VOLUTORING PROJECT

SPECIFICATION OF DIDACTIC METHODOLOGY

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Introduction

All partners were asked to send out a questionnaire (Appendix 1). The goal was to ask professionals regarding their view on Literacy, Numeracy and Digital Skills. We also asked for names of material, which can serve as inspiration. Furthermore, we asked for their opinion on what makes a "good" teacher and which recommendations they have for persons volunteering in teaching basic skills.

The responses were then summarized by each partner. The summaries were then formed the basis for this specification. The full summaries are available on Google Drive. The contents found below has also been entered into a matrix to by found at the end of this section.

Define basic skills for literacy

Most respondents agreed that Level A1 of The Common European Framework constitutes basic language skills. But, when translated into practical needs, basic literacy also includes skills such as reading signs, filling in forms, decoding texts and manage a to manage a low-skilled job.

Literacy also includes the ability to understand, interpret and create printed and written information in daily activities (i.e., opening bank accounts, understanding medication, reading signs and labels, signing contracts) and to create oral and written information within the concept of basic daily needs (newspaper, functioning in public and private services, signs and communication in restaurants, shops, banks and with local people)

Which methodologies would you recommend for teaching basic literacy?

The respondents here were almost unanimous in their replies; learning by doing, immersive learning and using "real-life" situations in the class room.

• Make use of visuals and images
• Promote self-directed learning
• Play-Based Teaching/ Practical educational games
• Find opportunities to differentiate learning
• Ask students to explain their ideas
• Incorporate storytelling to make connections to real-world scenarios
• Show and tell new concepts
• Use Life Experiences
• Create a Comfortable and interactive Environment
• Encourage Exploration
• Offer feedback"

One interesting fact to point out is that 26,3% of Turkish respondents recommends "classical face-to-face trainings conducted by direct explanation".

For persons who are completely illiterate specific paths and tools should be developed.

Which Material/Apps would you recommend for teaching basic literacy?

As expected, the material suggested is often language-specific. The tools that came recommended across the countries are:

Duolingo
Mini Lexicon
Babbel

For country specific material, please refer to A.1.2 – Raw Data.

Define basic skills for numeracy

What constitutes the basic skills for numeracy according to the respondents can be divided in two: firstly, knowing the four basic methods (addition, subtraction, multiplication and division), and secondly, applying them to everyday operations.

Everyday operations include personal financial management, dates and times, measurements and solving basic mathematical problems.

Which methodologies would you recommend for teaching basic numeracy?

Once again, the recommended methods would be practical, everyday examples. This could include making budgets, calculating interest rates and similar.

Which Material/Apps would you recommend for teaching basic numeracy?

Both Sweden and Spain gave examples of country/specific web pages to use.
In Sweden, for example, www.sfiekonomi.se, is a webpage which explains personal finances in easy Swedish.

For teaching basic maths, apps such as Star Dash Studios, Khan Academy, Math Brain Booster Games, King of Maths, Math Riddles and Puzzles, Photomath, Gojimo, Mathway were mentioned.

Define basic skills for digital skills

Most of us use our digital skills on a daily basis. We use social media, search online and manage our everyday business. When asked to define what basic digital skills are, the respondents stated the following:

- Use the internet for searching for information and news
- Managing digital communication (through emails etc)
- On-line transactions (buy goods, install apps etc)
- Make basic use of social media
- Using digital methods of looking/applying for jobs

Worth noting here is that respondents let know that what can best be summarized as "conscious and methodological use of digital tools" is an area for improvement.

Which methodologies would you recommend for teaching basic digital skills

Again, practical examples and a hands-on approach is recommended here. These could be the live use of the Internet and social media with at-the-spot explanations, practical steps and problem solving. Moreover, provision of practical home work (i.e. sending emails, posting in social media, reading articles etc.).

• Emphasise the importance of critical thinking
• Guide students out of their comfort zone
• Promote self-practicing
• Use social media for learning and collaborating

Most answers put emphasis on the need to highlight the practical applications of the knowledge acquired (searching for important information on the internet, accomplishing of online bureaucratic procedures, curriculum or letters preparation, applicating for a job offer, sending/receiving information via email, communicating with family and friends through social networks, improving leisure options, etc.) avoiding long and complicated theoretical or technical definitions.

The participants have drawn attention to the lack of resources for learning this skill. To facilitate the adaptation process learning how to use navigation or applications like online education tools are important.

Worth noting here is also that most apps and other digital tools come with guides and tutorials. Using these can be a good first step.

Which Material/Apps would you recommend for teaching basic digital skills?

The Spanish respondents gave examples (in Spanish). Another suggestion Google Applied Digital Skills

Which skills does a good tutor need?

Subject skills apart, the responses were clear;

When working with migrants, it is essential to have high social skills and abilities such as, understanding and tolerance for different cultures, energy and strength to face and solve challenging situations, such as clashes among groups, minorities and cultures. Moreover, he/she needs great sensitivity towards humanitarian work, creative and innovative ideas to merge differences and promote peaceful collaboration, consciousness and knowledge of the political, social and economic situation of the migrants, as well as openness and adjustment to different demands of the diverse groups of students. Lastly, he/she needs to have knowledge on innovative and interactive techniques and strategies, problem-solving skills and a great passion for results, being always aware that an even bigger effort and patience will be needed to achieve this.

Which pedagogies, techniques and methods would you use for effective interaction and communication with refugees and migrants?

Almost all respondents indicated that this question has been already answered. Summarising, respondents use non-formal hands-on methodologies building upon the study of reality that surrounds students (social, cultural, economic, labour, relational, etc.) taking advantage of visual material.

Dialogue and verbal exchange are important as starting point for the development of an active learning of grammar and main language elements, and role playing is stimulating for persons who, quite often, are not used to classrooms practice and formal work.

So, basically, non-formal tools of education are the most preferred and experienced by all the respondents.

Also, the above needs to be individualized as much as possible.

What is your best tip for a beginner (perhaps not educated as a teacher) wishing to tutor low-skilled refugees and migrants?

The tips from the respondents were very straight forward:

- Keep it simple - use everyday situations.

- Do not make assumptions.
- Be openminded and let it take time.
- Be patient, helpful and open to diversity
  Always keep in mind that these people have their own culture, mindset, habits and ways of
- communication in their countries, so try to help integrating them in the hosting country.
  Focus on the needs and different characteristics of each trainee, provide continuous support, use simple language and examples.
- Focus on a specific field of knowledge, acquire relevant teaching skills and select/develop quality materials
  Be perseverant and patient considering the personal and social context of the students
  Try to adapt the methodologies and level of difficulty of activities to learners needs
  Create a good network of experienced colleagues to exchange tips, methods and techniques etc.
- Having been specifically trained for teaching such targets and possibly having experienced this kind of work observing senior teachers.
  Using very easy material with mixed techniques (video, audio, role-plays etc.)
  Have exchanges with experienced teachers
- Being prepared to fail

And, first of all (if available) - go on a course for becoming a volunteer.

Matrix

VOLUTORING DIDACTIC METHODOLOGY	Literacy	Numeracy	Digital
Learning Objectives and Outcomes	· To be able to understand, interpret and create printed and written information in daily activities (i.e., opening bank accounts, understanding medication, reading signs and labels, signing contracts) · To create oral and written information within the concept of basic daily needs (newspaper, functioning in public and private services, signs and communication in restaurants, shops, banks and with local people) · To express oneself simply and briefly in speech and in writing for practical purposes in everyday situations · To be able to direct exchange information in a simple communication daily basis, in routine tasks and matters	· To carry out basic processes such as counting, sorting, performing basic arithmetic operations (including addition, subtraction, multiplication and division) with whole numbers or money · To be able to manage everyday operations, including personal financial management, dates and times, financial calculations, pricing of services and products, bank account management, public services financial management, expenses management, budgeting, solving basic mathematical problems	· To be able to use social media · To carry out On-line transactions (buy goods, install apps etc)/ to manage digital Information · To make use of the internet for searching for information and news · To be able to manage digital communication (through emails, Skype and communication apps etc.) · To be able to use digital methods of looking/applying for jobs · To be able to transact through internet (buy, install apps etc.)

Learning Materials	· Language-specific online tools (e.g. Duolingo, Mini Lexicon, Babbel) · Online dictionaries · Online communication software (e.g. WhatsApp)	· Make use of digital online financing tools (e.g. www.sfiekonomi.se) · Online software teaching basic maths,(e.g. apps such as Star Dash Studios, Khan Academy, Math Brain Booster Games, King of Maths, Math Riddles and Puzzles, Photomath, Gojimo, Mathway)	· Google Applied Digital Skills

| Learning Methodologies/ Pedagogies | • Learning by doing methods of learning
• Make use of "real-life" situations/ Incorporate storytelling to make connections to real-world scenarios/ Use Life Experiences
• Make use of interactive audio-visual means (e.g. videos, images etc.)
• Promote self-directed learning
• Roleplaying
• Play-Based Teaching/ Practical educational games/ Simulation games
• Differentiate learning and be interactive
• Ask students to explain their ideas
• Show and tell new concepts
• Create a Comfortable and interactive Environment
• Encourage Exploration
• Provide feedback
• Exercise on labour market-oriented activities (job search techniques, job interview preparation, curriculum preparation)
• Dramatizations (performance of short dialogues taken from books, etc.)
• Integrate face to face learning | • Make use of practical, everyday examples (including making budgets, calculating interest rates and similar)
• Promote interactive strategies through audiovisual means Brainstorming to solve questions and problems
• Roleplaying
• Provide feedback
• Promote self-directed learning
• Play-Based Teaching/ Practical educational games/ Simulation games
• Team based learning | • Promote interactive strategies through audiovisual means
• Emphasize the importance of critical thinking
• Guide students out of their comfort zone
• Promote self-practicing
• Use social media for learning and collaborating
• Highlight practical applications of the knowledge acquired (searching for important information on the internet, accomplishing of online bureaucratic procedures, curriculum or letters preparation, applicating for a job offer, sending/receiving information via email, communicating with family and friends through social networks, improving leisure options, etc.)
• Promote peer-to-peer learning with other more skilled migrants |