In-Service Training Handbook

INTRODUCTION

Artistic Licence

Using Performing Arts for Building Key Competences

This training handbook is intended primarily for adult educators and migrant support workers and enables them to implement easily the "Artistic Licence In-service Training Programme". In the handbook, you will find teaching instructions, descriptions of all training activities as well as aims of the training sessions and other necessary information that facilitates the implementation of this training programme.

The training programme includes 25 hours of face to face instruction in a classroom and 35 hours of self-directed online learning. This training programme is linked with a suite of 18 alternative educational resources developed through three performing arts disciplines, namely storytelling, drama and music. These resources were also produced under the Artistic License project and are available in 6 languages on the project's website, www.artisticlicence.eu.

The training programme consists of the following three modules:
Module 1 – Performing arts as a viable learning environment
Module 2 - Using enquiry-based and embedded learning resources to build basic skills
Module 3 - The changing role of educators with the growth in popularity of online learning

The modules can be used all together as part of a one continuous training program, or they can be used individually too. Now we will briefly introduce each module, its aims and concrete benefits for training participants.

MODULE 1
Performing arts as a viable learning environment

The first aim of this module is to teach training participants how to use Storytelling, Drama and Music as effective learning tools in the education of marginalised adults. The second goal is to let them test practically and then adopt several learning resources developed within the Artistic Licence project. The last goal is to familiarise the participants with the educational specifics of the most marginalised adults, especially newly arrived migrants and refugees.

Upon completion of the module, the participants will be able to:
1. Fully utilise the Artistic Licence project resources in the teaching process and offer support to the most marginalised adults. These resources cover three art disciplines, namely Storytelling, Drama and Music.
2. Give an explanation of the role of Storytelling, Drama and Music in the education of the most marginalised adults.
3. Illustrate and demonstrate practically how to use Storytelling in teaching the most marginalised adults.
4. Illustrate and show practically how to use Drama in teaching the most marginalised adults.
5. Illustrate and demonstrate practically how to use Music in teaching the most marginalised adults.
6. Describe educational specifics of the most marginalised adults, especially migrants and refugees.
7. Apply and utilise the different ways of structuring learning content such as the flipped classroom approach.

MODULE 2
Using enquiry-based and embedded learning resources to build basic skills

The general aims of this module are to provide a wide overview of concepts, theories, processes and methodologies of adult education and learning, focusing on low-skilled and marginalised adults. It also aims to contribute to the understanding of the potential of artistic methodologies in basic skills education.

Upon completion of the module, the participants will be able to:
1. Know the general basis of learning theories in adult education;
2. Understand the principles of learning in adulthood and the factors that contribute to motivation and learner commitment;
3. Understand the concept, characteristics and implementation of embedded learning environments in adult education;
4. Understand the concept, characteristics and implementation of enquiry-based learning environments in adult education.

MODULE 3
The changing role of educators with the growth in popularity of online learning

Firstly, this module aims to introduce the participants to the new online teaching and learning environments as well as to the shifting role of today's educators. Secondly, it builds participants' skills and competences so they can use appropriate tools and methods to facilitate interactive and appealing sessions in online learning environments in order to connect, engage and empower their learners, particularly those who belong to marginalised communities. Lastly, Module 3 aims to outline the main benefits and limitations that educators come up against when teaching in online learning environments and suggest ways to safeguard themselves.

Upon completion of the module, the participants will be able to:
1. Understand and showcase the differences between online teaching and learning and teaching in a classroom
2. Demonstrate skills that facilitate teaching in online learning environments
3. Use certain strategies, methods and tools for online learning
4. Assess the effectiveness of their online sessions and students' learning
5. Understand in depth the new relationship dynamics between educators and learners in online learning environments
6. Use newly acquired skills to engage marginalised adults and immigrants in online learning environments
7. List today's advantages and challenges that educators come up against in online learning environments
8. Apply techniques to safeguard themselves from any limitations and/or risks the new online learning environments induce

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