Grundtvig Contact Seminar
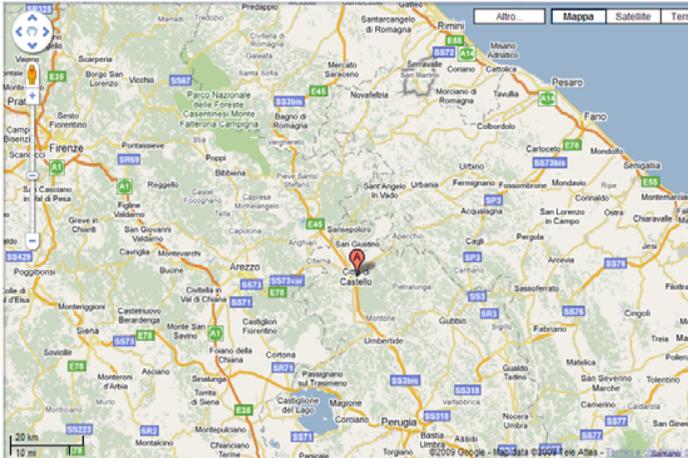
6-10 October 2010, Villasimius

MAKING LEARNING VISIBLE:
VALORISATION OF ADULT LEARNING IN INFORMAL SETTING

- A border town between Umbria and Tuscany, It's a city in the northern part of the Umbria region of Italy. It is situated on a slope of the Apennines, on the flood plain of the river Tiber.

- The town may have been Etruscan; the Romans knew it as *Tifernum Tiberinum* ("Tifernum on the Tiber") or Civitas Tiberina. Just nearby, Pliny the Younger built his *villa in Tuscis*, which is identified with walls, mosaic floors and marble fragments surviving at a place now called Colle Plinio, the "Hill of Pliny".

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Our history

- Baron Leopoldo Franchetti opened the first country school at Villa Montesca in 1901. Their aim was to educate the farmers' children giving them the opportunity to improve their way of living as well as

- their professional future.

These schools were an early experiment in democratic education open to everybody.

In 1905 Baroness Alice called Maria Montessori to organise with her a seminar which gave life to the first publication of the Method for Scientific Pedagogy, universally known as the Montessori Method.

Centro Studi e Formazione Villa Montesca

In 2001, one hundred years after that first experiment, a number of educational institutions, together with the Local Authority of Città di Castello, formed an educational and professional training organisation to continue, in the spirit of the Franchetti institutions, the research and the experimentation on new teaching methods.

The Centro Studi Villa Montesca is an organisation for educational research and professional training closely linked to the dynamics of a single European space for professional training, education, cultural and local development.

Montesca International Network

What does **today** the Montessori Method means? The key concept is **permeability**. The students have to be in contact with the **external life**.

Montesca International Network

Valorisation of learning in an **informal setting** and of the outcomes of this specific kind of learning.

Modernisation of this approach means to believe to the possibility to **learn from a formal and informal networking.**

Methods of learning

Cooperative learning in Communities of Practice

Adults have previous knowledge that can be interesting to share with other adults. In order to let adults be protagonist of the learning process, CS introduced some experimental Community of Practice based on the WEB.

The main characteristics are:
- Very simple, intuitive and friendly E-environment to avoid the problems many adults have in facing the WEB 2.0 social networks.
- An active role of the moderators to animate the Community representing also an "assistant" to solve some problems that can occur.
- Defining very clearly the Community's tasks and the goals.
- The "ownership" of the Community belongs to the participants.

Methods of learning

- ## *Parental learning*

  The diffusion of the social networks is generally considered a source of new barriers between Parents and Children. Internet is also considered a place where the children safety and morality are at risk.

  The fact is that the use of the Web is different if the users are *adults* or *teens*.

  It's perhaps possible to consider the Family as a place where Adults and Teens can learn together and live the learning process as a sort of entertainment. In that way, those warnings can be managed by the Parents and the generational differences can become an opportunity to <u>share knowledge</u>. Teens can teach the use of social network, adults can put at their disposal cultural contents.

Virtual worlds

Generally, Virtual Worlds are mainly seen as 3D Games. There are many different kinds of it: **forums**, **blogs**, **wikis** and **chat-rooms** where communities born. They can be considered as places which have *their own world, their own rules, topics, jokes, members, etc*...

Each person who belongs to these kinds of communities can find like-minded people to talk to, whether this is a passion, **a wish to share information or just to meet new people and experience new things**.

Often some users develop a double personality depending on which world they are interacting with. Depending on whether that person is in the real or virtual world, it can have an impact on the way they think and act.

Montesca International Network

The Montesca Network gather together several members from different countries for cooperating and enhancing a common strategy toward a:

European space of culture and education

Montesca International Network

The Montesca network objectives are:

- 1. To contribute to improve **the quality** of European training provision and its accreditation systems.

- 2. To install **effective solid and steady** mechanisms for co-operation between (potential) European project organisers.

- 3. **Innovate didactic** throughout the strengthen of cooperation between the relevant stakeholders of European target: adult education providers, National Agencies, the European Commission and other.

- 4. To contribute to the **professionalization of adult education** staff concerning European project provision and delivery.

- 5. To support **dissemination and sustainability** of the European project outcome.

Montesca International Network

The need for a network.

The geographical and cultural span, the variety in the sector and the size of the European programme.

make it difficult to control and match quality offer and demand.

Montesca International Network

A network of (potential) <u>Grundtvig</u> project organisers.

Montesca Network is:

- A forum for cooperation and exchange of expertise offering support and development,

- promotion of access and

- sustainability of their project.

Montesca International Network

Target groups

The Montesca network target groups are adult:

- educational staff,
- potential course providers,
- adult education providers in general,
- LLP National Agencies,
- educational policy makers at European, national and regional levels.

Some project

IDCBP
Intercultural Dialogue can Begin with a Photo

- Object: interactions among different cultural groups: cooperation, influence, exchange, assimilation, conflicts.

- IDCBP has tested this hypothesis during three Italian-Polish-Romanian **photo** camps. The group of participants functioned as a laboratory of interculturality. The photographers observed, dialogued and produced images - especially at micro-level - represented by the persons they met during the project.

- Interculturality was "produced" by the photo in the context of the group;

www.photo-dialogue.org

Some project

"ACTIVE ICT - Active citizenship through Information and Communication Technologies at all ages"

- ICT in society, as a major resource for huge opportunities it opens but also a risks (digital gap) it presents.

- Target are adults and elderly with lack of motivation, low interest, ignorance and fear of technology. To fight the barrier that prevents most of them from becoming active in ICT and the lack of skills needed to manage the ICT.

- Final aim is to enable active learners to overcome these barriers and use ICT for their own interests, to continue learning by themselves or to take an active part in society.

- To share the knowledge and best practices applied in each institution for subsequent transfer to other courses, activities and processes.

http://activeictuji.es

Some project

**The BF - to KF The "bullying" phenomenon to know it and to face it.
From observer to rescuer.**

- To cope with the bullying phenomenon in a multidimensional dimension (social, familiar) and reaching the schools and pedagogues (teachers, trainers, tutors, mentors) who are in close communication and relationship with children.

- The idea is to offer a basic training for teachers involved in educational field, to give life to a network project among the different European countries that are sensitive to this problem;

- To equip them with all the pedagogic and methodological tools able to defeat the phenomenon and to recover the situations of uneasiness.

  - http://wwwbullyng.lx.ro/

Some project

- **CLAN Continuos Learning for Adults with Needs** (Multilateral)

- to develop and experiment a new method and approach to aid adult learners with particular needs specifically related to the difficulties to conciliate job time and family-social dimension.

- Target group: adults, whom are involved in job characterized by inflexible work organization (army, police, health organizations , fire brigade, air traffic control etc) usually excluded from the long life leaning action.

- Method: CLAN will introduce an approach defined *Soft Learning* using games, e-learning and community of learners to facilitate the participation to the LLF actions.

- The project will create either a new web space for groups of adult learners called "Clan village learning life" in which it will be possible to exchange information and use the learning resources created by the project.

www.edu-projects.eu/clan

Thank you for your kind attention!

Franco Cima

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