Developing Adult Learners’ 21st Century Skills in a Culture-Based Language Learning Course

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Introduction

- Globalisation has created new challenges and opportunities for economies and society in general.

- “Societies are changing rapidly and profoundly” (OECD, 2018, p. 3).

- Therefore, to survive and prosper in the current context and in the unknown future a broad range of new skills and competences, often addressed as 21st century skills, are required.
21st Century Skills

- 21st century skills (enGauge 21st century skills, 2003)
- Survival skills (Wagner, 2008)
- Employability skills (Tesone, & Ricci, 2006)
- Future skills for employability (CEDEFOP, 2016)
- Future competences 3.0 for the unknown future (Mulder, 2016)
21st Century Skills for 21st Century Learners

Education for knowledge-based global society

A bridge to authentic, intellectually challenging work by students
Key Competences for Lifelong Learning (2006)

- Communicating in a mother tongue
- Communicating in a foreign language
- Mathematical, scientific and technological competence
- Digital competence
- Learning to learn
- Social and civic competences
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

(Recommendation 2006/962/EC on key competences for lifelong learning)
Key Competences for Lifelong Learning (2018)

- **Knowledge** is composed of the facts and figures, concepts, ideas and theories which are already established and support the understanding of a certain area or subject.

- **Skills** are defined as the ability and capacity to carry out processes and use the existing knowledge to achieve results.

- **Attitudes** describe the disposition and mind-sets to act or react to ideas, persons or situations.

(Recommendation 2018/C 189/01 on key competences for lifelong learning)
The Reference Framework (2018)

- Literacy
- Cultural awareness and expression
- Multilingual
- Mathematical, science, technology, engineering
- Entrepreneurship
- Citizenship
- Digital
- Personal, social, learning to learn

(Recommendation 2018/C 189/01 on key competences for lifelong learning)
Learning Methodologies

- Inquiry-based
- Project-based
- Blended learning
- Arts-based learning
- Games-based learning
- Experimental learning
- Work-based learning
- Scientific methods in science, technology, engineering and mathematics

(Recommendation 2018/C 189/01 on key competences for lifelong learning)
The OECD Learning Framework 2030
Questions addressed

- **What** knowledge, skills, attitudes and values will today's students need to thrive and shape their world in 2030?

- **How** can instructional systems develop such knowledge, skills, attitudes and values effectively?
The OECD Learning Compass 2030

Interactive tool:
Cognitive and meta-cognitive skills

Examples of cognitive & meta-cognitive skills – currently under review

- Problem Solving
- Creativity
- Critical Thinking
- Analytical skills
- Learning strategies
- Self-efficacy
- Planning
- Monitoring
- Evaluating
- Synthesising
- Systems thinking
- Foresight thinking
- Higher order thinking skills
- Data gathering
- Self-awareness
- Etc.


(ASEM konference “21st Century Skills”, 2016)
Social and emotional skills

Examples of social & emotional skills – currently under review

- Communication
- Cooperation
- Collaboration
- Initiative taking
- Completing tasks
- Emotional control
- Empathy
- Self-discipline
- Etc.


(ASEM konference “21st Century Skills”, 2016)
Attitudes and values

Examples of attitudes & values – currently under review

- Respect
- Trust
- Responsibility
- Self-confident
- Growth mindset
- Etc.


(ASEM konference “21st Century Skills”, 2016)
Competence 3.0 for the Unknown Future

- Integrative learning competence
- Self-management and career competence
- Social-professional competence
- Disciplinary and interdisciplinary competence
- Personal-professional competence

(Mulder, 2016)
Personal-professional competence

- Adaptability, flexibility, agility
- Anticipate and create change
- Big picture visioning, global competence
- Civic competence – balancing, defending/asserting rights, interest, limits, needs
- Cultural awareness and expression
- Curiosity, imagination, and creativity
- Emotions handling competence
- Ethical reasoning and action

- Health competence
- Intuition, mindfulness and integrity
- Managing complexity
- Physical competence
- Reflection and self-awareness competence

(Mulder, 2016)
Social-professional competence

- Clarification competence
- Collaboration in networks
- Creating ecosystems for engagement
- Interactive communication skills
- Managing and resolving conflicts
- Meaning negotiating competence
- Multicultural literacy
- Relating well to others

Teamwork
- Social, interpersonal, cooperation competence

(Mulder, 2016)
Self-management and career competence

- Acting autonomously
- Self-regulation competence
- Civic knowledge and engagement
- Life planning competence
- Personal project planning competence
- Responsibility
- Managing for results
- Prioritizing
- Productivity
- Accountability
- **Argumentative reasoning**
- Resilience and stamina
- Sense of initiative, innovation and entrepreneurialism
- Calculated risk-taking competence
- **Lifelong learning competence**

(Mulder, 2016)
Disciplinary and interdisciplinary competence

- Critical thinking and complex problem solving
- Financial, economic, business literacy
- Higher order thinking, sound reasoning
- Inquiry and analysis
- Mathematics literacy
- Social sciences and humanities literacy
- Languages literacy
- Arts literacy
- Digital (ICT) literacies
- Media and information literacy
- Reading, writing, numeracy, computational competence
- Science, technology, design and inquiry literacies
- Environmental literacy

(Mulder, 2016)
Integrative learning competence

- Ambiguity and uncertainty handling
- Dealing with vulnerability and ambiguity
- Developmental competence
- Evaluation competence
- Knowledge co-creation competence
- Leadership competence
- Synthesizing competence
- Sustainability competence
- Transformation competence

(Mulder, 2016)
The Framework for 21st Century Learning

(Partnership for 21st Century Learning, 2019)
The 21st century classroom

21st Century Learning is...

A combination of the 3 R's and the 4 C's!

(Kolk, 2011)
Key subjects and 21st century themes

Mother tongue, reading
World languages
Arts
Mathematics
Economics
Science
History
Government and civics

• Global awareness
• Financial, economic, business and entrepreneurial literacy
• Civic literacy
• Health literacy
• Environmental literacy

(Partnership for 21st Century Learning, 2019)
Learning and innovation skills

- Creativity and innovation
- Critical thinking and problem solving
- Communication
- Collaboration

(Partnership for 21st Century Learning, 2019)
Information, media and technology skills

- Information literacy
- Media literacy
- ICT (Information, Communications, and Technology) literacy

(Partnership for 21st Century Learning, 2019)
Life and career skills

- Flexibility and adaptability
- Initiative and self-direction
- Social and cross-cultural skills
- Productivity and accountability
- Leadership and responsibility

(Partnership for 21st Century Learning, 2019)
21st Century support systems

- 21st Century Standards
- Assessments of 21st Century Skills
- 21st Century Curriculum and Instruction
- 21st Century Professional Development
- 21st Century Learning Environments

(Partnership for 21st Century Learning, 2019)
Culture-Based Blended-Learning Language Course for Adult Learners

WWW.CULTURE-LANGUAGE.EU

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Culture knowledge and language competences as a means to develop 21st century skills

- Project No.: 2018-1-HR01-KA204-047430
- Project period: 1 September 2018 – 31 August 2020
- Partners:
  - Tourism and Catering School Dubrovnik, Croatia
  - Turiba University, Latvia
  - Ekonomská šola Murska Sobota, Višja strokovna šola, Slovenia
  - Sapientia Hungarian University of Transylvania, Romania
  - Foundation Pro Scientia Publica, Poland
  - Vyšší odborná škola, Střední průmyslová škola a Obchodní akademie Čáslav, the Czech Republic
The aim of the project and outputs

- **Aim**: to develop adult learners’ 21st century skills and foster learners’ knowledge of the rich European cultural heritage and its values by applying innovative learning approaches and materials, thus improving learners’ education level and bringing them closer to cultural heritage, history and the common values of Europe in order to enhance their overall development and employability.

- **Outputs**: Output 1 – an English course, Output 2 – a course in 9 EU languages, Output 3 – Lifelong learning guidelines.

- **Webpage**: [http://culture-language.eu/](http://culture-language.eu/)
Underlying course methodologies

- OER (Open Education resource)
- CLIL methodology (content based language learning)
- Comprehensive blended-learning modules
  - Online learning material
  - Material for groupwork/pairwork in chatrooms
  - Face-to-face sessions
- The course that fosters the development of cultural knowledge and awareness, language competences, relevant 21st century skills for adult learners.
Content-based learning (CLIL)

- CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language. (Marsh, 1994)

- While students are learning about the subject matter, they’re also learning a new language alongside it.

- Language is learnt naturally in the context.

- Language is innately tied to motivation.

- Fluency is more important than accuracy.

- Reading is an essential skill.
Blended learning refers to a language course which combines face-to-face (F2F) classroom component with an appropriate use of technology.

- 30-79% online material, the rest – F2F.

(Wang, 2008, 414)
Output 1: European Cultural Heritage and skills development course

- The content connected with the rich intangible European cultural heritage in our countries – official UNESCO list and the official country lists
- Presented in a form of a story/script
- Applying innovative methodologies and tools (webquests, case studies, vialogues, videos, audios, design thinking tools, interactive games, etc.)
- Increasing the learners’ cultural knowledge and developing their relevant 21st century skills (communication, initiative, creativity, analytical reasoning, problem solving, etc.) and improving learners’ English language competence
- 6 modules (18-submodules), one per country
- The learning platform: http://e-culture.eu/
Forms of cultural heritage (I)

- **Tangible** - buildings, monuments, artefacts, clothing, artwork, books, machines, historic towns, archaeological sites.

- **Intangible** - practices, representations, expressions, knowledge, skills - and the associated instruments, objects and cultural spaces - that people value.

- This includes language and oral traditions, performing arts, social practices and traditional craftsmanship.
Forms of cultural heritage (II)

- **Natural** - landscapes, flora and fauna.

- **Digital** - resources that were created in digital form (e.g., digital art or animation) or that have been digitalised as a way to preserve them (including text, images, video, records).
Output 2: Culture based multilingual blended learning language course for adult learners

- Will provide adult learners with an opportunity to acquire knowledge on the rich European cultural heritage in their mother tongue or another language, apart from English, to contribute to their self-development, wellbeing and foster their employability and social inclusion.

- The structure of the modules (the story) and the approach and methodologies applied are similar as for Output 1, but the tasks vary depending on the target language.

- 6 modules (18 submodules) in 9 languages, in total 54 modules (162 submodules).
Output 3: Developing adult learners’ 21st century skills

- **Aim:** to implement the adult education course created to increase learners’ cultural knowledge and awareness of the rich European cultural heritage, develop relevant 21st century skills and language competences and motivate adult learners to become true lifelong learners and continue their self-development.

- **The supporting objective** is based on the results obtained from the course attendants, teachers and other stakeholders involved, create lifelong learning guidelines for delivering the course and motivating adult learners to learning.
The learning platform

E-learning platform

Erasmus+ project "Culture & Languages for all"

WWW.CULTURE-LANGUAGE.EU
Conclusion

➢ The course construct created has been empirically tested in:

  ✓ qualitative part – teachers’ accounts (the paper to be found in Vol.2 of the Journal),
  ✓ in a students’ survey containing quantitative and qualitative questions,
  ✓ in learner observation done by the course teachers, feedback forms filled in.

➢ The results from the first part enabled creating the construct.

➢ The results from the second part are positive.
Thank you for your attention!

Looking forward to seeing you tomorrow at the workshop!

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