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Methodological Material for Adult Education in Distance Learning

Developed within the European Union Erasmus+ Program Activity No.2 (KA2) Strategic Partnership Project No.2018-1-LV01-KA201-046972 in the School Education Sector "Restarting Adult Learning Skills through New Teaching Methods" activities.

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Jelgava District Correspondence School, 2019.

Introduction

Having learned the main development directions of the Latvian National Development Plan 2014-2020, it can be seen that “compulsory secondary education - both general and vocational - is important in order to achieve an “economic breakthrough” and a high level of general well-being in 2020. The learning process and subject delivery at schools are of a high standard and, from the very first days of school onwards, unleashes the abilities and skills and prepares the young generation to be competitive in the labour market in the future. Although the plan states that upper secondary education should be compulsory, it is unlikely to be achieved in such a short period of time.

The big European issue that unites all the project partners is the question about the provision of education and training, especially for adults with no secondary education, different social backgrounds, young parents, people working full time, living abroad, etc. , but most of them have no prior experience in self-education or have had negative prior experience in education, system, methods, etc. How can we tackle this problem together and what can we do together? The problem with distance learning in schools is that not only students but also teachers need to be encouraged to learn new technologies and new learning habits. Trends show that the learning process is increasingly transformed into a virtual environment, but this does not mean that the on-the-spot effects at school will disappear. We are convinced by hearing that students want to combine face-to-face study and counselling where they can ask about the unknown and work in a virtual environment.

Distance learning is not possible without a special e-learning environment that provides the learner's own learning profile and schedule of individual examinations. For example, Jelgava District Correspondence School uses the Moodle system, where study materials and methodological resources are available. Here you will find all the information you need on research such as tutorials, various forms of support such as webinars and Skype communication. But there are many other forms of e-learning that partners identify, present and analyse, based on their experience. The same goes for research into new and innovative teaching methods. The best available knowledge should be formulated and implemented in schools. The priority here is to establish a long-term working network with partners from all relevant fields. The key issue is not only to promote learning by improving the quality and efficiency of education services, but also to make education methods more attractive. The European added value is that all project partners

face more or less the same problems but, on the other hand, the situation differs from country to country due to differences in education, society, life experience and study habits.

The goal of the project was to build a strong European network of three educational institutions with ICT expertise, enabling adults to learn at school to study, develop and exchange methodological materials for distance learning, to structure the work of teachers using the various privileges offered by information technologies in order to promote work system with adult learners and learn new methods for individualized approach to each learner. Thus, a few thousand students from all the partner institutions of the project are the target group.

The idea of the partnership is to find common solutions that will be valuable to all project partners and lead to common positive outcomes in future projects. And at a later stage, there is sustainable development in terms of networking and activities, plans and strategic issues to offer to all partners within and outside the network.

The methodological material will provide a compilation of information and recommendations for a more successful adult education in the Moodle distance learning environment, developed on the basis of the project partner experience in adult learning and the knowledge and skills of the project educators in structured course training in Italy organized by one of the project partners – “Futuro Digitale”.

Content

Introduction.....	2
Characteristics of Jelgava District Correspondence School	5
Characterization of andragogy in education process	8
Moodle enhancements and visualisation	10
Estonian “Tallinna Täiskasvanute Gümnaasium” Terms of Use for Moodle Courses.....	12
Jelgava District Correspondence School guide for educators for the use of Big Blue Button	15
IT tools for improvement of schoolwork	17
Opportunities provided by H5P software in Moodle environment.....	19
Submission of tests in Moodle environment.....	20
Feedback after course completion	25
Educating educators on IT tools	26
Compulsory motivation course for students enrolled in distance learning.....	27
Conclusions.....	29
Bibliography	30
Annex No. 1	31
Annex No. 2.....	35

Characteristics of Jelgava District Correspondence School

People of different social status live in Latvia. There are young people at risk of dropping out of education and also because of a lack of motivation in employment. It must be admitted that in Jelgava District Correspondence School a large part of young people is on the risk of social exclusion. The students of Jelgava District Correspondence School who for various reasons have been unable to obtain education in day schools. The reasons why people choose this form of education are varied. Essentially, being forced to work and provide for the family, inability to attend day school and frequent absence for unjustified reasons. A large part of them are working, there are many young mothers as well as athletes who are often abroad for shorter or longer periods. There are students in elementary school classes who have had to change environments, have had difficult conditions at home, because of which they have had to start working, and learners who are already in their adult years and want to continue their education after a long break.

As Jelgava District Correspondence School implements extramural and distance study form, it already indicates that the study process is organized differently from the day school. The school also has a counselling point at Svētes school, where students come for counselling. The subject is acquired through a self-directed process.

In the second term of study year 2017/2018 three distance-learning programmes were accredited in Jelgava District Correspondence School: general education program of general secondary education, humanitarian and social program of general secondary education, general basic education program. There are 45 educators in the school, most of them work at Jelgava city and region schools. Study process is organised in e-environment of Moodle for distance learners, such websites as www.uzdevumi.lv, www.dzm.lv, www.macibuvideo.lv, www.letonika.lv, as well as www.e-klase.lv are used in study process.

Mission – to support everybody who is willing to learn.

Vision – school, where everybody can move towards achieving one's goals.

The main goal is to create an educational environment, to organize and implement an educational process that ensures the achievement of the goals set by the state general primary and secondary education standards.

Tasks:

1. to provide the learner with the knowledge and skills necessary for personal growth and development, civic participation, employment, social inclusion and continuing education;
2. to promote the learner's development of a mentally, emotionally and physically developed personality and develop healthy lifestyle habits;
3. to promote the socially active attitude of the learner while preserving and developing his/her language, ethnic and cultural identity;
4. to develop the learner's skills for independent learning and development, to motivate them for lifelong learning and deliberate career choice;
5. to improve the e-environment in Moodle to provide learners with wholesome knowledge;
6. to provide educators with the necessary seminars, courses, methodological materials to enhance their skills for distance learning instruction;
7. to cooperate with parents or guardians of minors to ensure that all learners receive education;
8. to choose methods and forms of education work;
9. to make rational use of the financial resources allocated to education.

There are two forms of study organisation at Jelgava District Correspondence School – extramural and distance learning. Basically, they are young people and adults who have not obtained full-time education, who do not have the opportunity to attend school regularly (due to work, place of residence, health, social or other conditions) and who prefer individual study speed and process. (www.davv.lv, 2019) Basically, the school's audience is distance-learning students at the secondary-school level. Based on the specifics of distance learning, where students visit the school twice a week in the evenings to consult with educators on curriculum materials, the educational process is much different from day school education.

In order to better understand the educational process in these types of schools, it is important to be aware of what a typical student of extramural secondary education is. It is important to be aware of the needs of an adult learner in order to make the learning process sufficiently balanced and understandable. Andragogy can be the basis for this – science about the process of adult education, its goals, organization, methods, taking into account such features of

adult teaching and learning as experience, self-awareness, readiness to learn, immediate practical application of the acquired knowledge. (Beļickis, Blūma, Koķe, & Skujiņa, 2000).

While in pedagogy the teacher is more of an authority, a motivational trainer who teaches complete information on the subject to be learned, the teacher of andragogy is a consultant and companion who, through student's own motivation, helps the adult find ways to acquire the necessary knowledge and learn how to use them in practice by resolving topical situations and issues in one's life.

To make learning materials more accessible to distance learners, the school implements a program that is systematically refined and updated based on the findings of the EDURIO survey, the views expressed at distance learning meetings, and the sharing of experience with Italian "Futuro Digitale" and Estonian "Tallinna Täiskasvanute Gümnaasium", on how to improve the distance learning environment in Moodle.

Characterization of andragogy in education process

Differences in the learning process between children and adults are manifested in motivation, readiness to learn, goals and expressions. When analysing the theoretical background of adult education, it is important to understand the differences between pedagogy and andragogy. USA scientist Malcolm Knowles (Ose, 1999) became prominent as the founder of the science of andragogy, who defined adult pedagogy as andragogy, and highlighted the fundamental differences between children's and adult learning. In andragogy, science about the theoretical and practical aspects of adult education, unlike pedagogy, where the learner is passively dependent on the teacher, the adult develops oneself (Dzirkale-Maļavkina, 2011). Generally speaking, andragogy is the science of the adult education process, its goals, organization, methods, taking into account such features of adult teaching and learning as experience, self-awareness, motivation and readiness to learn, and the immediate practical application of knowledge and new skills. Thus, it can be said that children gain experience in the learning process, whereas adults **rely on** experience (Bautra, 2018).

Adult learning is based on each and every personal internal activity related to the perception of information, its meaning and value, its applicability, feedback, and obtaining results. It is understandable that an individual's need for new knowledge and skills is driven not only by external socio-economic or political factors and incentives, but also by internal needs and motives. According to T. Koçe, the process of adult education is based on the development of participants' cognitive stages, i.e., feelings, attention, memory, physical and emotional resilience, cognitive styles and previous experience (Koçe, 1999)

The purpose of the androgynous approach is to develop the learner's self-direction, which teaches that one develops one's self, but the teacher facilitates this process. Thus, the aim of adult education is to develop self-experience. In order to encourage adult participation in education, T. Koçe, based on practical experience gained and theoretical studies collected in European countries, as one of four features mentions the possibility of learning how to learn. (Koçe, 1999) Each of us has different learning abilities and styles, so the teacher should take these differences into account when planning lessons.

At adult age learning is taken very seriously, any failure can lead to distress, so purposeful planning of the learning process helps ensure that adult learning peculiarities are taken into account and are delivered (Ivanova, 2012). In adult education, self-learning also means that learners are

responsible for drawing up the plan, implementing it and evaluating their own work in the learning process. For this to be successful, it is essential to create a learning environment that is comfortable for learners and does not pose any additional risk for interruption of study process (Materials from Dace Stankeviča's Master Thesis "Non-formal Adult Health Education for the Prevention of Skin Diseases" have been used).

Moodle enhancements and visualisation

Jelgava District Correspondence School accredited the programme for basic school and secondary school in 2017. Initially, the visual design of the distance learning environment was rather reserved and chaotic. Based on the experience gained in Erasmus + KA2 project no. 2018-1-LV01-KA201-046972 “Restarting Adult Learning Skills through New Teaching Methods”, Moodle has been significantly improved with both the layout and various information blocks. Visual design in terms of colour was also considered.

Fig. 1. Beginning of Moodle

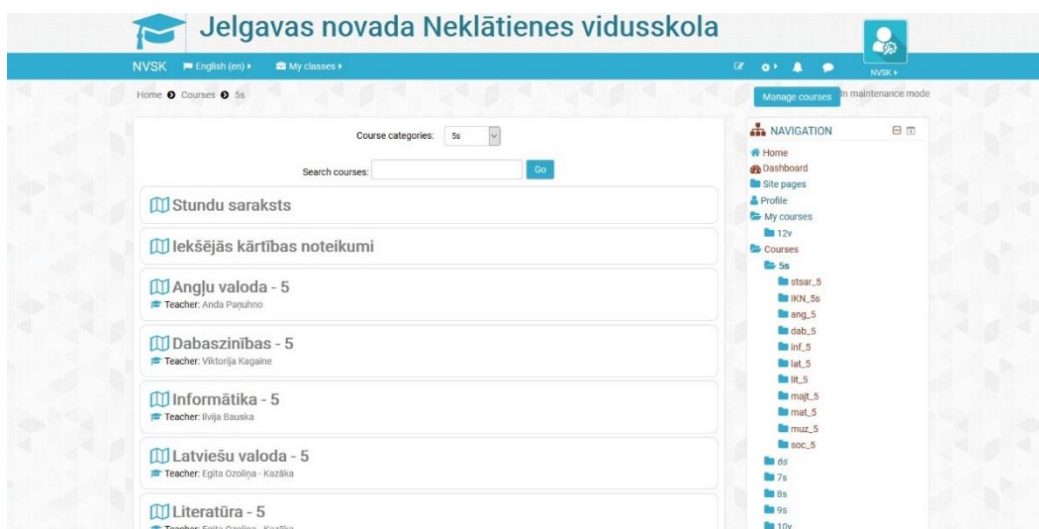


Fig. 2. Moodle layout changes

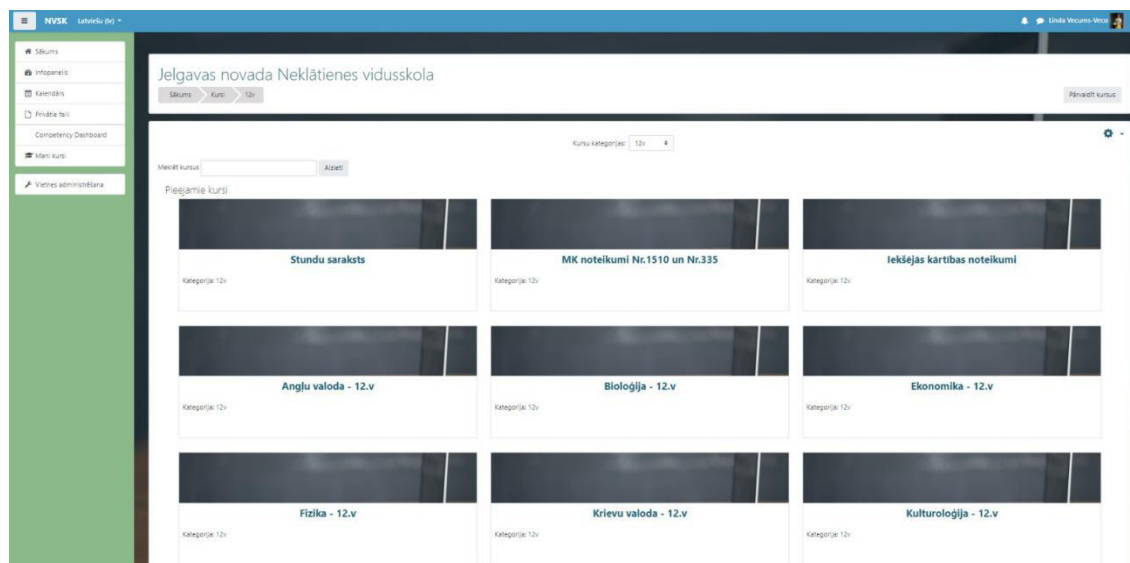
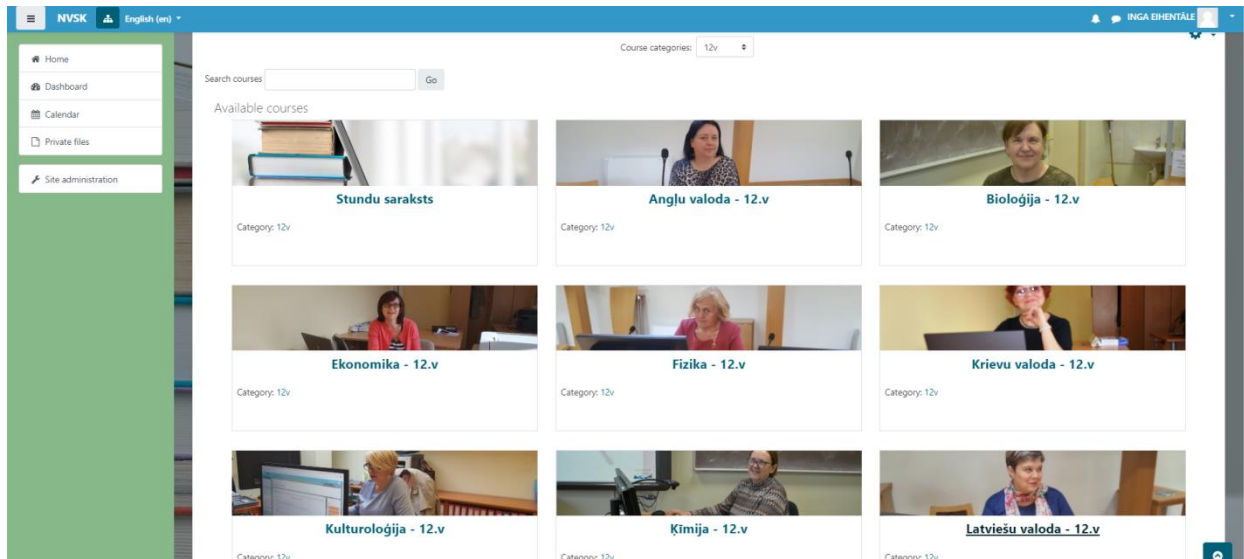


Fig. 3. Educators of Moodle subjects

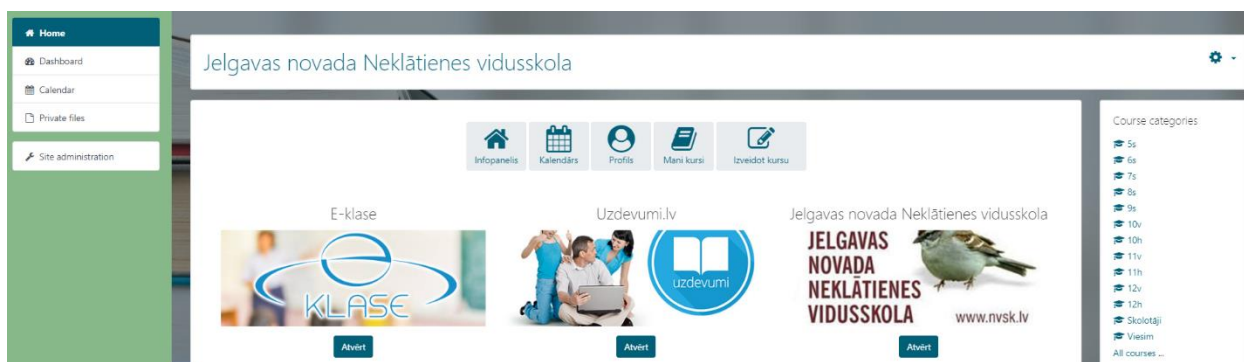


When registering on Moodle for the first time, the student uses his/her personal identity code and the same password for everybody *changeme*, which they have to change to their own password during the first use.

After registration, the learner has access to all subject courses as well as those courses that must be taken externally.

Within the framework of the project we also created quick links to the most frequently used links - *eklase.lv*, *uzdevumi.lv* and the school website - *www.nvsk.lv*.

Fig. 4. Quick information blocks



Estonian “Tallinna Täiskasvanute Gümnaasium” Terms of Use for Moodle Courses

1. 1. This Procedure regulates the procedure for the creation, management, archiving and deletion of digital courses in the Tallinn Adult Gymnasium (hereinafter referred to as the School).
2. A digital course is a course or part of another curriculum in a digital learning environment and management that meets all of the following organizational requirements:
 - 2.1. The course syllabus is consistent with the national syllabus and takes into account the specificities of the syllabus.
 - 2.2. The course covers 35 hours, of which 8 are lessons and the remaining 27 are independent work in the Moodle learning environment. The big tests are planned for contact classes. Course materials and learning activities must be appropriate to the course volume.
 - 2.3. The concept of the course is rethought and reflected in the digital course as a whole. The course is clearly structured. We recommend using the Moodle design format for the course format. Each subject corresponds to one of the final tests and can be divided into sub-topics. There are specific dates by which the learner must complete the subject. The dates of the main tasks are also reflected in the calendar.
 - 2.4. The introduction to the course includes training that provides the learner with an in-depth overview of the various aspects of the course (structure, objectives, learning outcomes, learning materials, assessment and feedback), short-term and independent work schedules, etc.). Each course identifies the knowledge, skills and prerequisites for participation. If not required, only course information will be provided.
 - 2.5. The course has a message board where the educator posts messages and can create a forum with questions and answers from the learners.
 - 2.6. Suitable media (e.g. text, images, animations, audio, video, etc.). All materials are copyrighted. The method of transmission of course materials corresponds to the technical abilities of the students. At least six different types of digital learning materials are represented during the course (text file, slide, link to another website, video reference, audio reference, etc.).
 - 2.7. The course content, learning activities, and assessment helps to achieve learning outcomes and support learning skills. The course uses learning activities that activate the learner, and tasks to test the knowledge (learning feedback) that is offered to the learner in the learning environment (essay, report, summary, solution, etc.).

- 2.8. The course is technically functional (links are active, tools needed, course-based web literature is available). Technology tools support the learning process. No additional paid software is required to use the learning environment. Using the new tools, the learner receives the necessary instructions.
- 2.9. At the end of the course, learner is asked to provide feedback to assess the course.
3. The education technician is responsible for managing, archiving and deleting the digital course.
4. Priority in conducting the course in the digital classroom will be given to the teacher who provided the course in the previous school year or whose course is more in line with that described in section 2.
5. When designing a study subject, you must abide by the copyright law when using other authors' works (<https://www.riigiteataja.ee/akt/128122011005>).
6. Copyright in the creation of learning objects is defined as follows:
 - 6.1. In the case of digital courses created by an educator for the purpose of the intended training, the copyright belongs to the educator, but the author's ownership of the course for the purpose of the assignment belongs to the school.
 - 6.2. Digital courses created and funded by ESF-funded programs will be subject to an engagement or authorization agreement, which stipulates that the subject author is granted a contract that grants ownership to the person named in the agreement.

CREATING, USING AND ARCHIVING DIGITAL MOODLE COURSES

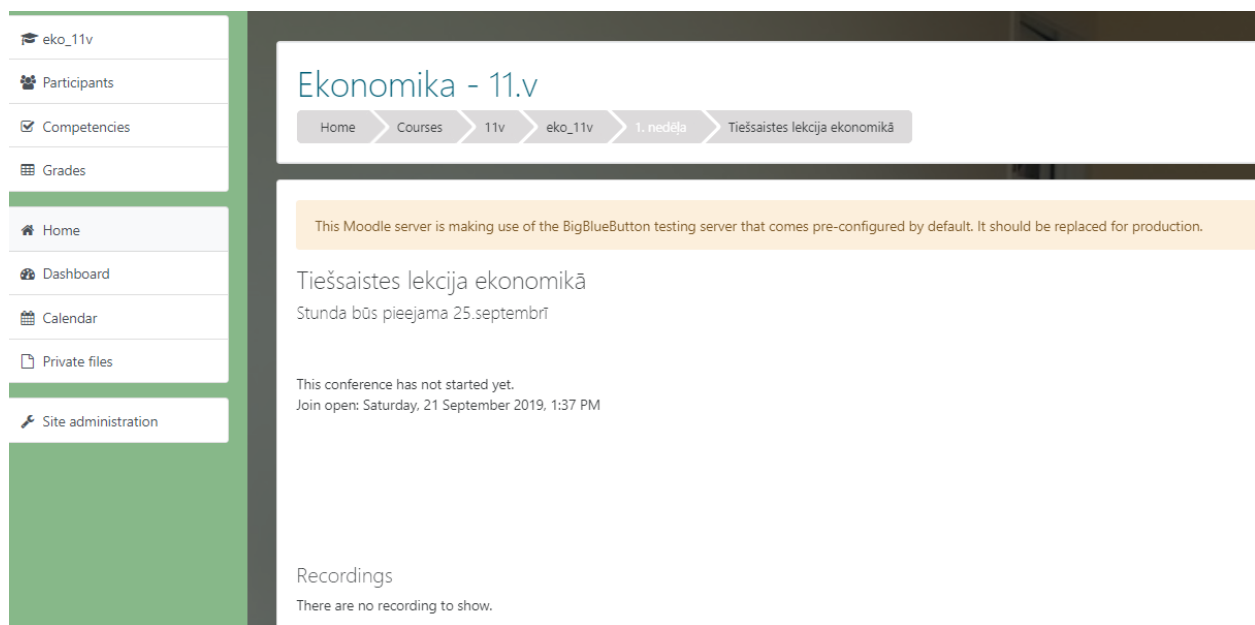
1. The digital learning environment is used to create digital courses in Moodle (<https://moodle.e-ope.ee>).
2. The person responsible for the digital course is the teacher responsible for the subject or part thereof.
3. The tasks for the person responsible for the digital course is as follows:
 - 3.1. to develop an appropriate digital course within the deadlines;
 - 3.2. to run a digital course. Collaborate with other educators involved in subject teaching, where appropriate;
 - 3.3. to solve the main questions and issues of the digital course students.
4. To create a digital course, all educators can contact the assistant of school education technology to set up an account, open a course, and create a course.

5. The lecturer makes a description of the contents of the digital course. It is made up until the start of training. The content of the digital course is at least half of the amount completed within three months of its establishment. If the digital course is less than three months according to the requirements described in paragraph 2 of this order, the teacher responsible for the digital course will be notified by e-mail of the deficiencies in the digital course, which must be resolved within 5 calendar days. If the digital course educator does not wish to use or improve the digital course, the education specialist has the right to delete the digital course.
6. In subjects for which a digital course has been established, it is not allowed to reduce the proportion of contact classes, including in digital classes (the second abbreviation "E"), of which approximately 75% is digital and the remaining 25% is contact hours.
7. A list of digital courses is posted on the school's digital learning website: <https://moodle.eope.ee/course/index.php?categoryid=486>
8. Digital courses are closed at the end of each academic year (end of August). The teacher and education technician revise the course and either cancel or duplicate it for the new academic year.
9. To archive an inactive course on a school server, the educator should contact the education technician.

Jelgava District Correspondence School guide for educators for the use of Big Blue Button

Based on the development of teaching materials and the need for the school to provide diverse, highly structured teaching materials available in the electronic environment, the Jelgava District Correspondence School offers its students online lessons in each subject. Online lesson access times are in each Moodle environment, indicating when they will be available. It will give learners the opportunity to be in direct contact with educators, to immediately ask unclear questions about the subject, and to provide good feedback between the learner and the educator to improve the learning material.

Fig. 5. Access to online class



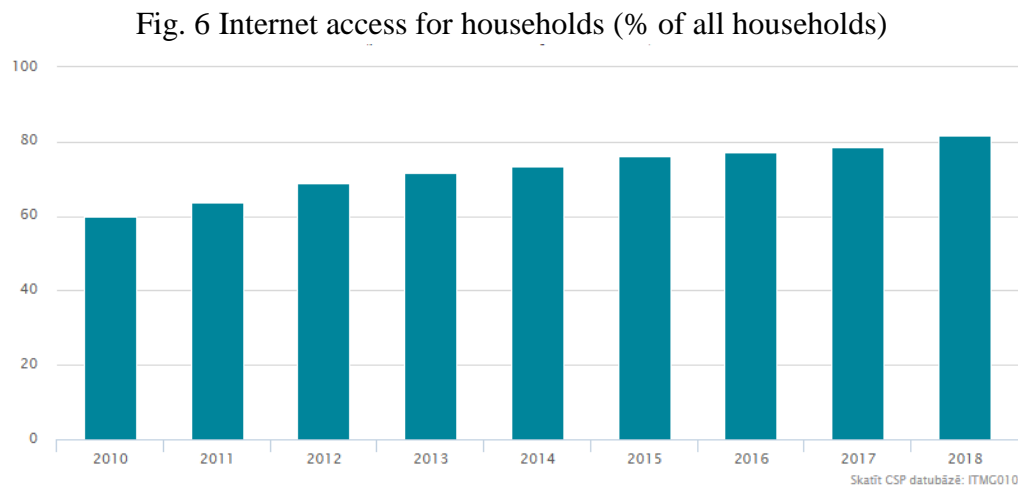
The screenshot displays a Moodle course interface. On the left is a navigation menu with items: eko_11v, Participants, Competencies, Grades, Home, Dashboard, Calendar, Private files, and Site administration. The main content area is titled 'Ekonomika - 11.v' and includes a breadcrumb trail: Home > Courses > 11v > eko_11v > 1. nedēļa > Tiešsaistes lekcija ekonomikā. A yellow warning banner states: 'This Moodle server is making use of the BigBlueButton testing server that comes pre-configured by default. It should be replaced for production.' Below this, the session title 'Tiešsaistes lekcija ekonomikā' is shown with the start time 'Stunda būs pieejama 25.septembrī'. A message indicates 'This conference has not started yet. Join open: Saturday, 21 September 2019, 1:37 PM'. At the bottom, a 'Recordings' section states 'There are no recording to show.'

In order for the teachers to master the new programme Big Blue Button, with the help of which the online lessons will be organised, a special manual was created (please see annex No. 1)

on how to create such kind of a lesson, as well as face-to-face meetings where held, where teachers created their own lesson. As the creation of such kind of materials is a complete novelty for our teachers and not all of them feel confident about their IT knowledge, several face-to-face seminars were held for them to strengthen their knowledge about Big Blue Button.

IT tools for improvement of schoolwork

As part of the project, we focused on the potential of new technologies to improve the general availability of school information. According to the Central Statistical Bureau, 98.1% of households with children have access to the Internet in 2018



As this percentage is very high, we mainly post information about school on the Internet. The school's website is kept up-to-date, information on opportunities and news is up to date. The font of the school's name was changed along with slight changes in the visual layout. This was done on the basis of discussions at distance education teachers' meetings.

Thinking of easier access to information, a Quick Access Code (QR) was created and incorporated into various school materials. The QR code opens the school's homepage.

Fig. 7. QR access code

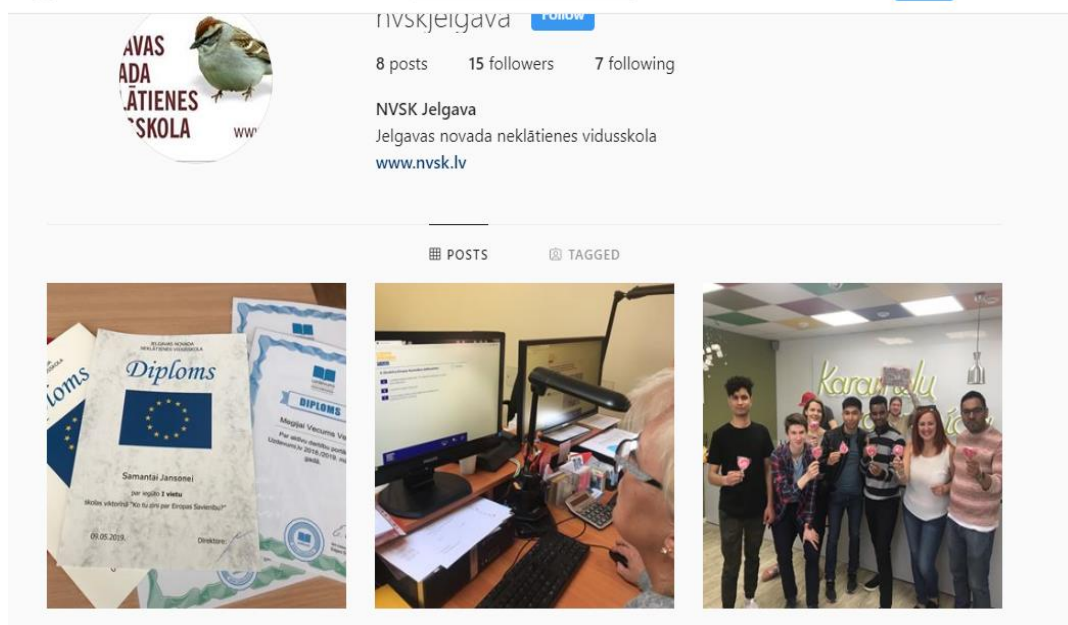


For promotional purposes, we have also created school pages on social networks – Facebook and Instagram, where we post up-to-date information to both learners and others. There

are also quick links on the school's website so that you can share your favourite school website article with your Facebook friends.

Social networking makes it easier to use e-communication because today's young people find it easier to write a message online than to call the administration or come to the administration for consultation. In any case, we try to use tools that appeal to today's youth and adults.

Fig. 8. School's *Instagram* account.



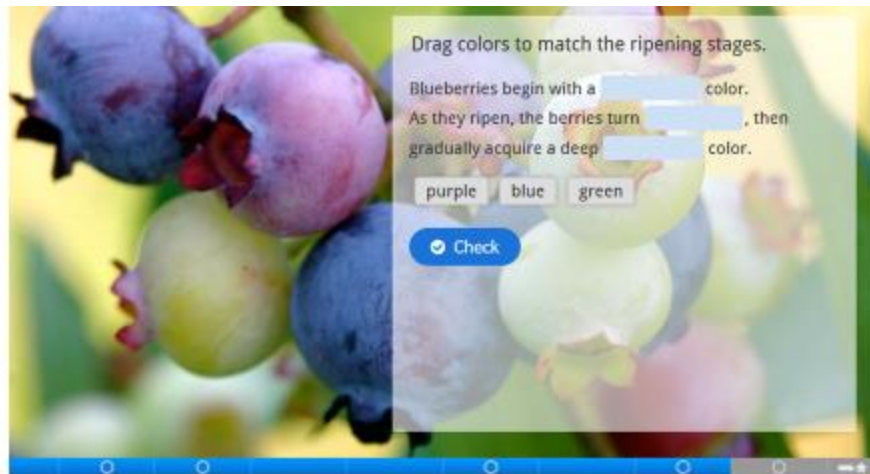
Opportunities provided by H5P software in Moodle environment

In order to diversify teaching materials, a special program, H5P, has been created, which enables creation of interactive presentations. Opportunities for this program were presented during the meetings of the Pedagogical Council, but the problem was that the program was available in English, which for most of teachers caused some difficulties. It is planned to study this program in-depth during this school year, based on the school's annual priorities.

H5P provides various ways to insert a quick test into a presentation:

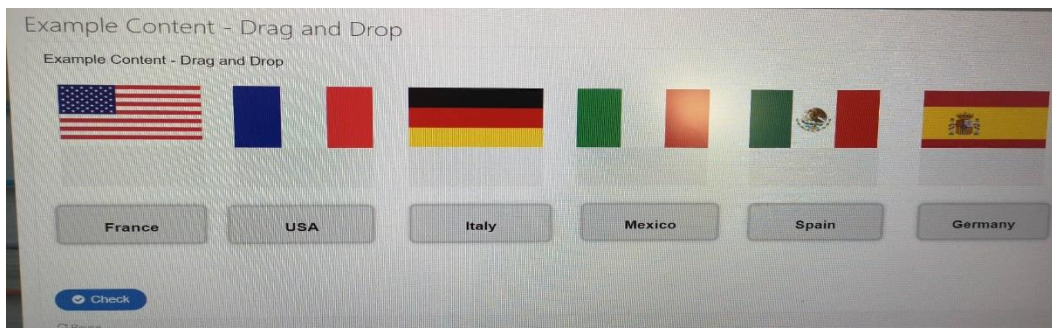
- to fill in the words in the text or select the correct option:

Fig. 9. H5P opportunities



- to create interactive videos, charts, and order e.g., planets or presidents, in certain sequence, connect the right images with words, and other interactive forms of testing.

Fig. 10. H5P opportunities



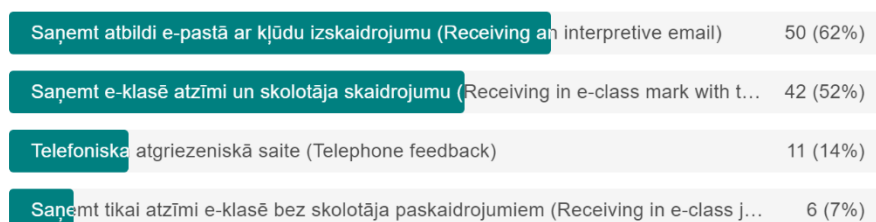
Submission of tests in Moodle environment

The results of the Edurio survey indicate that most learners want to receive feedback on their work with comments and a final rating.

Fig. 11. Question of Edurio survey

3) Kāda veida atgriezeniskā saite no skolotājiem Jums patīk vislabāk? (What kind of feedback from a teacher do you like best?)

81 atbildes



Powered by Edurio

Within the distance learning program, students send test papers to teachers. Each teacher has set the weeks when tests are placed. By evaluating the experience of previous years, it can be concluded that students sometimes send test papers to the wrong e-mails or attach them to e-class attachments, which results in the teacher not receiving these test papers. To reduce the chances of error, Moodle provides an option to upload tests. The educator receives an email informing them that a test has been submitted. At the downloaded test, the educator can provide his/her feedback and write comments, as well as the points and rating received for the test.

Environment for the student

Veselības mācība - 12.v

Home > My courses > 12v > ves_12v > 11. nedēļa > 1. semestra 2. ieskaite

1. semestra 2. ieskaite

Izpildīto pārbaudes darbu, lūdzu, iesniegt elektroniski šeit - zem "Pievienot iesniegumu".

[2_p_rbaudes_darbs.doc](#)

Submission status

Submission status	No attempt
Grading status	Not graded
Last modified	-

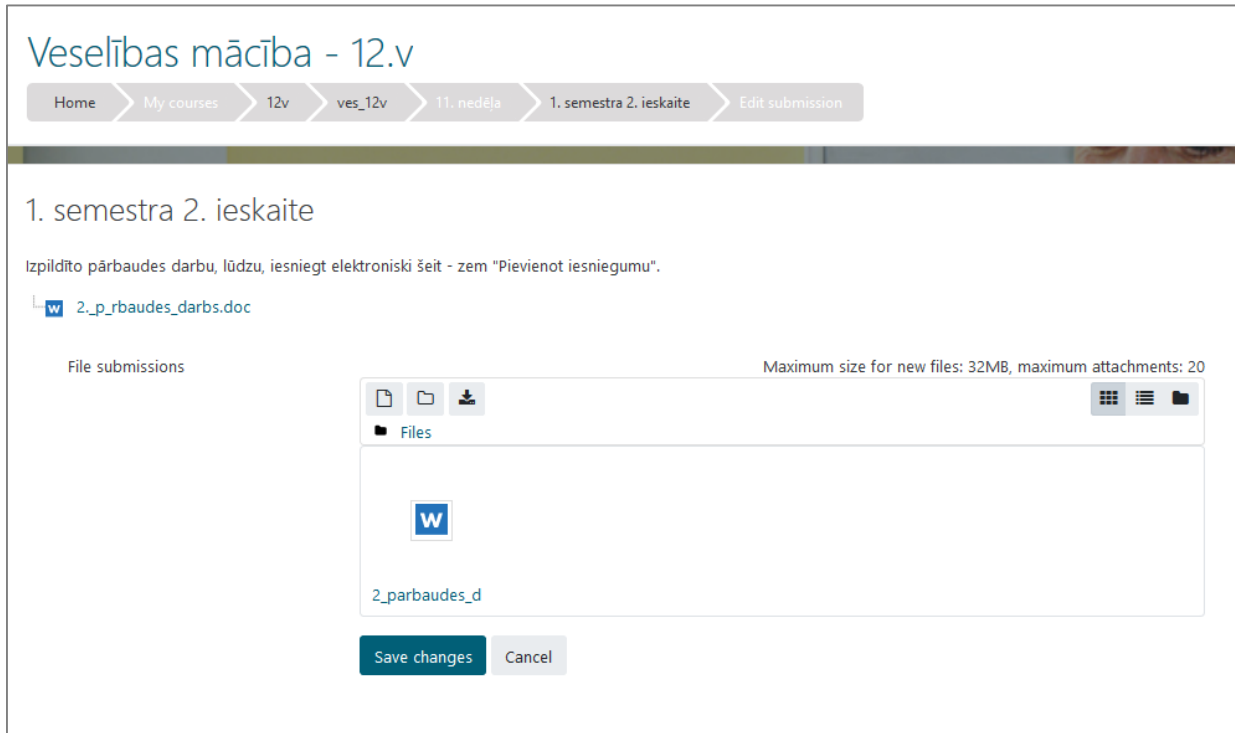
Submission comments

[+ Comments \(0\)](#)

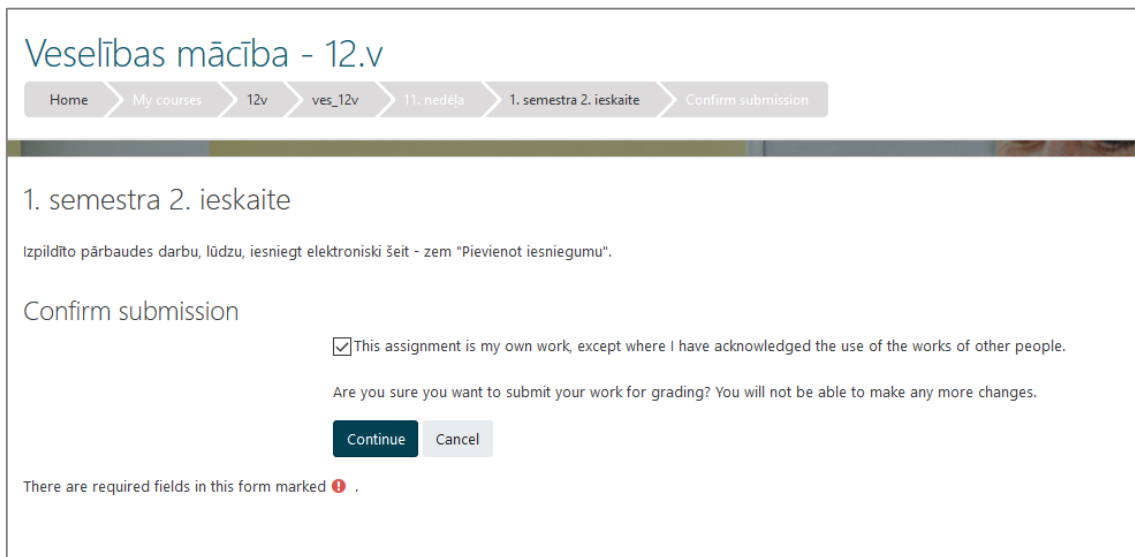
[Add submission](#)

You have not made a submission yet

The educator has prepared an activity called "Task" where you can download the kit for practical work.



The learner submits the completed test to Moodle under the 'Submit Application' button, where he/she then uploads the corresponding prepared work under File Submission in the highlighted field, then clicks 'Save Changes'.



The learner has to confirm that this is the final version and ready for submission, as there is no editing option unless otherwise instructed by the educator!

Veselības mācība - 12.v

Home > My courses > 12v > ves_12v > 11. nedēļa > 1. semestra 2. ieskaite

1. semestra 2. ieskaite

Izpildīto pārbaudes darbu, lūdzu, iesniegt elektroniski šeit - zem "Pievienot iesniegumu".

[2_p_rbaudes_darbs.doc](#)

Submission status

Submission status	Submitted for grading
Grading status	Not graded
Last modified	Thursday, 12 September 2019, 10:29 AM

File submissions

[2_parbaudes_darbs.docx](#)

Submission comments

[+ Comments \(0\)](#)

The picture shows that the work has been submitted for evaluation and the educator has received a notice of the work received in Moodle.

Educator's environment

Veselības mācība - 12.v

Home > Courses > 12v > ves_12v > 11. nedēļa > 1. semestra 2. ieskaite > Grading

1. semestra 2. ieskaite

Grading action

Reset table preferences

First name A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Surname A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Select	User picture	First name / Surname	Email address	Status	Grade	Edit	Last modified (submission)	File submissions	Submission comments	Last modified (grade)	Feedback comments	Annotate PDF	Final grade
<input type="checkbox"/>		AGRIS TESTIŅŠ	tests@yests.lv	Submitted for grading	Grade	Edit	Thursday, 12 September 2019, 5:29 PM	2_parbaudes_darbs.docx	+ Comments (0)	-	-	-	-
<input type="checkbox"/>				No submission	Grade	Edit	-	-	-	-	-	-	-

The educator sees that the learner has submitted the work for evaluation. The educator can write a comment that the task has been received.

Select	User picture	First name / Surname	Email address	Status	Grade	Edit	Last modified (submission)	File submissions	Submission comments
<input type="checkbox"/>		AGRIS TESTIŅŠ	tests@yests.lv	Submitted for grading	Grade	Edit	Tuesday, 27 August 2019, 10:30 AM	2_parbaudes_darbs.docx	Comments (1) NVSK Administrators - Tue, 27 Aug 2019, 10:33 AM Paldies! Loti labi! Add a comment... Save comment Cancel

EVALUATION

The educator can give a rating here as well as post a rating on e-klase.lv and comment on the work on Moodle.

Veselības mācība - 12.v

Home > Courses > 12v > ves_12v > 11. nedēļa > 1. semestra 2. ieskaite > Izkārtoj

1. semestra 2. ieskaite

Grading action Choose...

Select	User picture	First name / Surname	Email address	Status	Grade	Edit	Last modified (submission)	File submissions	Submission comments	Last modified (grade)	Feedback comments	Annotate PDF	Final grade
<input type="checkbox"/>		AGRIS TESTIŅŠ	tests@yests.lv	Submitted for grading Graded	Grade 80.00 / 100.00	Edit	Tuesday, 27 August 2019, 10:30 AM	2_parbaudes_darbs.docx	Comments (1)	Tuesday, 27 August 2019, 10:38 AM	Joti labs darbs!		80.00 / 100.00

With selected... Lock submissions Go

The learner's environment upon receipt of the result

Veselības mācība - 12.v

Home > My courses > 12v > ves_12v > 11. nedēļa > 1. semestra 2. ieskaite

1. semestra 2. ieskaite

Izpildīto pārbaudes darbu, lūdzu, iesniegt elektroniski šeit - zem "Pievienot iesniegumu".

2_p_rbaudes_darbs.doc

Submission status

Submission status	Submitted for grading
Grading status	Graded
Last modified	Thursday, 12 September 2019, 10:29 AM

File submissions

2_parbaudes_darbs.docx

Submission comments

Comments (1)

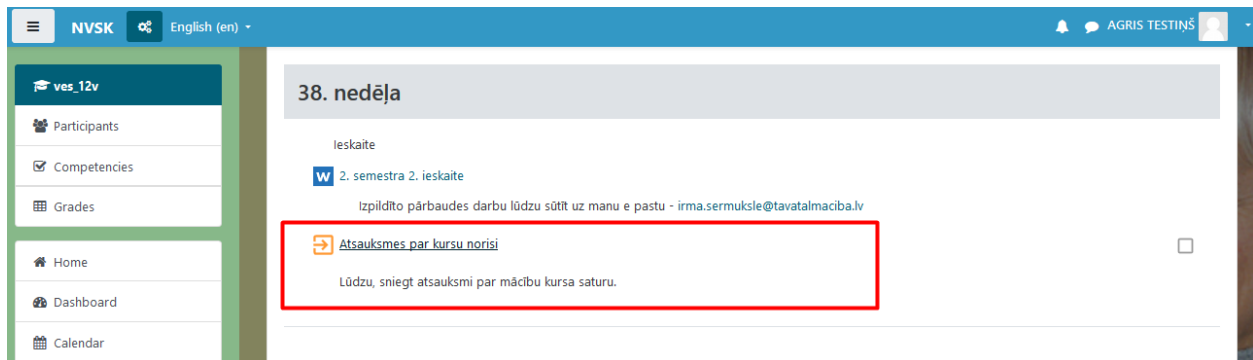
NVSK Administrators - Thu, 12 Sep 2019, 10:34 AM
Paldies! Loti labi!

Add a comment...

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Feedback after course completion

The Moodle environment allows you to add different types of materials and activities. One of them is the feedback block, which enables the learner to give one's subjective evaluation of the study course. Feedback questions are posted during the 2nd semester week along with the final test and assessment is required. As the learner has to rate each course, the reviews include 3 questions as well as a place to write a grade/comment/review in free form.



The positive aspect is that all feedback is anonymous, which allows the learner to freely express his or her subjective opinion.

At the end of the semester, the educator evaluates the feedback received and makes possible course improvements based on the feedback received.

When evaluating feedback, there is the opportunity to see the results of your answers both in chart form and in written form, as well as the number of responses received.

Veselības mācība - 12.v

Home > Courses > 12v > ves_12v > 38. nedēļa > Atsauksmes par kursu norisi > Show responses

Atsauksmes par kursu norisi

Overview Edit questions Templates Analysis Show responses

Anonymous entries (1)

Download table data as Comma separated values (.csv) Download

Response number	1. Vai pieejamie materiāli ir pietiekami, lai apgūtu mācību priekšmetu?	2. Vai ievietotie materiāli bija skaidri saprotami?	3. Vai pieejamie materiāli bija pietiekami daudzveidīgi?	4. Ieteikumi skolotājam:
1	A. jā	A. jā	A. jā	Ieteikumu pagaidām nav!

Educating educators on IT tools

Time is volatile and urgent, and resources are needed to inform all educators about new opportunities in the learning environment. Distance education teachers' meetings are organized for educators in order to ensure regular and effective information flow. They discuss the need for new IT tools, the implementation process, and a tutorial. Separate workshops are organized to learn a specific tool so that the implementation process is as quick as possible. For each new IT tool, a Latvian presentation is made available in Moodle so that the educator can learn and master the tool at their own convenience. The school also has a consultant who provides the necessary information in addition to fully learning the new tool. It is felt that such counselling is necessary for educators, because the educator does not always use the new tool in their work immediately.

There are various types of seminars held for Jelgava educators, where they can learn various interactive tools to diversify the learning process. During these seminars, educators have mastered both Quizizz, Quiver Vision and Quizlet programs.

To make the learning process more interactive, creative, diverse, we follow the latest developments in the IT world and analyse what we can introduce from all of this in our school.

Compulsory motivation course for students enrolled in distance learning

It is not easy to study in a distance-learning program, because it is necessary to be able to balance the priorities of life, to properly allocate time, as well as to mobilize and motivate oneself as it is basically a self-education process. Unfortunately, the situation is dire – a large number of students are excluded from the education system during the school year. To reduce this number “Tallinna Täiskasvanute Gümnaasium” has developed a special course in psychology, which the learner is introduced to at the beginning of the school year.

The author of the course is Terje Alandi, who also gives a brief introduction at the beginning of the course:

“What is learning? Why did I come to study? Can I do this?”

These are the questions you often ask yourself. In this course we will try to find and find answers together.

We open up in-depth explanations and experiences, combining psychological views and exploring human cognitive processes, consciousness, abilities, and internal resources.”

The course consists of two parts:

1. I as a student.
2. Studies.

Completing this course helps you to become more familiar with yourself as a learner and as a person, and to immediately apply your knowledge to other subject courses.

Moodle environment contains materials for independent work and assignments.

In the course "I as a student" students learn the following topics:

1. Different types of learning and pathways.
2. Motivation and goals.
3. Time planning.
4. Correlation between type of learners and teaching methods.
5. Personality and its traits.
6. Capabilities and intelligence.
7. Relation of interests to learning.

Within the topics to be learned, learners are provided with materials that allow them to take various personality assessment tests, allowing each learner to learn about himself or herself.

The course section “Studies” covers the following topics:

8. External conditions that stimulate attention and learning.
9. Perception.
10. Acceptance.
11. Understanding.
12. Memory.
13. Applicability.
14. Final acceptance.

If what you have learned is understandable to you and you can explain it to others in your own words, then knowledge is finally accepted. Final acceptance can be measured or mapped using feedback through reflection. The reflection phase creates a holistic picture of what has been learned, how it has been used in new relationships and new situations, and how one's attitudes and perceptions have changed.

One of the most important topics to be learned is acceptance, when it comes to how and to what extent we understand what is being taught and what is being offered, and how much new material relates to existing knowledge.

The course content includes exercises and exercises to raise awareness of the learning process.

At the beginning of the topic, the learner becomes acquainted with the material on the particular topic. After reading there is a class discussion and then as a self-reflection one must complete a task or test on a given topic.

Conclusions

1. A close friendship and exchange of experience in adult education among three European countries - Latvia, Estonia and Italy - have been established.
2. Methodological material for better use of distance learning environment using various IT tools has been developed during the project.
3. Physical Moodle environment for distance learning has been improved.
4. Educators have been trained to work with the new distance learning Moodle environment and its capabilities.
5. New cooperation contacts have been established to develop and improve adult learning methods.
6. The issue of promoting the opportunities offered by the school in the e-environment has been raised.

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Annex No. 1

Big Blue Button manual

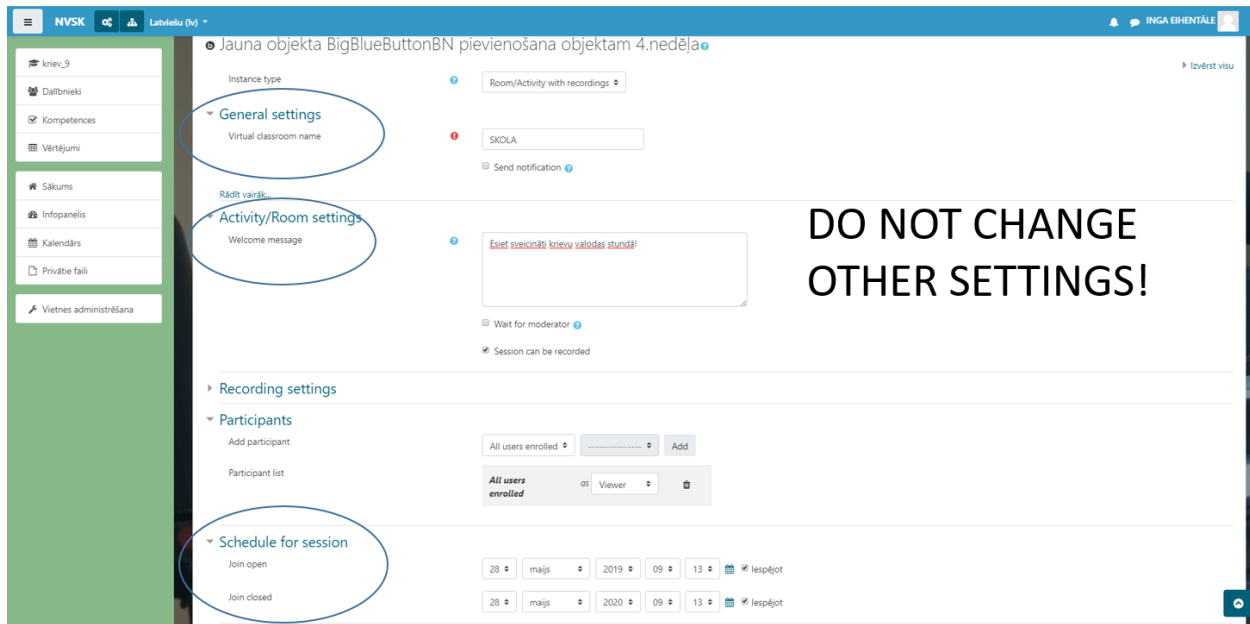
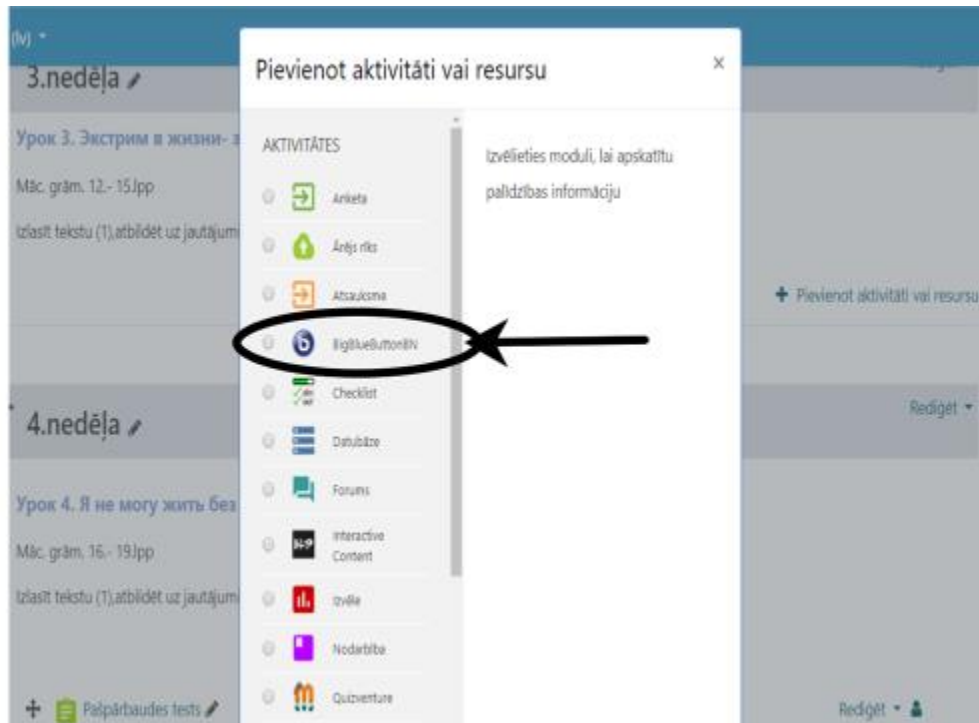


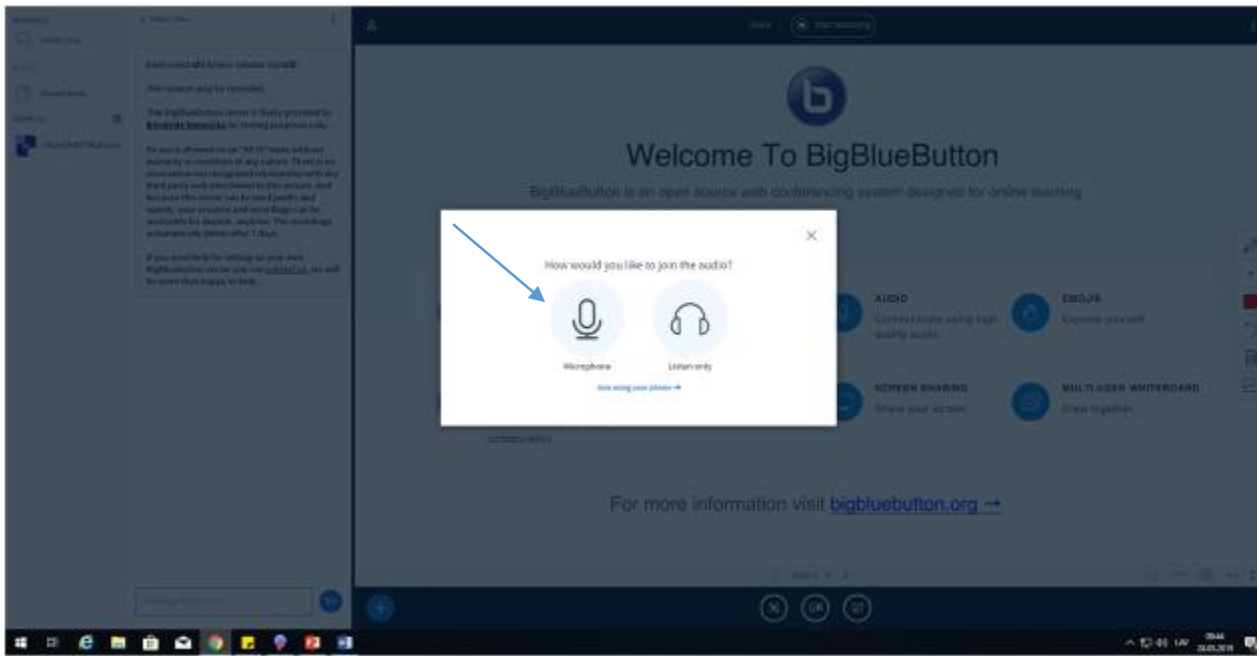
MY COURSES

WEEK

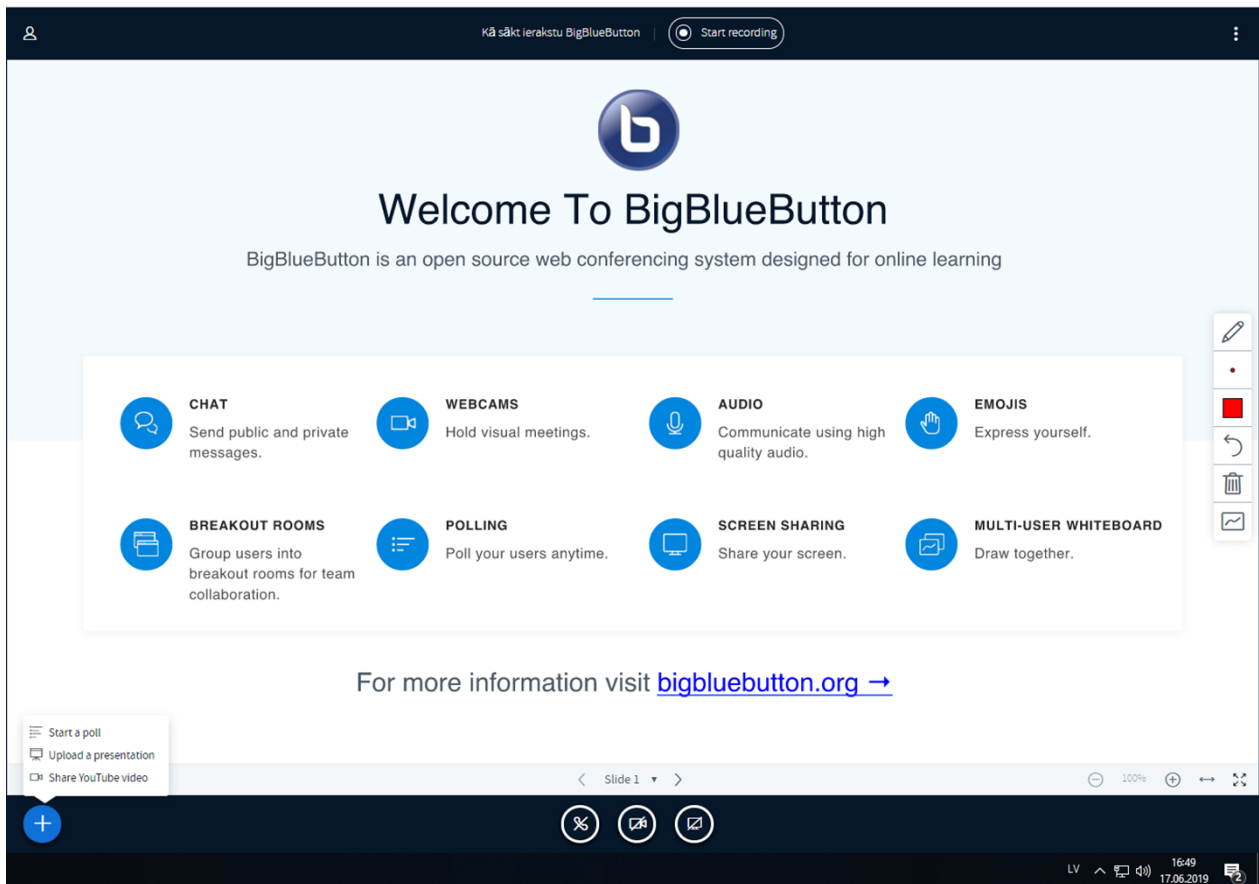
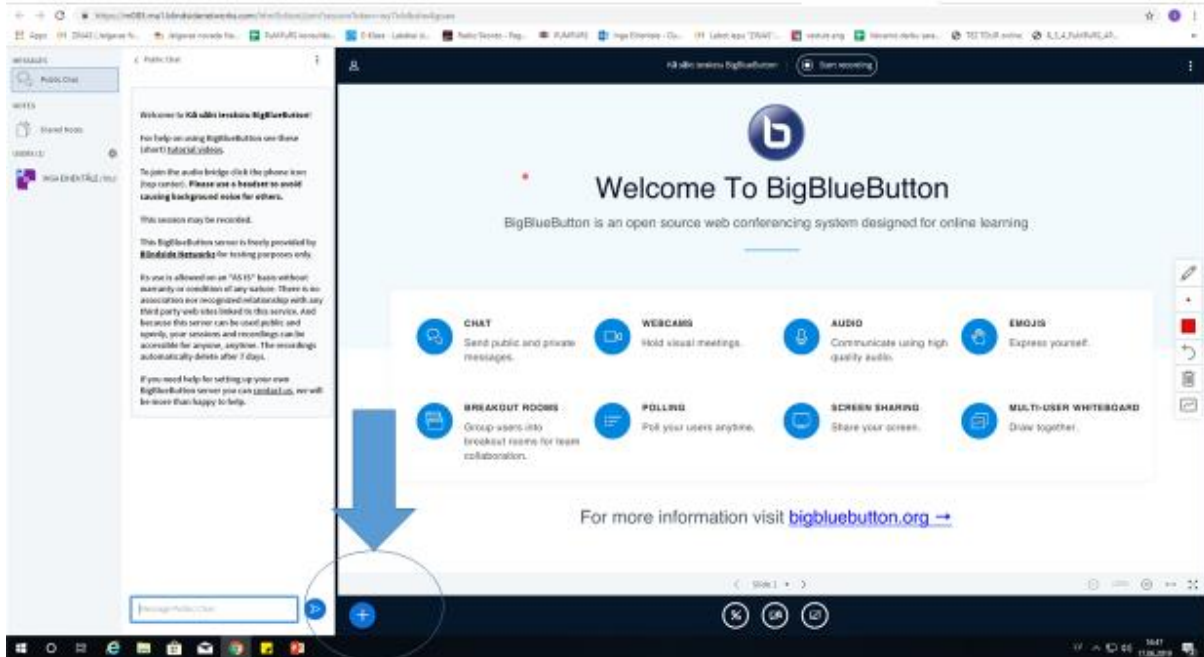
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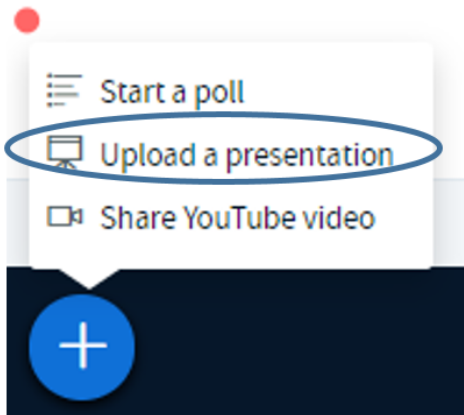
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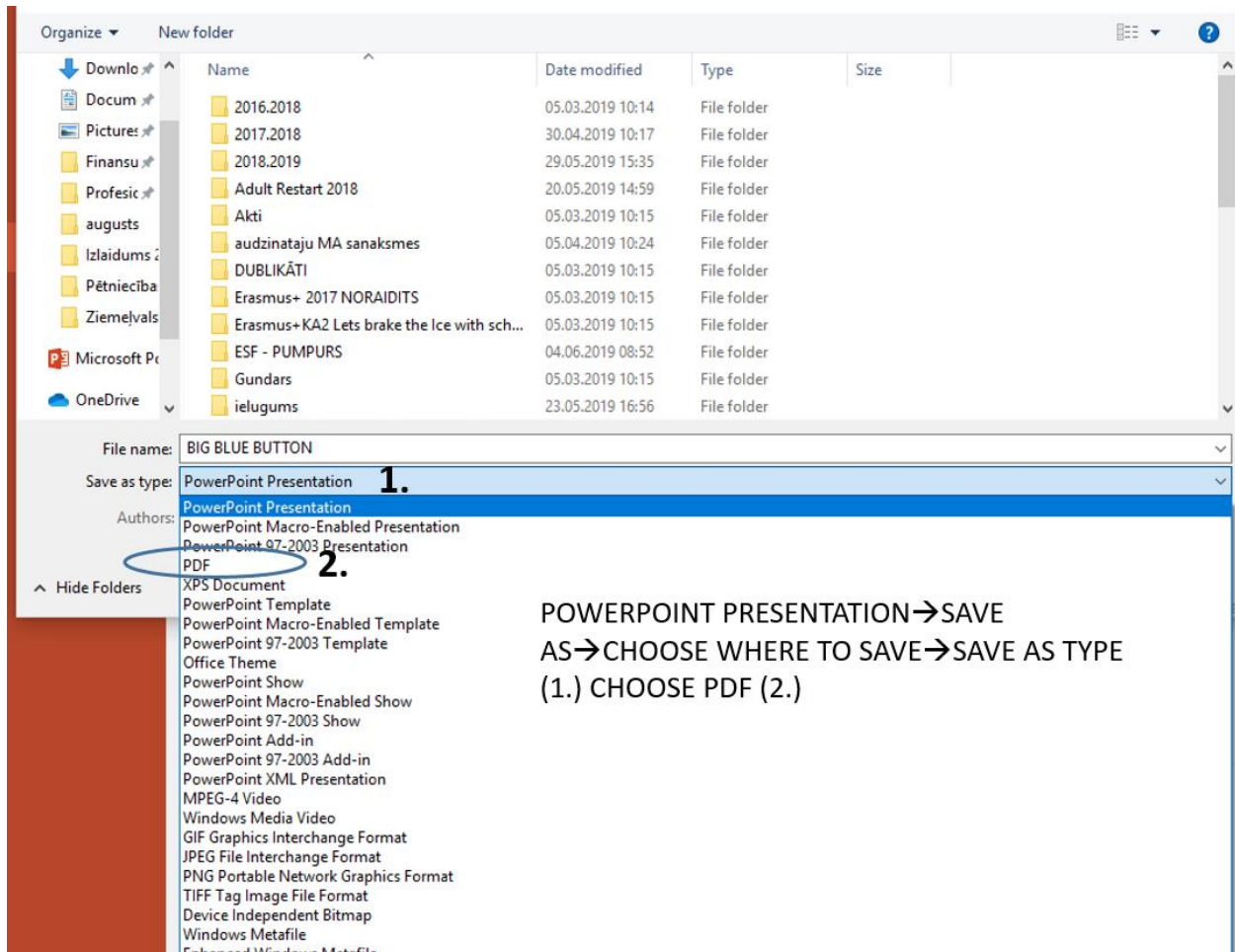


Annex No. 2





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