



Curriculum

Access2Learn – Developing Competences for Blended Learning



Co-funded by
the European Union



access
2learn

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

2021-1-AT01-KA220-ADU-000035339

TABLE OF CONTENTS

1	Introduction to this Curriculum	3
2	Required previous Knowledge	4
3	Learning Contents	5
3.1	Different Learning Settings and Introduction to Blended Learning	6
3.2	Basic digital Competences.....	6
3.3	Strengthening Learning Motivation	8
3.4	Time Management.....	9
3.5	Learning Strategies.....	10
3.6	Personal Well-Being	12
4	Workload for the Learners.....	14
5	Measuring the Learning Progress	15



1 INTRODUCTION TO THIS CURRICULUM

This course “Access2Learn – Developing Competences for Blended Learning” was created for adult learners who want to further develop their digital and cognitive skills that are required for blended learning as well as for adult educators who want to prepare their learners for blended learning.

The course was developed for individualised learning processes. This means that there is no need for each learner to complete each sub-chapter of this course, but the idea behind this course is that everyone can decide which course contents one wants to deal with/complete. If a person, for example, does not have any problems with technical issues, he or she does not have to spend time on dealing with the content unit about basic digital competences.

Therefore, a course can also be successfully completed, even if some areas are not covered by a learner.



2 REQUIRED PREVIOUS KNOWLEDGE


All materials are designed in a way that no previous knowledge or prior learning is required to successfully complete the learning units.

The idea is to support adults with a very low level of qualifications in developing the competencies necessary for participating in blended learning settings. Therefore, the materials are well structured and easy to understand, and a lot of pictures, infographics and videos are embedded.


Different methods in blended learning

The sequence of classroom and e-learning phases can be organised in many different ways in blended learning.

Content can first be learned in face-to-face lessons and then learned more in detail or practiced at a place and time of your choice via e-learning. Or, conversely, knowledge is first gained online and then applied on site in joint face-to-face lessons, e.g. in group work. Questions that arise during the e-learning phase can be answered directly in class by the teacher.



Sometimes students can choose whether to attend a class in person or online. The teacher then conducts the lesson with some students on site and broadcasts it as a video conference.



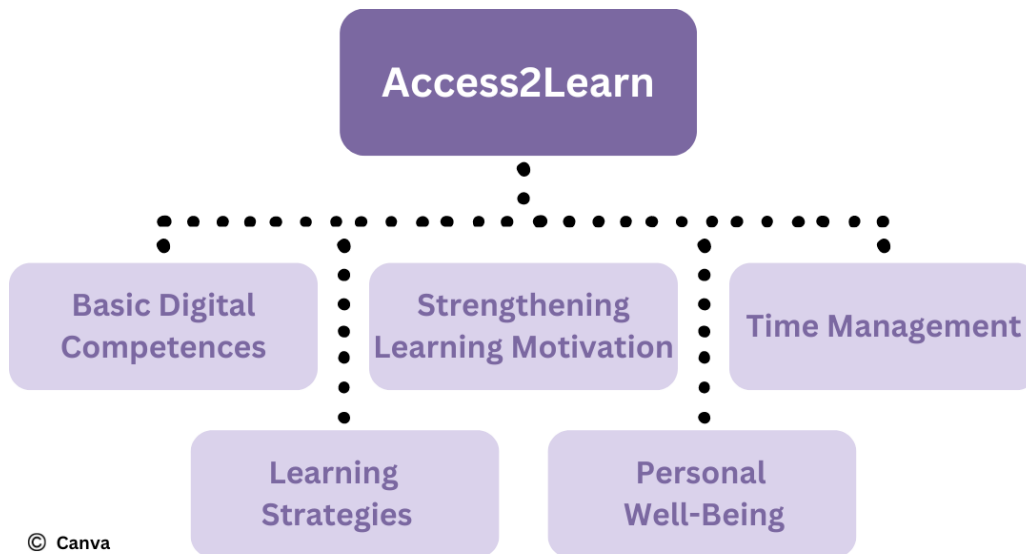
Face-to-face learning

Video conference

By going through this course, the learners should be able to develop these competences on their own, by self-study. Anyway, it is suggested that the learners are supported by the trainer if some problems occur, or things are not clear.

3 LEARNING CONTENTS

The learning materials will be structured into 5 main areas:



In addition, there will be one short **content unit that contains an overview of different learning settings, especially blended learning**, so that learners can have access to an idea of what to expect when attending a blended learning course.

The target group are low-qualified learners and teachers/trainers can use the learning content in their teaching.

The idea behind these materials is that they could be used within blended learning sessions. Therefore, there is a printable version of the materials as well as an online course. Example: for teaching very basic skills such as how to start your computer or how to use online learning platforms, teachers and learners can use the printed learning materials/instructions. But when it comes to creating a Word file, this could be learned online and within a self-learning session.

In the following section, you can find the planned learning objectives of each content unit.

3.1 Different Learning Settings and Introduction to Blended Learning

Types of Learning Settings

After learning this content, the learners will be able to:

- distinguish between different learning settings.
- explain the concept of blended learning.

Different Learning Methods in Blended Learning

After learning this content, the learners will be able to:

- describe different methods that could be used within a blended learning setting.
- mention different tools that support blended learning.

3.2 Basic digital Competences

Main Components of a Computer

After learning this content, the learners will be able to:

- start and shut down their computer.
- turn on the screen of their computer.
- use the mouse of their computer.
- use the keyboard (incl. knowing about different keyboards of different countries).
- charge their laptop.

E-Mails

After learning this content, the learners will be able to:

- create an e-mail address.
- log in to their e-mail account.



- use an e-mail program (especially reading and writing e-mails).

Creating Digital Documents

After learning this content, the learners will be able to:

- create digital documents, especially Word- and PowerPoint-documents.
- save documents and to distinguish between different formats.
- find documents that they have downloaded or saved to their computer.
- work with online drives.
- navigate between different opened windows on their computer.

The Internet

After learning this content, the learners will be able to:

- describe that it is possible to learn everywhere and at any time.
- connect their device with the internet.
- access the internet on different electronic devices.
- use a search engine in order to find information that is relevant for them quickly.
- describe the criteria of reputable online sources of information.
- find open learning materials and knowledge portals online.

Data Security and Safety

After learning this content, the learners will be able to:

- explain how their personal data can be protected.
- indicate how their digital device can be protected.
- identify dangerous links and webpages.



Learning Platforms

After learning this content, the learners will be able to:

- explain the advantages of learning platforms and to name different platforms.
- explain which possibilities arise with using these platforms for learning.
- deal with the bit EU academy platform.

Video Conferencing Tools

After learning this content, the learners will be able to:

- log in to a common video conference tool and participate at an online lesson.
- communicate with others via a video conference tool.
- collaborate for diverse tasks with other colleagues via a video conference tool.

Problem Solving

After learning this content, the learners will be able to:

- try different possible solutions when it is not possible to start their computer.
- cope with the problem of a screen that does not work.
- restart a computer when it is hanging up.
- describe the functions of the task manager.

3.3 Strengthening Learning Motivation

Intrinsic and extrinsic Motivation

After learning this content, the learners will be able to:

- distinguish between intrinsic and extrinsic motivation.



- explain how motivation affects learning success.
- identify extrinsic and intrinsic motivation strategies for themselves.

Self-Discipline

After learning this content, the learners will be able to:

- describe how to strengthen one's will to learn.
- explain how to maintain positive habits.
- describe how to leave their comfort zone and deal with resistance or inefficiency.
- fight procrastination and eliminate those things that keep them distracted from learning.
- resist temptations to use digital devices for learning rather than for entertainment.
- create positive habits and the will to learn.

3.4 Time Management

Planning a Learning Process

After learning this content, the learners will be able to:

- elaborate their personal learning performance curve and to adjust their daily learning load accordingly.
- explain why it is important to make breaks during studying.
- plan their breaks effectively.

Preparing for an Exam

After learning this content, the learners will be able to:

- explain their own responsibility for the preparation for the exam.
- create learning plans and timetables.
- explain different methods for efficient time management.



- get an overview of the learning materials needed for an exam.
- explain how to ideally organise the time shortly before the exam.

Prioritising Learning Contents

After learning this content, the learners will be able to:

- identify exam-relevant contents.
- explain why it is often not possible to learn all contents in the same depth.
- describe how exam-relevant contents can be prioritised.

3.5 Learning Strategies

Different Learning Types

After learning this content, the learners will be able to:

- explain different learning types as well as learning strategies suitable for these types.
- identify which learning type they are and with which strategy and methods they can learn most efficiently.

Preparing a Climate supportive for Learning

After learning this content, the learners will be able to:

- point out criteria a study place should fulfil in order to be able to learn efficiently.
- explain how teachers and learners should behave in a course setting in order to create an atmosphere beneficial for learning.
- create a quiet and supportive space for learning at home.

Preparing Learning Materials

After learning this content, the learners will be able to:

- organise and store their learning materials in a way that they have them quickly at hand when they need them.
- indicate how taking notes could help you to understand learning content more easily.
- create written notes which are helpful for future learning processes.

Learning in Face-to-Face Sessions

After learning this content, the learners will be able to:

- describe what to consider when attending a course and listening to the educator.
- apply active listening in their future courses.
- explain why dealing with the subject matter independently brings maximum learning success.

Starting an autonomous Learning Process

After learning this content, the learners will be able to:

- set SMART learning goals.
- indicate how a new subject can be approached.
- identify situations where they need support from others (colleagues, teachers,...).
- do active problem solving when such a situation occurs.
- reflect their learning progress by using a learning diary.

Memory Strategies

After learning this content, the learners will be able to:

- explain how new knowledge can be kept in your memory permanently.
- indicate how knowledge networks can support your learning and how they can be created and expanded.
- explain how the (first letter) mnemonic method can be used for learning.
- state learning situations the hook method could be used for.
- identify situations in which you could use the storytelling method.
- explain the loci method and its application cases.

3.6 Personal Well-Being

Growth Mindset

After learning this content, the learners will be able to:

- describe the difference between a fixed and a growth mindset.
- explain why it is important to be convinced that they are able to learn new things.
- explain the importance of being curious and enthusiastic about learning something new.
- describe the importance of being proactive for reaching their goals.
- recognise that they have to be patient to reach their goals.

Learning in a Team

After learning this content, the learners will be able to:

- implement different methods to support each other when learning.
- apply verbal and non-verbal communication skills when exchanging with colleagues or the teacher.
- show empathy towards other learners.
- explain the importance of being reliable when working together with others.
- give constructive feedback to colleagues.
- use social media for learning in a team.

Critical thinking and Problem Solving

After learning this content, the learners will be able to:

- describe the term critical thinking.
- explain the importance of it when they search for sources (online or offline).
- avoid jumping to conclusions and learn how to draw appropriate conclusions.
- apply techniques to successfully deal with unforeseen risks and threats.
- compare the relative value of available options and determine the best solution.
- implement different techniques to start thinking "outside the box".
- develop plans for evaluating a course and for choosing adequate follow-up courses.

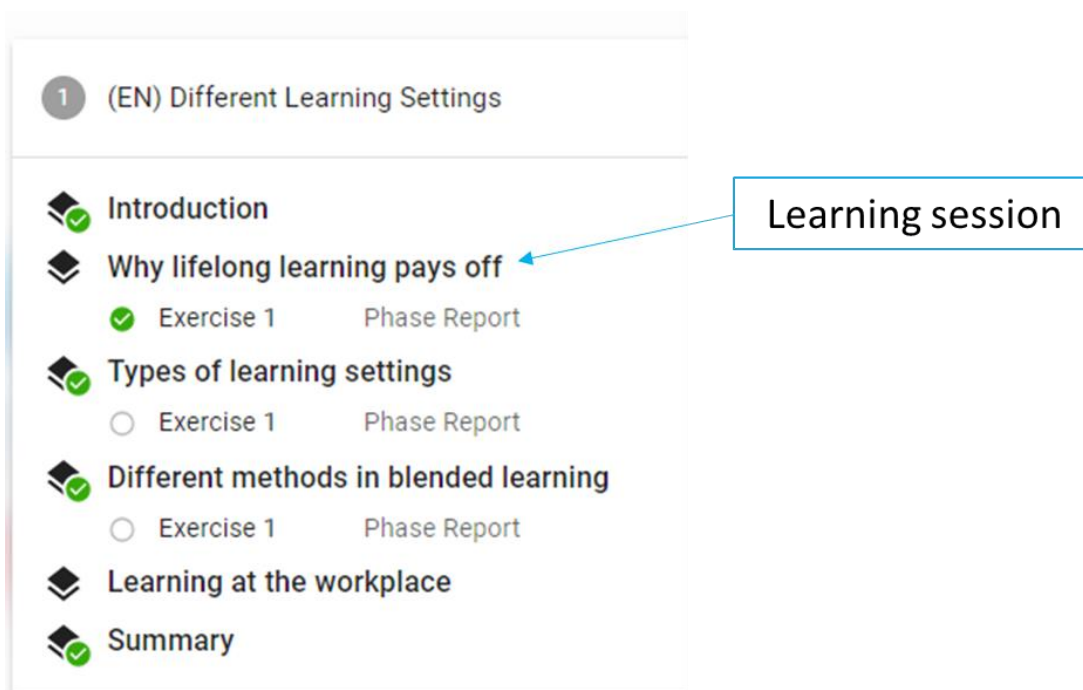
Exam Anxiety and Stress Management

After learning this content, the learners will be able to:

- identify how exam anxiety is expressed to you.
- develop strategies for coping with exam anxiety (incl. methods for relaxation).
- reduce and manage stress.
- use different mindfulness techniques.

4 WORKLOAD FOR THE LEARNERS

To make modular and individualised learning possible, the six main content units are broken down into shorter sub-chapters, also called “learning sessions”. The estimated learning duration of one learning session is between 2 and 4 hours, depending on the learning speed of the individual learner.



The screenshot displays a learning management system interface. At the top, there is a header for the first unit: "1 (EN) Different Learning Settings". Below this, a list of learning sessions is shown, each with a diamond icon and a green checkmark. The sessions are:

- Introduction
- Why lifelong learning pays off (highlighted by a blue box labeled "Learning session")
 - Exercise 1
 - Phase Report
- Types of learning settings
 - Exercise 1
 - Phase Report
- Different methods in blended learning
 - Exercise 1
 - Phase Report
- Learning at the workplace
- Summary

There will also be some self-reflection questions in all content units. It depends on each learner how much time they want to spend on these tasks individually. In addition, there is a short assessment after each content unit where the learners have to answer some questions. If they fail to answer the question, they can go back to the content unit, read through it again, and then try to answer the question again.

5 MEASURING THE LEARNING PROGRESS

To make it easier for the learners as well as for the adult educators to check the learning progress of each learner, the e-learning course includes different assessment activities and reflection tasks. Some of them are questions to test the learners' knowledge where the success rate of the answers can be seen immediately and some of them are more practical and it depends on the learner and/or adult educator if they should be evaluated together or not.

An example for an exercise to test a learner's knowledge can be found in the following:

What answer regarding making breaks during learning is true?

- I should plan when to take a break.
- I should take breaks whenever I want to.
- I should never take a break when I learn.

Reflection tasks look as follows and can be found at the end of each sub-chapter:

Hint

Imagine you are looking for a course that is offered in blended learning format. What methods should this blended learning course include so that you enjoy attending it?

What do you personally like most about these methods?

Which of the presented online tools that are often used in blended learning do you personally find particularly interesting? Select an example of an online tool and click on the corresponding link. Now you can be a little curious: Get to know this online tool by looking around the website and finding out about the possible functions!



This Curriculum by the Access2Learn project is licensed under [CC BY-ND 4.0](https://creativecommons.org/licenses/by-nc/4.0/)



www.access2learn.eu



[@access2blendedlearning](https://www.facebook.com/access2blendedlearning)



[@access-2-learn](https://www.linkedin.com/company/access-2-learn)



[@access2learn](https://www.instagram.com/access2learn)



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.