NEW SKILLS AND JOBS – REGION OLOMOUČ
Introduction

1) Center for lifelong learning, Faculty of Education, Palacký University
2) ESF project *ICT Courses in Education for Teachers*
3) Our experiences with new skills training

Conclusion
New Skills and Jobs

• one of the core future priorities of the EU policy = to better anticipate the skills needed in the future job market

• one of the most important and well anticipating future trend = the skill for work with information and communication technology (ICT) = digital skills for new jobs

• European Commission: in the frame of flagship initiative Digital Agenda: „to prioritize digital literacy and skills in the “New skills and jobs” flagship initiative“
New Skills and Jobs

• the training of digital skills can help people in getting new employment opportunities,

• education institutions need to reform their traditional education and training system to properly prepare people for the jobs of tomorrow.

• "When using technology tools as a part of learning process, teachers and students can develop their ICT skills and competencies, which is a strong foundation for skills being used in their next careers."
New Skills and Jobs

• problems of current teachers = they belong to the generation of „digital immigrants“ (Prensky, 2004) – people who didn’t grow up with ICT.

• the young generation = “digital natives” – children who grew up from childhood under the influence of ICT and have no serious problem with the work and movement in virtual space (Sak, Saková, 2004).

• to address EU policy „to prioritize digital literacy and skills in the “New skills for jobs” flagship initiative“ = we focus on the development of digital skills of teachers, who then can appropriately use the acquired skills for teaching of the next generation of students to prepare them better for their future jobs.
Introduction I New Skills and Jobs – Olomouc Region Case Study

Olomouc Region – basic facts
Olomouc Region – basic facts

Palacký University Olomouc
• one of the oldest universities in Central Europe,
• more than 400-year tradition of higher education,
• almost 23,000 undergraduate students on eight faculties.

Faculty of Education, Palacký University Olomouc
• using the all-EU European Credit Transfer System and also by awarding internationally valid diplomas,
• comprises 16 departments and centres, which participate in a wide range of scientific projects.

http://www.pdf.upol.cz
Introduction

New Skills and Jobs – Olomouc Region Case Study

Olomouc Region – basic facts

Our cooperation in EU policy >> we are member of:

Olomouc Region – OK4EU

• the Interest Association of Legal Entities,
• represent interests of Olomouc region in European,
• currently12 members.

http://www.ok4eu.cz/
Centre for lifelong learning (CLE)

- accredited by the Ministry of Education, Youth and Sports in the Czech Republic,

- provides further education to educational as well as non-educational staff from all types of schools, school and educational facilities, public sector and other potential clients and institutions interested in the CLE's programme offering,

- our courses and degree programs study about 1500 participants a year.

http://www.ccv.upol.cz
Centre for lifelong learning (CLE)

- focus on the development of digital skills which has been mainly given by current needs of the Olomouc region,
- the Department of ICT education of CLE,
- provides systematic accredited lifelong learning courses aimed to the use of ICT in education since year 2007.

http://www.odborict.upol.cz
ESF project

• 2010-2012, Operational program Education for competitiveness No. CZ.1.07/1.3.00/14.0011: *ICT Courses in Education for Teachers*, (5 mil. CZK),

• investigator of project at UP: H. Maresova,

• courses focused on teaching practical skills for working with ICT in the classroom.

http://www.kurzict.upol.cz
ESF project

• 9 courses for teachers in Olomouc Region and Moravian-Silesian Region:
1) ICT in teaching English at first degree;
2) ICT in teaching English language – basic Course;
3) ICT in teaching English – advanced Course;
4) ICT in teaching Czech language at first degree;
5) ICT for teaching media literacy;
6) ICT resources for contemporary Czech literature;
7) ICT resources for world literature for children and youth;
8) Modern presentations with an interactive whiteboard;
9) Risky virtual communication techniques related to ICT.

http://www.kurzict.upol.cz
ESF project

• cooperation with institutions:

Centre for the prevention of risky virtual communication (PRVOK, [http://www.prvok.upol.cz/](http://www.prvok.upol.cz/)).

ESF project I New Skills and Jobs – Olomouc Region Case Study

Vítejte na stránkách nového projektu

Kurzy ICT ve výuce

Výukové materiály se poskytují na internetové stránce www.kurzyict.upol.cz.

Experiences

Introduction

Conclusion

Project website
Our experiences

- Each course was realized by blended learning form (20 hours in the form of 4-5 afternoon meetings and online teaching of 20 hours home online study in the Learning Management System UNIFOR or in the multiuser virtual environment Second Life).

- Full training was realized in computer labs at Faculty of Education.

- Over 220 participants already completed the courses up to this day.

http://www.kurzict.upol.cz
Our experiences

Impact of the project on the EU policy flagship initiatives:

1) Focusing on improving digital skills of teachers.

2) Focusing on the prevention of risky virtual communication.

3) Focusing on the use of new e-learning methods in adult learning.

http://www.kurzyict.upol.cz
New e-learning methods in adult learning

- blended learning – combine study in the classroom and online learning in the Learning Management System Unifor.

- new e-learning environment = multiuser virtual environment Second Life.

http://www.kurzict.upol.cz
Second Life

- multiuser virtual environment,
- more than 17 million users,
- users can communicate in real time via avatars,
- users can build their own environment, can be educated, entertained, do shopping etc.

http://www.secondlife.com
TEACHING IN VIRTUAL CLASSROOMS
WORKING WITH LEARNING OBJECTS
VISIT REPLICAS OF REAL PLACES

(Sistin chapel – real and virtual in Second Life)
VISIT REPLICAS OF REAL PLACES

(Dresden gallery – virtual in Second Life and real)
VISIT REPLICAS OF REAL PLACES

(Dresden gallery interiors – virtual in Second Life and real)
LEARNING IN SIMULATION OF REAL OCCUPATIONS
LANGUAGE LEARNING IN SIMULATION OF REAL SITUATIONS

(ordering in a restaurant) (job interview)
VIRTUAL BUILDING OF FACULTY OF EDUCATION OLOMOUC IN SECOND LIFE
INTERIORS OF FACULTY OF EDUCATION OLOMOUC IN SECOND LIFE
Conclusion I

By providing our courses we try to face the shortages as defined by European Commission (DG Education and Culture):

• teachers lack pedagogical strategies and experiences to effectively use ICT,
• professional development of teachers lacks the pedagogical, innovation and practical dimension,
• assessment of digital literacy is not widespread,
• major lack of systematic impact in practices,
• innovations not enough supported by changes in pedagogy,
• discrepancy between children’s under-use of ICT at school and frequent and sophisticated use at home.

Conclusion II

In our courses, we try to increase the digital skills of our participants which meets the objectives of flagship Digital agenda linked to Europe 2020 & ET2020, as defined by European Commission (DG Education and Culture):

- increasing digital competence/ e-literacy,
- ICT enhancing innovation of E&T,
- support to Member States to mainstream ICT use in educational policies and practices,
- mainstream eLearning in national policies for the modernisation of education and training, including in curricula, assessment of learning outcomes and the professional development of teachers and trainers.

Conclusion III

By using the new ways of e-learning (Learning Management System Unifor, multiuser virtual environment Second Life) in adult learning, we address the target of flagship initiative Digital agenda linked to Europe 2020 & ET2020:

„mainstream eLearning in national policies for the modernisation of education and training, including in curricula, assessment of learning outcomes and the professional development of teachers and trainers“.

Conclusion III

The benefits of eLearning:
• it enables people to acquire skills anywhere, anytime;
• it empowers teachers to adopt new practices;
• to tailor interventions on the basis of personal learning needs and to individualise assessment;
• caters for self-regulated and informal learning;
• accommodates different learning styles, innovative collaborative learning practices;
• supports more efficient workforce training, at a global scale, improving delivery;
• reducing training costs and time-to-competencies.

Thank you for your attention.


6. Pictures from Second Life (www.secondlife.com)