

## LIFELONG LEARNING PROGRAMME GRUNDTVIG

### Workshop 2013-1-LT1-GRU13-09154 READING, WRITING AND REFLECTION FOR ENGAGED AND MEANINGFUL LEARNING 8-14 June 2014, Lithuania

#### Workshop information

##### ABOUT WORKSHOP ORGANIZER

Siulaikiniu didaktiku centras (Modern Didactics Centre, further – MDC) is working in the field of adults education for almost 14 years. One of the main activities is organizing training courses, workshops, seminars for adults. MDC has experience in organizing national and international courses in country and abroad. Majority of them have been part of the international programmes and projects, some – separate, independent activities. MDC is certified adult training centre by Ministry of Education and Science. It means that its certificates are recognized officially by government.

MDC also consults adults on teaching and learning strategies, planning and evaluation processes, project writing and management. MDC also provides expertise on various methodical books development, implementation of innovative programme and projects, strategic planning. It has around 30 experienced trainers and experts that work on subcontracting basis.

MDC focuses on **functional and multiply literacy** programmes that require long term efforts, but have long term impact as well. Those programmes are built on continuous learning activities, life and practise based instructions and are directed toward learners motivation raising for self directed learning process, critical analysis and self-reflection. Majority of the programmes have been developed as a result of certain projects. The centre's main area of expertise is "**didactics**". It means learning / teaching/ strategies & methods.

MDC is proud of its "brand quality" programme – Development of Critical Thinking. It is rich, comprehensive, internationally developed and tested programme, which serves as philosophical and theoretical background for other programmes and projects. Current workshop will be based on critical thinking methodology as well. Main topics of MDC literacy programmes are:

- Development of Digital Stories;
- Favourable environment for promoting thinking skills;
- Cooperative learning and teaching strategies;
- Effective reading strategies;
- Work with texts;
- Development of thinking skills through writing;
- Lessons planning;
- Planning & assessment of learning/teaching/process, critical reflection.

MDC has experience working with different group of learners - school pupils, universities students, school and universities teachers, school consultants and advisers, social educators, school psychologists, counsellors, parents, senior learners, learners from disadvantaged geographical areas, etc. Especially successful have been those courses where learners from different cultural and educational environments and with different learning/teaching/experiences, come together. Then courses are enriched by variety of knowledge and experience, sharing, learning from each other.

MDC from the very beginning works with international partners in EU, USA, Canada funded projects and programmes. It has wide partnership network in country and abroad. MDC is member of such networks as: ATEE (Association of Teacher Education in Europe), LITDEA (Lithuanian Development Education Association); RWCT IC (Reading and Writing for Critical Thinking International Consortium); LSSA (Lithuanian Adult Educators Association).

More about the MDC <http://www.sdcentras.lt/en/index.htm>

## **SUBJECT AREA**

Basic skills for adult learners.

## **TARGET GROUP**

Adult educators and specialists working in the field of literacy; adult education institutions' staff.

## **AIMS**

The programme is intended to provide content materials and instructions that will enable participants to improve their professional skills on teaching functional and multiple literacy. It means that participants will learn to think thoughtfully, carefully, coherently, consistently about their teaching practice and reflect it.

Workshop aims to introduce effective methodology in order to support educators in their daily professional work by practically experiencing a set of coherent teaching methods that promote functional and multiply literacy skills development, independent learning, and also to set up models and methods of further professional development to be used after the course is completed.

## **OBJECTIVES OF THE PROGRAMME**

### **• Improvement of the quality and accessibility of mobility**

Programme invites and is open for all adult learners, with no cultural, educational, national, sexual, age or other limits. Quality is going to be ensured by design, content and delivery of the programme that will lead to further promotion of LLL process and mobility among adults.

### **• Improvement the quality and to increase the volume of cooperation between organisations**

Participants that represent certain institutions will have excellent opportunity to establish contacts with local and other organizations, plan further joint activities, create networks on interested topics and issues.

### **• Facilitation of the development of innovative practices**

It is not about concrete activities, but about the methodology of the programme. It is built on sharing individual practises and experiences of participants, building "common knowledge, wisdom", transferring it to own organizations and countries, adapting, acquiring new skills.

### **• Improvement of pedagogical approaches and the management**

Workshops' methodology in itself carries improvement of personal and collective pedagogical/ didactical/ instructional approaches towards learning process, its organization and management.

## **OBJECTIVES OF THE WORKSHOP**

1. To get acquainted with theoretical and philosophical background of literacy skills development.
2. To practice framework for teaching and learning as key scheme of the methodology.
3. To learn and try out Reading and Writing workshops.
4. To model different teaching/earning activities applying literacy skills improvement methods and strategies.
5. To plan and assess teaching/learning activities.
6. To share and learn from each other.
7. To reflect critically gained knowledge and understanding.

## **EXPECTED OUTPUTS**

Participants will learn and be able:

- to practice methodological framework for functional and multiply literacy skills development as key scheme of the methodology;
- to support learners by creating favourable environment for learning;
- to value and apply inquiry strategies for learners independent learning;
- to model different learning activities applying effective active methods and strategies;
- to apply Reading and Writing Workshops strategies for motivating learners to stay in learning process and continue their literacy skills improvement;
- to share their own teaching/earning practices and learn from each other;
- to develop lesson/activities plans for literacy skills improvement;
- to evaluate and asses literacy teaching/learning process;
- to value cooperation, variety & cultural diversity;
- to find and use successfully different learning opportunities;

- to model, plan their own learning activities after the programme end.

## BACKGROUND OF THE WORKSHOP

**Background of the workshop** is internationally recognized programme Reading and Writing for Critical Thinking (RWCT) The programme started in 1997 and is successfully implemented in more than 30 countries. The programme has developed 120 hours in-service training course for adult learners and 60 hours course for trainers. Programme has certified national centres in all network countries and certified team of teachers, trainers and certifiers.

Siulaikiniu didaktiku centras is one of those national centres and has also certified team of programme implementers. Critical thinking programme has been already tested with European teachers' audience during Socrates/Grundtvig courses in the period 2003-2010. The programme is considered to be very important and has to do with the urgent and long term learning process issues, such as: **functional and multiply literacy** skills development, motivation to learn, self-directed and independent learning, critical reflection, democratic, social values and responsible citizenship, integration and etc. One of the projects that was built on critical literacy methodology, Create-Motivate-Learn, has been acknowledged by Thematic Networking project, funded by EC, as one of the most successful and published in hard and electronic copies (<http://www.vpp.eu>).

**Programme and its courses are valued by learners.** Sociological surveys performed by MDC in Lithuania in 1999, 2009 and 2010 and American Institute for Research (Evaluation of the RWCT Project, 2001, Impact and Institutionalization study of RWCT Programme, 2006) prove the real impact on learners' achievements ([http://www.sdcentras.lt/en/proj\\_kmusr.htm](http://www.sdcentras.lt/en/proj_kmusr.htm)). This programme is now spread in less literarily developed counties, such as Sierra Leone, Liberia, Malawi, Pakistan, Nepal, and Zambia and has proved itself as very successful one (<http://www.rwctic.org>).

The proposed workshop is designed for teachers, adults' educators, to support them in their professional work with learners who lack either motivation to learn or/and have low functional and multiply literacy skills. Workshop has solid framework that "holds on" teaching and learning process, provides learners with effective strategies for their literacy skills development and self motivation to learn through entire lifelong learning process.

Methodology will be presented through discussing interesting topics, close and important to everyone, that workshop participants could develop personal relationships, built their own personal knowledge, values and attitudes.

## INNOVATIVE ASPECTS OF THE WORKSHOP

1. The workshop will be build on existing participants' knowledge and experience, later on will connect them into one and reflect new ideas. In such case "individual wisdom" will grow into "collective wisdom" and will transfer again into personal enriched with others life and learning experiences;
2. The workshop will be arranged on two participation levels: participants as learners and participants as evaluators and reflectors of teaching-learning process;
3. The workshop has solid theoretical and methodological framework with variety of innovative strategies and didactic methods, learning materials;
4. The workshop enables to reflect, improve, plan and deliver professional work working with different learners' audiences.

## PEDAGOGICAL AND DIDACTICAL APPROACHES

Critical literacy methodology will be background of all workshop programme. It includes teaching and learning processes going in parallel at one time. Those processes require a set of characteristic behaviours: capacity to reflect, respect for other voices, ability to obtain and evaluate information from the multiple sources, independent opinion formation, ability to work collaboratively; ability to reach consensus, problem solving skills, willingness to share, active participation and contribution to the larger community, etc.

The workshop is designed to model interactive instruction and learning. It is built around demonstration activities, with opportunities for discussions, practise and questions. Strategies used during the course: I.N.S.E.R.T. clustering, cinquins, cubing, jigsaw, demonstration lessons, corners, paired learning, roundtable, gallery tour, role play, key terms, the prediction chart, discussion web, etc. Emphasis is on shared inquiry, developing independent positions on topic concerned, and supporting those ideas by reading, writing, and thinking, debating, questioning and reflecting. ICT will be used as one of alternative informational sources for search of necessary course materials during the workshop.

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