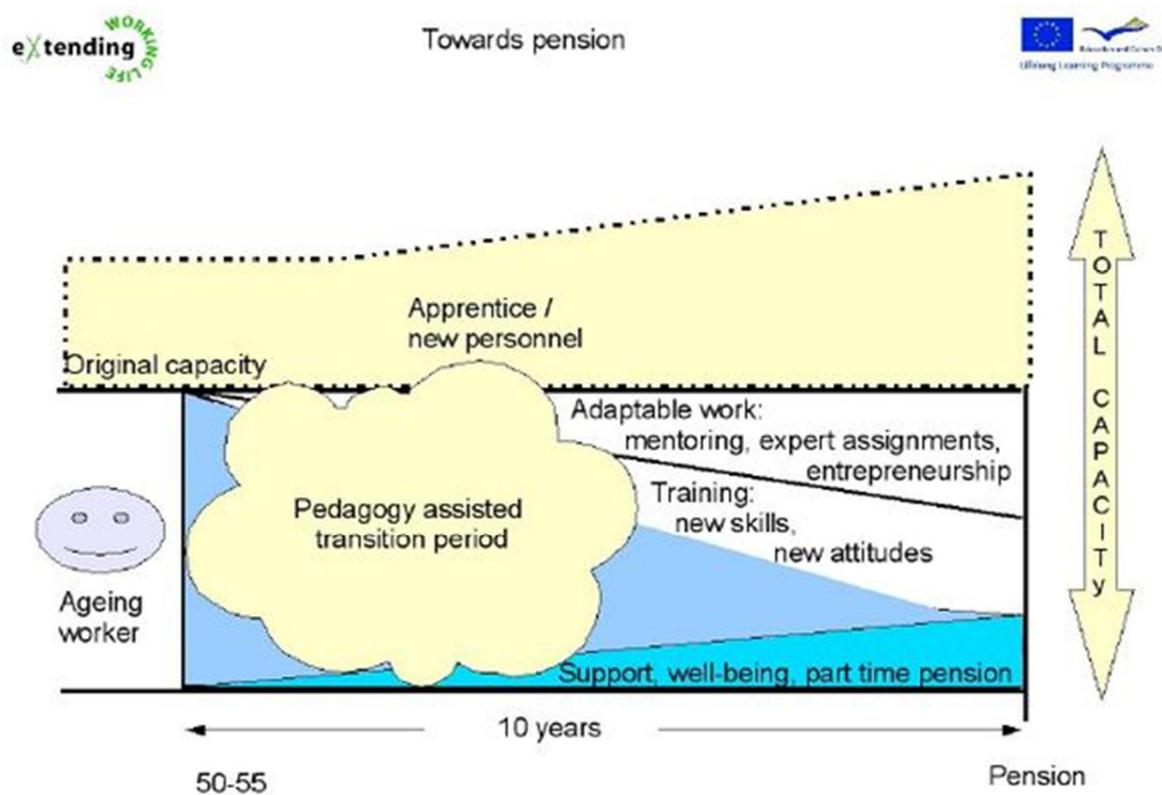

Figure 2. PAWT framework, Pedagogy Assisted Transition period

Implementing training successfully requires in co-ordination with learner, training and working organisations. Trainer should perceive special characteristics of ageing worker as a learner (Appendix 2) and training should be integrated into learner duties and development of working community. Learner is a member of working community and he/she brings substantial

professional and life experiences that could be exploited in training. Working and training organisations have their own organisation cultures and in co-operation could both learn and benefit from each other (Figure 3).
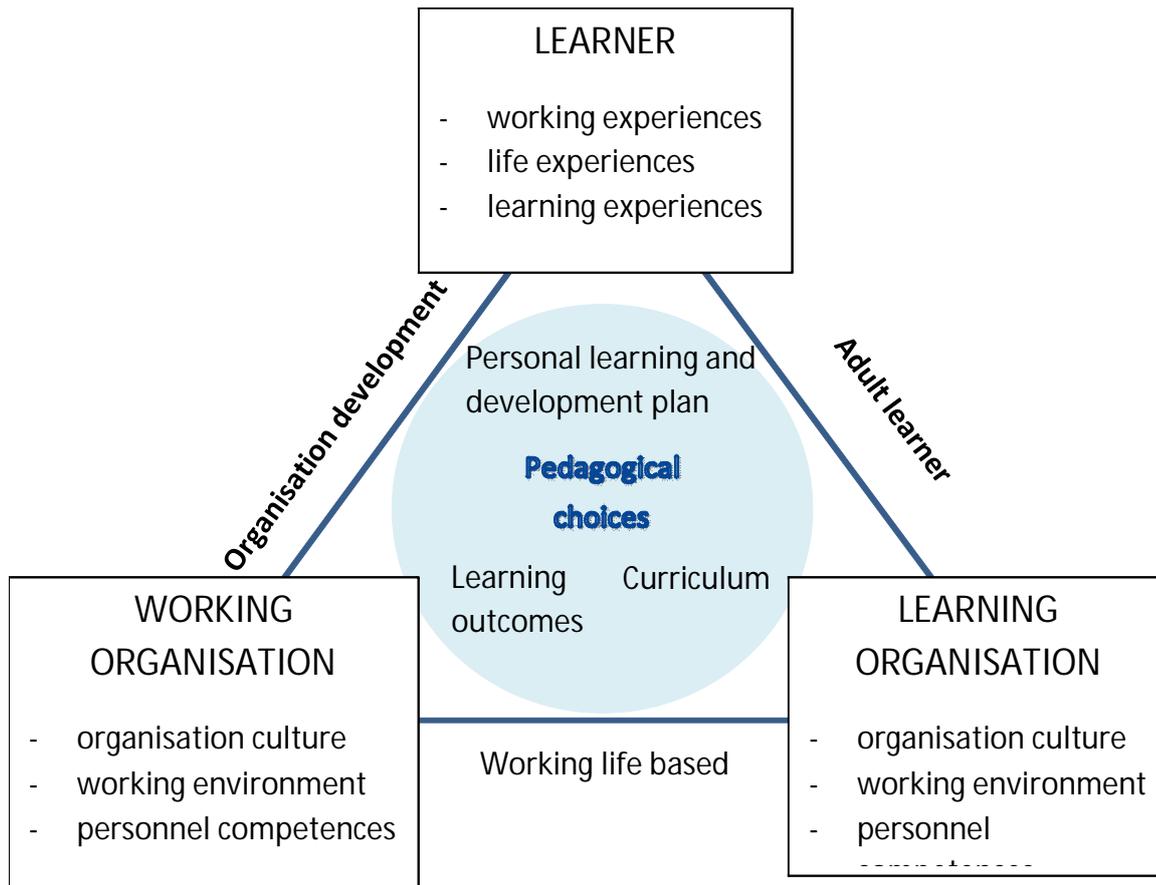

Figure 3. Training in co-ordination with learner, training and working organisations

Training target group is ageing workers (age over 50). Their duties, working environments and organisations are various. Learners have strong specific professional competences and working experiences, but generic working life and development of expertise competences need updating and developing in rapidly changing working life. (Figure 4)

Training competence profile consists of following lifelong learning competences (knowledge skills and attitudes):

- Digital competence
- Learning to learn
- Civic competences
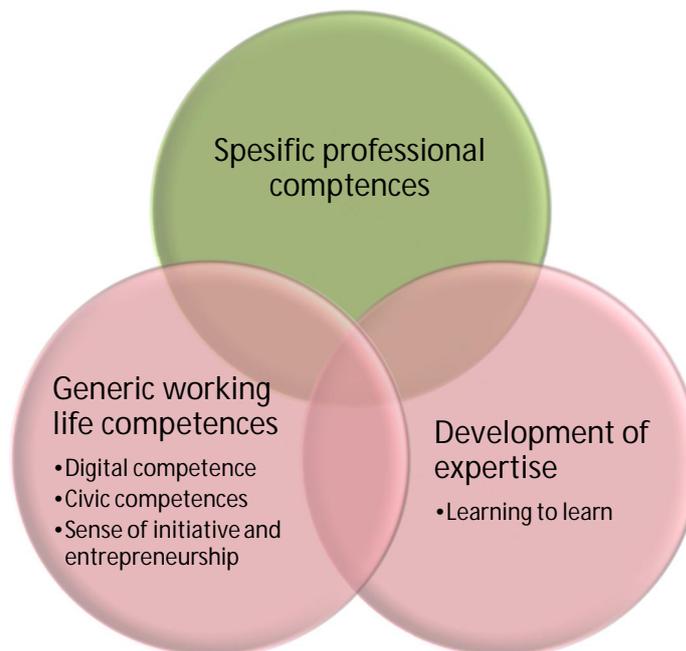- Sense of initiative and entrepreneurship

Spesific professional comptences

Generic working life competences
- Digital competence
- Civic competences
- Sense of initiative and entrepreneurship

Development of expertise
- Learning to learn

Figure 4. Expertise competence requirements

3. TRAINING COMPETENCES

A. Digital competence

Definition:

Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.

Essential knowledge, skills and attitudes related to this competence:

Digital competence requires a sound understanding and knowledge of the nature, role and opportunities of IST in everyday contexts: in personal and social life as well as at work. This includes main computer applications such as word processing, spreadsheets, databases, information storage and management, and an understanding of the opportunities and potential risks of the Internet and communication via electronic media (e-mail, network tools) for work, leisure, information sharing and collaborative networking, learning and research. Individuals should also understand how IST can support creativity and innovation, and be aware of issues around the validity and reliability of information available and of the legal and ethical principles involved in the interactive use of IST.

Skills needed include the ability to search, collect and process information and use it in a critical and systematic way, assessing relevance and distinguishing the real from the virtual while recognising the links. Individuals should have skills to use tools to produce, present and understand complex information and the ability to access, search and use internet-based services. Individuals should also be able use IST to support critical thinking, creativity, and innovation.

Use of IST requires a critical and reflective attitude towards available information and a responsible use of the interactive media. An interest in engaging in communities and networks for cultural, social and/or professional purposes also supports this competence.

B. Learning to learn

Definition:

'Learning to learn' is the ability to pursue and persist in learning, to organise one's own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at

home, at work, in education and training. Motivation and confidence are crucial to an individual's competence.

Essential knowledge, skills and attitudes related to this competence:

Where learning is directed towards particular work or career goals, an individual should have knowledge of the competences, knowledge, skills and qualifications required. In all cases, learning to learn requires an individual to know and understand his/her preferred learning strategies, the strengths and weaknesses of his/her skills and qualifications, and to be able to search for the education and training opportunities and guidance and/or support available.

Learning to learn skills require firstly the acquisition of the fundamental basic skills such as literacy, numeracy and ICT skills that are necessary for further learning. Building on these skills, an individual should be able to access, gain, process and assimilate new knowledge and skills. This requires effective management of one's learning, career and work patterns, and, in particular, the ability to persevere with learning, to concentrate for extended periods and to reflect critically on the purposes and aims of learning. Individuals should be able to dedicate time to learning autonomously and with self-discipline, but also to work collaboratively as part of the learning process, draw the benefits from a heterogeneous group, and to share what they have learnt. Individuals should be able to organise their own learning, evaluate their own work, and to seek advice, information and support when appropriate.

A positive attitude includes the motivation and confidence to pursue and succeed at learning throughout one's life. A problem-solving attitude supports both the learning process itself and an individual's ability to handle obstacles and change. The desire to apply prior learning and life experiences and the curiosity to look for opportunities to learn and apply learning in a variety of life contexts are essential elements of a positive attitude.

C. Civic competences

Definition:

These include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.

Essential knowledge, skills and attitudes related to this competence:

Civic competence is based on knowledge of the concepts of democracy, justice, equality, citizenship, and civil rights, including how they are expressed in the Charter of Fundamental Rights of the European Union and international declarations and how they are applied by various

institutions at the local, regional, national, European and international levels. It includes knowledge of contemporary events, as well as the main events and trends in national, European and world history. In addition, an awareness of the aims, values and policies of social and political movements should be developed. Knowledge of European integration and of the EU's structures, main objectives and values is also essential, as well as an awareness of diversity and cultural identities in Europe.

Skills for civic competence relate to the ability to engage effectively with others in the public domain, and to display solidarity and interest in solving problems affecting the local and wider community. This involves critical and creative reflection and constructive participation in community or neighbourhood activities as well as decision-making at all levels, from local to national and European level, in particular through voting.

Full respect for human rights including equality as a basis for democracy, appreciation and understanding of differences between value systems of different religious or ethnic groups lay the foundations for a positive attitude. This means displaying both a sense of belonging to one's locality, country, the EU and Europe in general and to the world, and a willingness to participate in democratic decision-making at all levels. It also includes demonstrating a sense of responsibility, as well as showing understanding of and respect for the shared values that are necessary to ensure community cohesion, such as respect for democratic principles. Constructive participation also involves civic activities, support for social diversity and cohesion and sustainable development, and a readiness to respect the values and privacy of others.

D. Sense of initiative and entrepreneurship

Definition:

Sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.

Essential knowledge, skills and attitudes related to this competence:

Necessary knowledge includes the ability to identify available opportunities for personal, professional and/or business activities, including 'bigger picture' issues that provide the context in which people live and work, such as a broad understanding of the workings of the economy, and the opportunities and challenges facing an employer or organisation. Individuals should also be aware of the ethical position of enterprises, and how they can be a force for good, for example through fair trade or through social enterprise.

Skills relate to proactive project management (involving, for example the ability to plan, organise, manage, lead and delegate, analyse, communicate, de-brief, evaluate and record), effective representation and negotiation, and the ability to work both as an individual and collaboratively in teams. The ability to judge and identify one's strengths and weaknesses, and to assess and take risks as and when warranted, is essential. An entrepreneurial attitude is characterised by initiative, pro-activity, independence and innovation in personal and social life, as much as at work. It also includes motivation and determination to meet objectives, whether personal goals or aims held in common with others, including at work.

4. DESCRIPTION OF LEARNING PROCESS

PAWT-process (Pedagogy Assisted Transition period) is at the same time a learning process where ageing worker through training and counselling develops working life knowledge, skills and attitudes towards well-timed retirement.
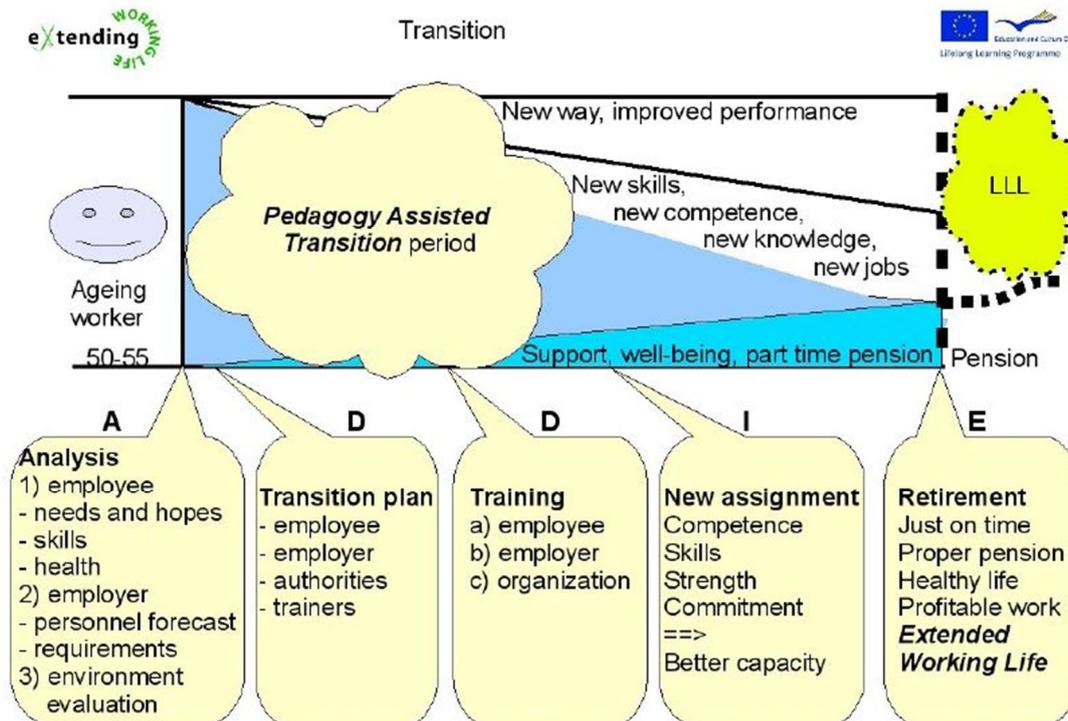
Figure 5. Transition period phases.

PAWT transition period

PAWT transition period could be divided into five phases (Figure 5).

The first phase is called the Analysis phase. In this phase it is important to analyse the employee's needs and skills and his/her health, new attitudes and possibilities and other physical and psychological attributes. It is also important the employer is supporting this kind of analysis: this analysis can be used as a platform of employee's transition agreement – to make personnel forecast and define the skills and requirements of personnel.

The second phase is the Transition plan. Politically, it would be very important that this kind of planning would be a general practice among older workers. In other words, it would be important that the employers' organizations and trade unions would accept this. It is also important that this

kind of model would get support and acceptance among authorities and politicians. This kind of model would benefit also adult educators and trainers.

The third phase is the Training phase. In this phase it is important to make a contract between the employer and employee and decide how to organise the training.

The fourth phase is the new assignment phase. In this period the skills and competences that the ageing worker will have after attending the training phase are defined. This clarifies the added value embedded in the transition phase in general.

The fifth phase focuses on the proper transition to retirement. In this phase it is important to inform the older worker about all the options and benefits available so that the shift to pension would be as easy as possible.

Training process outline

Before training more specific learning needs (learner and organisation) and a learner analysis needs to be conduct. Based on the analysis the training objectives, content, training methods and environments shall be adjusted in co-operation with the learner and working organisation. This paves the way for developing personal learning and development plant.

The training starts with developing learning to learn competences and if leaner have none or very limited ICT skills her/she should also take Introduction to ICT course (to be able to use PAWT e-learning platform). Learning to learn serves a foundation for other working life competences and it could also deepen when learning and practising other competences.

The next subject to orientate is digital competences and its growing role and importance in working life and in society. Digital competences are an integrated theme and an ageing worker will learn to utilize and adapt these competences in other modules. These first two core competences are essential to learn and adapt with other key working life competences.

Civic competences module prepares the learner to contribute constructively to changes in working life and in society. Innovation and entrepreneurship module gives the learner competences to turn ideas into action.

In addition to these key competences the training process could include both branch and partner (country) specific modules and pilots (Figure 6).
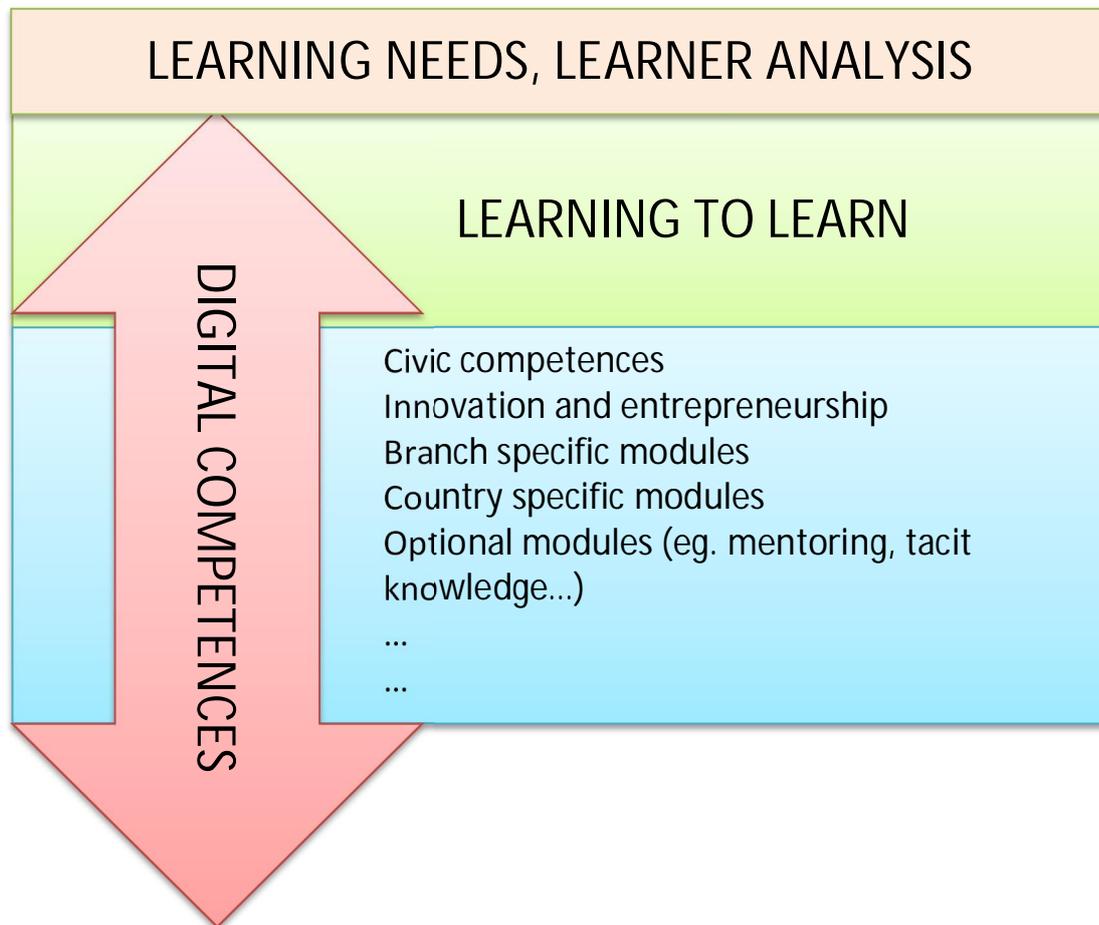
Figure 6. Learning process outline

5. PEDAGOGICAL CHOICES

The pedagogical framework for the PAWT curriculum is based on social-constructive approach to learning. The foundation of training process development and implementation is experimental learning and according to PAWT-project pedagogical strategy learning organisation concept and action learning model. (Appendix 3)

Learning process is developed so that the training forms a logical continuum, where training, guidance, assignments and assessment are based on working life activities. Working life based training environments, assignments and exercises support ageing learner learning process, which is guided by trainer using reflect, open dialog and feedback.

Varied learning environments and learning methods are used validly during the different phases of the training process. The training is implemented principally at workplaces and IT and

communication technology is used when appropriate in accordance with the needs of the learners.

6. CURRICULUM EVALUATION AND DEVELOPMENT

The curriculum should be evaluated and updated in every couple of years and regularly reviewed on the basis of feedback received from learners, working life organisations and trainers and they are further developed when needed.

Learner feedback is gathered after (during) each training module implementation and it will be discussed together with students and trainer if possible.

SOURCE MATERIAL

Managing an Ageing Workforce, A Guide to Good Practice, Alan Walker
http://www.eurofound.europa.eu/pubdocs/1998/65/en/1/ef9865en.pdf

The Key Competences for Lifelong Learning – A European Framework
http://ec.europa.eu/dgs/education_culture/publ/pdf/ll-learning/keycomp_en.pdf

Working and ageing Emerging theories and empirical perspectives
http://www.cedefop.europa.eu/EN/Files/3053_en.pdf

Working life changes and training for older workers. Tikkanen, Lahn, Withnall, Ward, Lyng
http://www.ageingatwork.eu/resources/working-life-changes-and-training-for-older-workers.pdf

ICT for Active Ageing at Work: Reflection Paper for the i2010 eInclusion SubGroup
http://ec.europa.eu/information_society/activities/ict_psp/documents/einc_tn_aaw.pdf

Digital literacy training for adults: Initiatives, actors, strategies. Guidelines concerning adult literacy teaching strategies for people aged over 55.
http://www.geengee.eu/geengee/geengee-docs/contenuti/comune/G&G Research Report.pdf

APPENDIX 1. Implementation plans

Course name	Introduction to ICT
Length credits/hours	16 h
Course description	This course is a simple and informal introduction how to use computers and the Internet for the people with no or very little experiences of ICT.
Lecturer in charge	

Starting and ending dates	
Min. number of participants	
Max. number of participants	
Enrollment period	
Implementation method	Contact teaching
Way of grading	Self-evaluation
Implementation location	
Language of instructions	
Competences	Digital Competence
Learning outcomes	Learner will perceive what a computer can do and s/he will be able to use keyboard/mouse and do simple tasks: start/close programs (& windows), save files and print files. Learner will be able to send and receive e-mails and visit web sites and search information on the Internet. Learner will have sufficient prerequisites to participate PAWT ICT Basics courses.

Core content	1. Computer
	• Importance of the computers in today's world
	• Parts of the computer and the ICT-terminology
	• Managing the computer hardware
	    • Turn on/off computer
	    • Using keyboard and mouse
	
	2. Operating system (basic functionality)
	• Using desktop, icons, windows, files, folders
	• Opening and closing the programs
	• Printing

	3. Internet basics • What is Internet, terminology • Using Web-browser • Using Search Engine • Using e-mail • PAWT e-learning platform
Prerequisites	none
Share of learner's workload	Lectures (5 h) Guided & assisted learning assignments (10 h) Self-evaluation and feedback (1h)
Course material	
Other implementation information	
Assessment criteria	
Assessment scale	
Other information	http://www.geengee.eu/geengee/index.jsp?locale=en Resources: - Internet Gym - Manuals and guides - Training Units ECDL EqualSkills program http://www.ecdl.org/programmes/index.jsp?p=2227&n=115 Senior Net How To Tips: http://www.seniornet.org/index.php?option=com_content&task=view&id=152&Itemid=36 Introduction to Cyber Security http://www.seniornet.org/index.php?option=com_content&task=view&id=448&Itemid=120 Microsoft Digital Literacy Curriculum http://www.microsoft.com/About/CorporateCitizenship/Citizenship/giving/programs/UP/digitalliteracy/eng/default.mspx Digital-literacy pilot training courses (Silver Project) http://www.silver.mondodigitale.org/courses

Course name	PAWT ICT Basics
Length credits/hours	1,5cr (42 h)
Course description	This is a basic level digital competence course and it provides the learner with knowledge and skills to use ICT at work. This course forms a basis for further training of more advanced ICT skills.
Lecturer in charge	

Starting and ending dates	
Min. number of participants	
Max. number of participants	
Enrollment period	
Implementation method	Contact teaching, e-learning
Way of grading	Self-evaluation
Implementation location	
Language of instructions	Finnish
Competences	Digital Competence
Learning outcomes	After completion of this course learner will be able to: • use PAWT e-Learning platform • use and manage computer in different contexts • understand main computer applications and select the right one • recognize intellectual property, security and privacy issues associated with ICT • be aware of the opportunities given by the use of Internet
Core content	1. PAWT e-Learning platform (2 h) 2. Using computer effectively (8 h) • Computer setup and software updates • Managing information using computers • File management and file types • Print management and options • Manage common problem situations 3. Computer programs (12 h) • Most common software used and selecting the right software

	• Fundamentals of word processing, spreadsheets, presentation software and image editing
	
	4. Computer security and privacy (4 h)
	• Guidelines and best practices for protecting information and privacy
	• Computer security settings and applications (antivirus, firewall)
	• Intellectual property, copyright and licenses
	
	5. Information search and communication on the web (16 h)
	• Web-browser settings, features and security
	• Information search and retrieve on the web
	    o Search strategy and process
	    o Searching tools: search engines, subject directories
	    o Evaluating search results and information quality
	• E-mail
	    o Managing email-application and messages
	    o E-mail etiquette and security
	• Other communication options on the web
	    o Overview of discussion forums, blogs, video/audio conference, web 2.0 applications
	    o Privacy and security guidelines
	• Performing transactions on the web – e-business
	• Distance working

Prerequisites	PAWT Introduction to ICT or similar competences

Share of learner's workload	Lectures (10 h)
	Guided & assisted learning assignments (30 h)
	    - e-learning (15 h)
	    - classroom (15 h)
	Self-evaluation and feedback (2h)

Course material	
Other implementation information	All Course material and assignments are on PAWT e-learning platform.
Assessment criteria	
Assessment scale	
Other information	ECDL e-Citizen http://www.ecdl.org/programmes/index.jsp?p=2227&n=114 ECDL / ICDL programmes http://www.ecdl.org/programmes/index.jsp?p=102&n=108 ICT Driving Licence (University of Helsinki) http://www.helsinki.fi/tvt-ajokortti/english/

Introduction to Cyber Security
http://www.seniornet.org/index.php?option=com_content&task=view&id=448&Itemid=120

Microsoft Digital Literacy Curriculum
http://www.microsoft.com/About/CorporateCitizenship/Citizenship/giving/programs/UP/digitalliteracy/eng/default.mspx

Digital-literacy pilot training courses (Silver Project)
http://www.silver.mondodigitale.org/courses

Course name	PAWT Application programs
Length credits/hours	2cr (56 h)
Course description	This course develops the learner's digital competences through the use of common application programs. Course provides the learner with knowledge and skills to use Word Processing, Spreadsheet, Presentations, Image editing program and utilize skills at work. This course forms a basis for further training of more advanced application program skills.
Lecturer in charge	

Starting and ending dates	
Min. number of participants	
Max. number of participants	
Enrollment period	
Implementation method	Contact teaching, e-learning
Way of grading	Self-evaluation
Implementation location	
Language of instructions	
Competences	Digital Competence
Learning outcomes	After completion of this course learner will be able to: • have a working knowledge of the common application programs • create correctly formatted word processing documents • create spreadsheets using formulas to calculate outcomes and visualize data using charts • develop functional presentations • understand integration and interaction of the application programs
Core content	1. Word Processing (18h) • Set up program options/preferences • Create, edit, save and print a document • Format text, paragraphs and page • Document setup, layouts, templates • Graphics, pictures and tables • Document standards • Proofread document • Help, built-in options and additional information 2. Spreadsheet (18 h) • Set up program options/preferences • Components of a spreadsheet

	• Create, edit, save and print a spreadsheet • Enter, edit and format data • Format cells and spreadsheet • Functions in a spreadsheet • Insert charts in a spreadsheet • Help, built-in options and additional information • Print a spreadsheet 3. Presentation (10 h) • Set up program options/preferences • Components of a presentation program • Create a presentation • Presentation slide layouts and designs • Animations and transition effects • Adding graphics and multimedia to a presentation • Presentation types • Help, built-in options and additional information • Print presentation 4. Image editing (6 h) • Digital images formats and terminology • Upload, open, edit and save digital image • Image settings • Image adjust and manipulation • Effects and filters • Capture image • Organize and share images • Print image 5. Integration and interaction (4 h) • Copy & paste data • Create links • Embed objects • Common file formats
Prerequisites	PAWT ICT Basics course or basic working knowledge of a computer use.
Share of learner's workload	Lectures (16 h) Guided & assisted learning assignments (38 h) - e-learning (18 h) - classroom (20 h) Self-evaluation and feedback (2 h)

Course material	
Other implementation information	All Course material and assignments are on PAWT e-learning platform.
Assessment criteria	
Assessment scale	
Other information	ECDL / ICDL programmes http://www.ecdl.org/programmes/index.jsp?p=102&n=108 Training Microsoft Office http://office.microsoft.com/en-gb/support/training-FX010056500.aspx OpenOffice.org Support http://support.openoffice.org/index.html OpenOffice tutorials http://www.learnopenoffice.org/ Computer tutorials based on pictures, not words. http://inpics.net/index.html

Course name	PAWT Social media at work
Length credits/hours	2cr (56 h)
Course description	The course provides the learner with the understanding of the impacts and philosophy of social media. It will focus on how social media is changing communication and collaboration at work and in society. The course will give the learners practical facilities in the use of common social media tools. During this course the learner will also discover ethics and the possible pitfalls of using social media.
Lecturer in charge	

Starting and ending dates	
Min. number of participants	
Max. number of participants	
Enrollment period	
Implementation method	Contact teaching, e-learning
Way of grading	Self-evaluation
Implementation location	
Language of instructions	
Competences	Digital Competence
Learning outcomes	After completion of this course learner will be able to: • gain an understanding of the social media concepts • understand social media challenges, opportunities and role in society • become familiar with the discourse on social media • use major social media tools in relevant situations

Core content	1. Overview of social media – terms, tools, technology (4 h)
	
	2. Ethics, privacy&identity and security on social media (4 h)
	
	3. Work collaboratively (12)
	• Concept of collaboration and how to use tools at work
	• Tools:
	   • Blogs and microblogs
	   • Wikis
	   • Web application programs (Google docs)
	
	4. Share resources and ideas (12)
	• Concept of sharing and how to use tools at work
	• Tools:

	- Sharing communities (Flickr, SlideShare, YouTube) - Social bookmarks, tags - RSS-feeds - Mindmaps - Whiteboards 5. Communication (12) - Concept of communication and how to use tools at work - Tools: - Discussion forums - Instant messaging - Webmeeting (Skype, Adobe Connect) 6. Social networking (12) - Concept of social networking and how to use tools at work - Tools: - Online communities (Facebook, MySpace) - Business networks (LinkedIn, XING) - Social group networks (Ning) - Virtual worlds (Second life, realXtend)
Prerequisites	PAWT ICT Basics course or basic working knowledge of a computer and Internet use.
Share of learner's workload	Lectures (16 h) Guided & assisted learning assignments (38 h) - e-learning (18 h) - classroom (20 h) Self-evaluation and feedback (2 h)
Course material	
Other implementation information	All Course material and assignments are on PAWT e-learning platform.
Assessment criteria	
Assessment scale	
Other information	Social Networking Manual. An introduction to social networks for over-sixties http://www.silver.mondodigitale.org/sites/default/files/manuale_socialnetworking_eng_0.pdf Social Media U http://www.readwriteweb.com/archives/social_media_u_take_a_class_in.php How to promote social media uptake in VET and adult training systems in Europe http://www.elearningeuropa.info/files/media/media24551.pdf

Course name	PAWT Learning to Lear
Length credits/hours	2cr (56 h)
Course description	This Learning to Learn course provides the learner with knowledge and understanding of one's learning style and methods, strengths and weaknesses of learning skills and qualifications and how to develop them. During this course learner will create a personal development and learning plan to meet his/her professional development goals. Purpose of this course is to develop efficient learning behaviors.
Lecturer in charge	

Starting and ending dates	
Min. number of participants	
Max. number of participants	
Enrollment period	
Implementation method	Contact teaching, e-learning
Way of grading	Self-evaluation
Implementation location	
Language of instructions	
Competences	Learning to Learn
Learning outcomes	After completion of this course learner will be able to: • understand his/her personal learning characteristics • evaluate and develop learning and learning methods • acquire, handle, and analyse information critically • be capable of collaborative learning and knowledge sharing • plan, organise and develop one's own learning actions • create a personal learning and development plan
Core content	1. Awareness of learning • one's preferred learning style (learning style test and analyse) • strengths and weaknesses of one's study skills and qualifications 2. Learning environments 3. Time Management • efficient use of time and time scheduling • dealing with milestones and deadlines • time wasters & ways to save time

	- dedicating time and concentration for learning 4. Organize and regulate learning - personal development and learning plan - self –management of learning (autonomy, discipline, perseverance) - reflect critically on the object and purpose of learning - available training opportunities - information management and knowledge construction - information and knowledge for action 5. Learning in groups - communicating in groups - contributing to groups - decisions in groups - supporting and motivating others in groups 6. Motivation and self-esteem - techniques and activities building self-esteem and positive attitude towards learning - interest value and practical importance of learning - intrinsic and extrinsic motivators to learn - dealing with motivational problems - setting one's own learning goals - overcoming obstacles - operating learning competence - meaningful learning
Prerequisites	PAWT Introduction to ICT or similar competences

Share of learner's workload	Lectures (16 h)
	Guided & assisted learning assignments (38 h)
	   - e-learning (18 h)
	   - classroom (20 h)
	Self-evaluation and feedback (2 h)

Course material	
Other implementation information	All Course material and assignments are on PAWT e-learning platform.
Assessment criteria	
Assessment scale	
Other information	SKILLS, Several Keys In Learning to Learn Skill http://www.faea.es/G1_SKILLS/ L2L handbook for facilitators, Mark Taylor and Paul Kloosterman http://www.learning2learn.eu/images/docs/l2l_handbook_for_facilitators.pdf

Learning2learn -project
http://www.learning2learn.eu/index.php

Learning how to learn. The Open University
http://openlearn.open.ac.uk/mod/oucontent/view.php?id=399327&direct=1

Teaching Yourself to Learn, MIT
http://web.mit.edu/uaap/learning/teach/index.html

Learning style test
http://www.vark-learn.com/english/page.asp?p=questionnaire
http://www.agelesslearner.com/assess/learningstyle.html
http://www.businessballs.com/freepdfmaterials/vak_learning_styles_questionnaire.pdf
http://www.edutopia.org/multiple-intelligences-learning-styles-quiz
http://www.learning-styles-online.com/inventory/
http://www.open2.net/survey/learningstyles/

Personal learning and development plan

Course name	PAWT Civic Competence
Length credits/hours	1 cr (28 h)
Course description	This Civic Competence course provides the learner with knowledge and skills to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies. It also equips learner to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation. Purpose of this course is to develop knowledge, skills, attitudes and values needed to enable individual to become an active citizen.
Lecturer in charge	

Starting and ending dates	
Min. number of participants	
Max. number of participants	
Enrollment period	
Implementation method	Contact teaching, e-learning
Way of grading	Self-evaluation
Implementation location	
Language of instructions	
Competences	Social end civic competence
Learning outcomes	After completion of this course learner will be able to: • understand intercultural dimension and diversity • understand essential civic principles and concepts • understand policy-making process • understand the role of EU • follow critically information from media • participate civic activities and decision-making
Core content	1. Civic identities (6 h) • intercultural dimension in European and other societies • codes of conduct and manners promoted in different societies • respect values and privacy of others 2. Civic principles (6 h) • concepts of democracy, citizenship and the declarations expressing them • concept of human rights and equality • civil rights and the constitution 3. Civic society and systems (8 h)

	• policy-making process at local, regional, national, European and international level • political and economic role of the EU and opportunities given by the EU • main events, trends and agents of change in national, European and world level 4. Civic participation (8 h) • participation in community activities and in decision-making at national and European levels • civic activities supporting for social diversity and social cohesion • critical reception of information from mass media • communication, debate and negotiation in different situations
Prerequisites	PAWT Introduction to ICT or similar competences
Share of learner's workload	Lectures (8 h) Guided & assisted learning assignments (18 h) - e-learning (12 h) - classroom (6 h) Self-evaluation and feedback (2 h)
Course material	
Other implementation information	All Course material and assignments are on PAWT e-learning platform.
Assessment criteria	
Assessment scale	
Other information	The Adult Learner 2005: Citizenship & Participation http://www.aontas.com/download/pdf/adult_learner_05.pdf Active Citizenship http://www.wea.org.uk/pdf/Active%20Citizen%20booklet.pdf

Course name	PAWT Innovation and Entrepreneurship
Length credits/hours	2cr (56 h)
Course description	This Innovation and Entrepreneurship course provides the learner with knowledge and understanding of innovation process, project management and entrepreneurship. This course gives a foundation needed establishing or contributing to social or commercial activity. Purpose of this course is to develop knowledge, skills, attitudes and values needed to turn ideas into action.
Lecturer in charge	

Starting and ending dates	
Min. number of participants	
Max. number of participants	
Enrollment period	
Implementation method	Contact teaching, e-learning
Way of grading	Self-evaluation
Implementation location	
Language of instructions	
Competences	Sense of initiative and entrepreneurship
Learning outcomes	After completion of this course learner will be able to: • understand innovation process • improve creativity skills • plan and manage projects • work collaboratively • understand opportunities and challenges in entrepreneurship
Core content	1. Innovation (20 h) • Value proposition – formulate idea • Innovation plan • Innovation process management • Creativity 2. Project (16 h) • Project idea • Project Initiation • Project planning • Project management • Working collaboratively, negotiate 3. Entrepreneurship (20 h) • Entrepreneurial attitude at work • Ethical values of enterprises (social enterprise) and good governance

	• Risk-taking when warranted, seize opportunities, profit motive • Skills and knowledge needed establishing or contributing to social or commercial activity • Workings of the economy, opportunities and challenges • Determination to meet objectives at work
Prerequisites	PAWT Introduction to ICT or similar competences

Share of learner's workload	Lectures (16 h)
	Guided & assisted learning assignments (38 h)
	   - e-learning (18 h)
	   - classroom (20 h)
	Self-evaluation and feedback (2 h)

Course material	
Other implementation information	All Course material and assignments are on PAWT e-learning platform.
Assessment criteria	
Assessment scale	
Other information	Innovation Month concept http://www.acehanke.fi/en/frontpage/ Epstein Creativity Competencies Inventory for Individuals http://mycreativityskills.com/ Managing Innovation and Entrepreneurship (MIT) http://ocw.mit.edu/courses/sloan-school-of-management/15-351-managing-innovation-and-entrepreneurship-spring-2008/syllabus/ Introduction to the Entrepreneurial Experience http://resources.talcie.org/topics-and-activities/introduction-to-the-entrepreneurial-experience Creativity, Innovation and Entrepreneurship http://resources.talcie.org/topics-and-activities/creativity-innovation-and-entrepreneurship

APPENDIX 2. Special characteristics of ageing worker as a learner

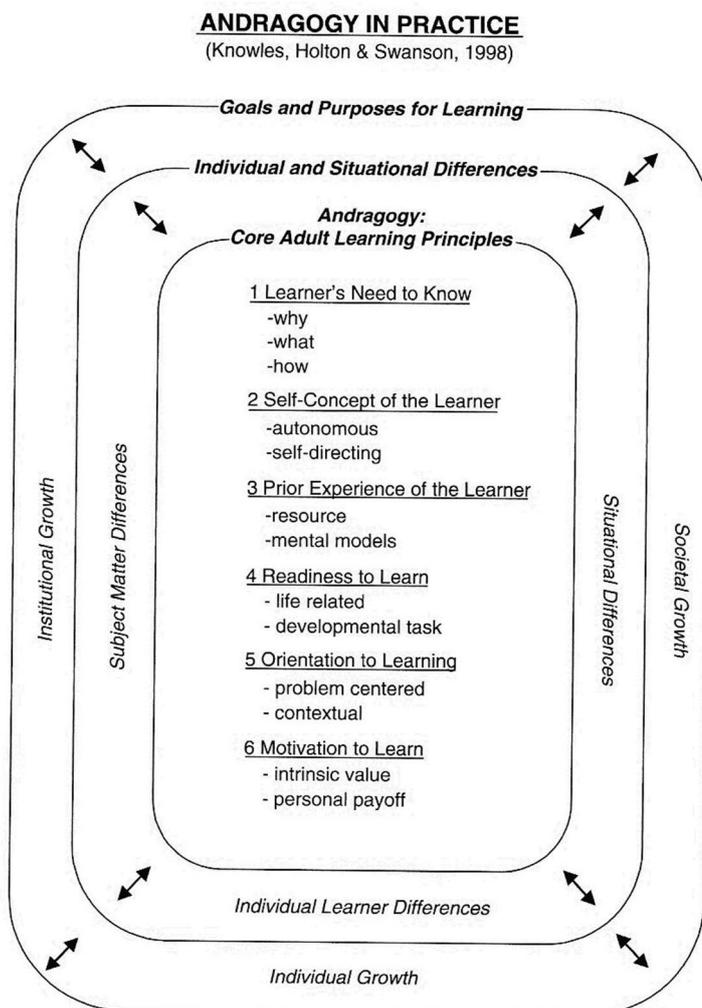1. Re-framing the andragogical model of adult learning, Holton, E. F., Swanson, R. A., & Naquin, S.

http://richardswanson.com/publications/Swanson%282001%29Andragogyinpr.pdf

ANDRAGOGY IN PRACTICE
(Knowles, Holton & Swanson, 1998)

Goals and Purposes for Learning

Individual and Situational Differences

Andragogy:
Core Adult Learning Principles

1 Learner's Need to Know
-why
-what
-how

2 Self-Concept of the Learner
-autonomous
-self-directing

3 Prior Experience of the Learner
-resource
-mental models

4 Readiness to Learn
- life related
- developmental task

5 Orientation to Learning
- problem centered
- contextual

6 Motivation to Learn
- intrinsic value
- personal payoff

Institutional Growth

Subject Matter Differences

Situational Differences

Societal Growth

Individual Learner Differences

Individual Growth

Figure 1-1. *Andragogy in practice (Knowles, Holton, and Swanson, 1998).*

2. Adult Learning Theory and Principles, Queensland Occupational Therapy Fieldwork Collaborativ

    http://www.qotfc.edu.au/resource/index.html?page=65375&pid=65340

    - Adults are internally motivated and self-directed
    - Adults bring life experiences and knowledge to learning experiences
    - Adults are goal oriented
    - Adults are relevancy oriented
    - Adults are practical
    - Adult learners like to be respected

3. Principles of adult learning, Stephen Lieb

    http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-2.htm

4. The adult learner: the definitive classic in adult education and human resource development, Malcolm Shepherd Knowles, Elwood F. Holton, Richard A. Swanson)

    http://books.google.fi/books?id=J6qGsHBj7nQC&lpg=PA137&ots=maR54fia-Y&dq=Treat%20Learners%20Like%20Adults&pg=PA1#v=onepage&q=Treat%20Learners%20Like%20Adults&f=false

5. TEACHING ADULTS - ANDRAGOGY - 10 Characteristics of Adults as Learners

    http://letsshareresources.blogspot.com/2009/03/teaching-adults-andragogy.html

6. Characteristics of Adult Learners with Implications for Online Learning Design, (Cercone, K.)

    www.editlib.org/d/24286/article_24286.pdf

7. ASSET-project, Adult Education teachers self-help tool-kit

    http://www.assetproject.info/index.html

8. Get Your Audience Pumped: 30 Ways to Motivate Adult Learners

   http://theelearningcoach.com/elearning_design/isd/30-ways-to-motivate-adult-learners/

9. Adult Learning: From Theory to Practice (L. Herold)

   http://www.nald.ca/adultlearningcourse/info.htm

10. How Adults Learn, Marcia L. Conner

    http://agelesslearner.com/intros/adultlearning.html

APPENDIX 3. Pedagogical choices

1. Social constructive approach to learning

Emphasizes that learning is an active social process in which individuals make meanings through the interactions with each other and with the environment they live in. Knowledge is thus a product of humans and is socially and culturally constructed.

http://en.wikipedia.org/wiki/Social_constructivism

http://projects.coe.uga.edu/epltt/index.php?title=Social_Constructivism

2. Experiential learning

Experiential learning puts the learner at the center of the learning process. This means that individuals are in control of their own learning, and are able to take the initiative and create experiences that have meaning for them.

http://www.haygroup.com/leadershipandtalentondemand/video/details.aspx?ID=196&C=1

+ additional videos

Experiential Learning in Adult Education: A Comparative Framework, Tara J. Fenwick
http://www.ualberta.ca/~tfenwick/ext/pubs/print/aeq.htm

The Experiential Learning Cycle
http://www.learningandteaching.info/learning/experience.htm

3. Learning organisation concept

The learning organization, Smith, M. K.
http://www.infed.org/biblio/learning-organization.htm

Surveying the Concept of the Learning Organization, Xin-An (Lucian) Lu
http://www.leadingtoday.org/weleadinlearning/xaoct04.htm

http://en.wikipedia.org/wiki/Learning_organization

4. Action learning model

All About Action Learning, Carter McNamara
http://managementhelp.org/trng_dev/methods/action-learning.htm

http://en.wikipedia.org/wiki/Action_learning