

TABLE OF CONTENT

TABLE of CONTENT	7
Introduction	9
Theoretical and practical aspects of CELINE' Training curriculum and training materials ...	13
Context and assumptions	13
Target audience	16
Features of embedded models of literacy education	18
Conclusions from embedded literacy models	19
Suggestions for developing embedded provision for learners	20
Overview of the material structure	21
Aims.....	21
Design and layout of the modules.....	22
Methodological approach.....	23
Curriculum of Content Embedded Literacy for the New Economy	26
The Training Program.....	26
1. Program's objectives:.....	26
2. Program's learning outcomes:.....	26
3. Acquired competences:.....	27
The modules list.....	28
Steps of the training.....	28
The assessment strategy.....	28
Module 1	29
Literacy, lives and learning in the New Economy context	29
1. Introduction.....	29
2. The aims.....	29
3. A work scheme.....	30
Activity 1.1: A definition.....	31
Activity 1.2: The mirror, the dictation and the conversation.....	33
Activity 1.3: An Assessment tool.....	36
Module 2	37
Literacy in working life and workplace	37
Mapping workplace literacy	37
1. Introduction.....	37
2. The aims.....	37
3. A work scheme.....	38
Activity 2.1: Literacy events and texts at the workplace.....	40
Activity 2.2: Literacy skills at the workplace.....	41
Activity 2.3: Mapping literacy skills in the occupational standards.....	42

Module 3	43
Student focused approach of embedded literacy teaching	43
1. Introduction	43
2. The aims.....	44
3. A work scheme	45
Activity 3.1: Motivation and auto-biography	46
Activity 3.2: The emotions code.....	48
Activity 3.3: Literacy and motivation.....	50
Activity 3.4: Communication and motivation	52
Activity 3.5: Literacy, needs and motivation.....	54
Module 4	55
Teaching content embedded literacy.....	55
1. Introduction	55
2. The aims.....	55
3. A work scheme	56
Activity 4.1: Organizing the workplace (Identifying embedded literacy)	57
Activity 4.2: Designing embedded literacy education objectives.....	58
Activity 4.3: Strategy of embedding literacy competences education.....	59
Activity 4.4: Identifying ways to use resources and media to embed literacy.....	60
Module 5	61
Using ICT to embed literacy in vocational activities	61
1. Introduction	61
2. The aims.....	61
3. A work scheme	62
Activity 5.1: Case-study	63
Activity 5.2: Electronic tools.....	64
Activity 5.3: Awareness raising on more severe literacy problems - Role playing	65
Module 6	67
Reflective practice and critical thinking	67
1. Introduction	67
2. The aims.....	67
3. A work-scheme	68
Activity 6.1: Self-reflection by writing a learning journal	69
Activity 6.2: Writing a learning autobiography.....	70
Activity 6.3: Disclosing and discussing the learning journal	71
Activity 6.4: Designing a learning portfolio.....	72
Activity 6.5: Analyze and solve individual learning problems by self-testing	73
List of handouts	74
Annexe	100
References and resources:.....	127

Thus, the overarching aim of this teaching curriculum and materials is to raise the awareness of these VET practitioners about the significance and the impact of the literacy competences on workers life, in general, and on workers efficiency at the workplace, in particular. The VET teachers will not be transformed in literacy expert/instructor; instead they will learn to embed explicitly literacy education into the job specific content they teach. In this way, the vet students, the future workers will learn and practice literacy skills along / together with the job specific skills.

As regarding the workers, the literacy education embedded into their job specific training is a very important new chance for them to improve literacy competences, as they already have left the formal education path.

In conclusion, the materials developed are meant to reach the following samples of people, having different objectives:

- **The VET teacher trainers**, which will be the main users of this training curriculum and training materials. The objective to be reached in this case is to raise awareness about the importance of embedded literacy in the New Economy and to develop their training skills in this direction, offering this type of training to the VET teachers.
- **The VET teachers** are the first group of beneficiaries. They will receive training in designing embedded literacy activities and in including those activities in their regular teaching. They will learn to design lessons plans for their VET students, future workers, including explicitly literacy objectives, along with the regulate job specific / content specific objectives.
- **The VET students** are the end-users and main beneficiaries of our work. Our goal is to develop the professional skills of the workers through embedded literacy.

The improvement of the professional / students' literacy competencies is not an objective per se, but is the efficient way in which they could become more competent at their workplace as they possess better literacy skills. These basic competences assure a better employability, efficiency in work, flexibility and adaptability in the context of rapidly changing workplace market in the New Economy and, also, allow a re-orientation and further specialization of the workers.

Activity 2.2: Literacy skills at the workplace

Aims of the activity:

- To identify specific workplace literacy requirements;
- To understand the diversity of literacy aspects of the workplace.

Resources: one job description with job requirements or occupational analysis

Strategy: Individual or group activity followed by plenary discussion and lecture.

Duration of the activity: 50 minutes – 1 hour, with feedback from trainees

Steps of the activity:

1. The trainer briefly explains the type of material selected;
2. The trainer briefly present the job description and job requirement selected for the activity;
3. The trainer divides the group in small groups;
4. Every group chooses one job requirement;
5. Each group draws a conceptual map, starting from the job requirement;
6. Each group identifies the literacy skills involved in the job requirement;
7. The trainer synthesizes all literacy skills involved in every specific job description;
8. Conclude activity.

Assessment: each participant tries to define the job requirement in terms of observable behavior and operational literacy skills.

MODULE 3

STUDENT FOCUSED APPROACH OF EMBEDDED LITERACY TEACHING

1. Introduction

As mentioned before, this *Training curriculum and materials* is designated to be used in training VET teachers on literacy competences relevant aspects. This module is focused on the student approach in the process of teaching embedded literacy competencies. It is very important for the learning outcomes that the trainers possess good motivational strategies and techniques in order to promote the learning among their trainees. It is an essential base from which it is possible to build up the scheme of the work, especially with the adult learner.

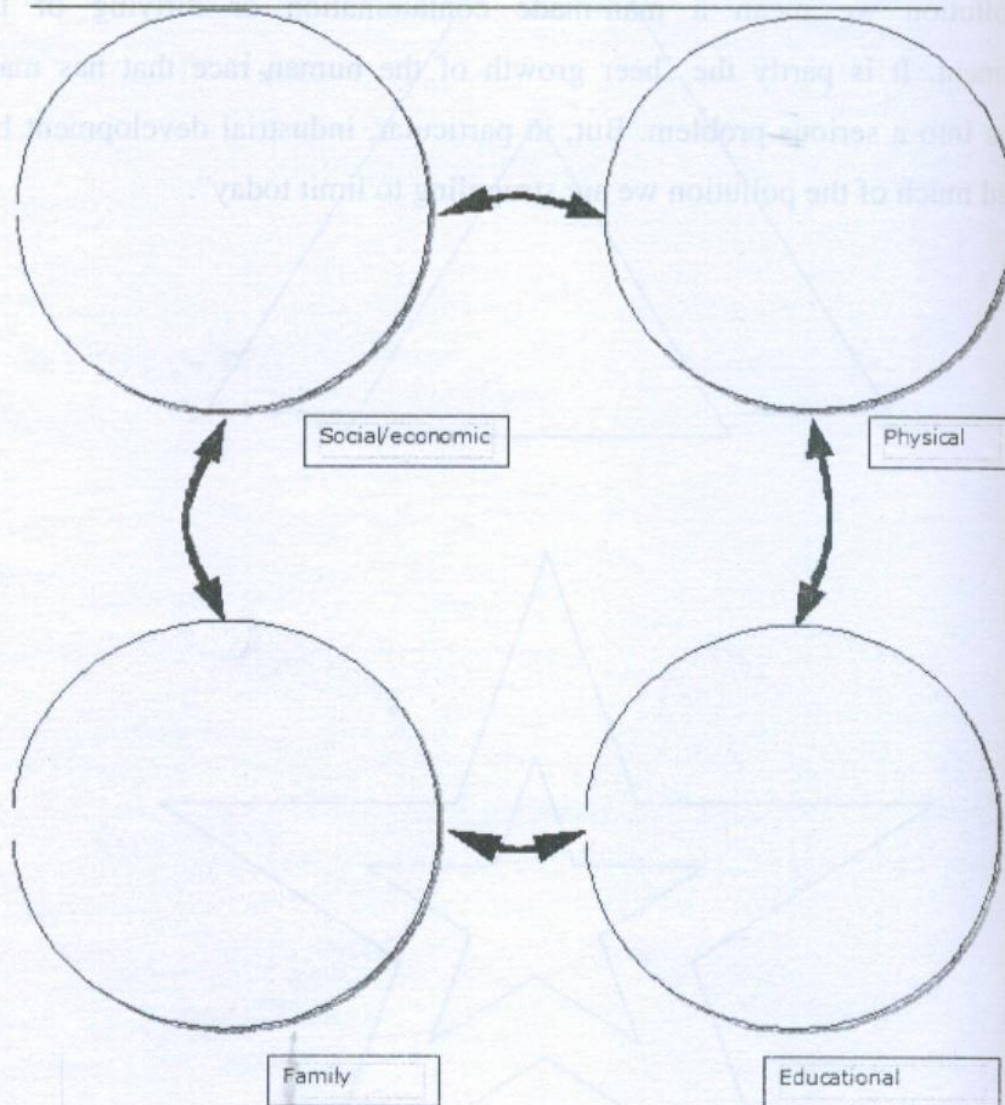
The word “motivation” comes from the Latin word *motus*. A person is motivated if something or someone guides him towards an activity. There are lots of types of motivation to learn and, in this case, to learn again, depending of the internal or external origins of the motivation and of the possibilities of the adult learner to control his own motivational processes (Stipeck, 1996; McCombs, Pope, 1996). We assume that, in the case of the adult learner, a good example of motivation is the intrinsic one. Some examples of intrinsic motivations are the interest, the curiosity, the wish of feeling self experienced and self competent (Bandura, 1977). How to reach this motivation of an adult learner, how to increase the awareness of the importance of motivation to learning? How to support the awareness that the learning and the learning by doing are important in the labour market and in his/her own life? This module has the aim to build-up, to assure a better awareness and a better understanding by the VET trainers/teachers of their motivation for learning about literacy skills and for learning strategies to embed literacy in vocational courses.

For stressing the relevance of the professionalisation of the VET teachers in the topic of literacy education, it's important to understand the circular dialogue between motivation, education, literacy and daily life skills in the special and particular case of the literacy.

Vocational biographies of the future will look different from the present ones. The former generations used to embrace and stick mainly to one occupation / profession for a life-time and for only one and the same workplace. Now, we could assume, from the analysis of dynamics of world's politics and economy trends that the future generations will run through five different occupations, on average.

Handout 1.2.c: The conversation

Circles representing various environments that may contribute to a person's reading and writing difficulties. Write key words in the circles.



Worksheet 4 – What’s the use of following tools

- Sprinkler
- Wheelbarrow
- Trimmer
- Spade
- Shovel
- Rake
- Watering hose

Use an explanatory dictionary to find the definitions of these words and to order them alphabetically