METHODOLOGICAL GUIDE :
LEARNING BY DOING, LEARNING HELPING

ERASMUS PLUS PROJECT
2020-1-ES01-KA204-082397

PARTNER ENTITIES

- REDTREE MAKING PROJECTS
- LESVOS SOLIDARITY
- GENERAZIONE ZERO
- EUROPEAN LANGUAGE EQUALITY NETWORK
- ASOCIACIÓN DE JÓVENES MUSULMANES EN VALENCIA
- SMALLCODES
- GRETA DU VELAY

Co-funded by the Erasmus+ Programme of the European Union

MAIN IDEA OF THE PROJECT

LEARNING BY DOING, LEARNING BY HELPING

Generating an innovative training methodology, where users learn contents matching with the official curriculum for adult education through a digital volunteering process that proposes them appealing situations and motivates them to learn while promoting the inclusion of other students and of themselves.

WHO ARE THEY USEFUL FOR?

STUDENTS:

- Promote their educational competences with a system that allows them to put their learning into practice through virtual volunteering.
- Establish contact with students from different countries with complementary profiles and thereby favor inclusion and awareness processes.

ENTITIES:

- To offer you a digital tool with which to find virtual volunteers able to cover your needs.
- To have an innovative, free, and transnational training tool that you can offer your beneficiaries to improve their learning.

LEARNING BY DOING, LEARNING HELPING

Metodoluguical guide for collaborative and inclusive learning based on digital voluntering

The methodological guide for collaborative and inclusive learning based on digital volunteering: "*LEARNING BY DOING, LEARNING HELPING*" is the main Intellectual Output of the project "*LEARNING HELPING: INCLUSIVE EDUCATION OF ADULTS THROUGH VIRTUAL VOLUNTEERING*" co-funded by the Erasmus+ Programme of the European Union.

The methodological guide for collaborative and inclusive learning based on digital volunteering: "LEARNING BY DOING, LEARNING HELPING" develops all the knowledge and tools necessary to implement a digital learning system aimed at adults, that uses volunteering activities as the main motivational tool and guiding thread of the educational itinerary.

This guide presents innovative teaching and learning methodologies that help overcome the obstacles suffered by adults with life situations different from those of young people studying compulsory or higher education.

METHODOLOGY

The *Learning Helping* methodology developed within this methodological guide combines the two pedagogical strategies (*Learning by doing* and *Peer tutoring*), but from an innovative perspective based on ICTs and digital media. It also places the work in digital social volunteering as the framework of the real experiences through which the learning process is structured.

The **Learning Helping methodology** generates structured learning itineraries through work/learning sessions where students must successfully and successively complete a series of activities based on digital volunteering. These training itineraries are carried out autonomously by training pairs of two students with complementary needs and knowledge (usually an adult born in Europe and a migrant or refugee) and give rise to a peer learning process reinforced by the tutoring of a teacher. This is why students must be matched according to their specific needs and knowledge, constituting an effective tool to bring the reality of migrants and refugees closer to adult volunteers and vice versa.

The *Peer tutoring* methodology can be complementary to the previous one, since it is based on cooperative learning. To develop this learning method, pairs of students will be created, with an asymmetrical relationship with each other: one of them taking on the role of tutor and the other of tutored, but both of them with the same goal of strengthening their skills and learning. For this, the tutored user receives personalized support from the tutor user, who can expand and deepen the knowledge he/she already has. This methodology places the students at the center of their own learning process, reinforcing their autonomy, their ability of learning to learn, and their participation in the process.

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TRAINING ITINERARY PROPOSAL

DEFINITION AND DESIGN

They are the set of training actions defined through a preliminary test of interests and knowledge which, while developing specific capabilities that match the official curriculum of Cycle I of basic adult education, meet specific needs of the social entities through digital volunteering actions.
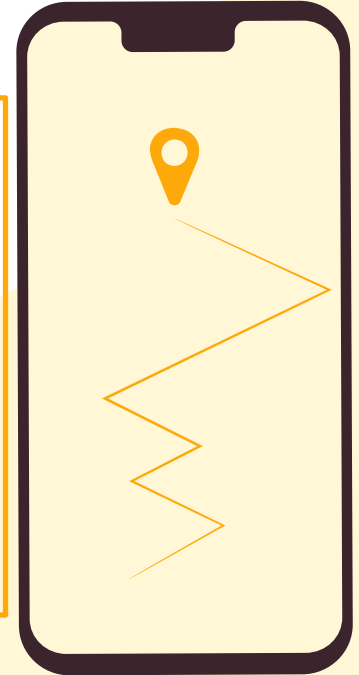
- **Development of the competences to be worked on each itinerary (matching the official curriculum of adult education).**
- **Capable of turning into real volunteering actions covering the needs of the partner and/or collaborating entities.**

TRAINING ITINERARY PROPOSAL

FIVE ITINERARIES: Three levels of complexity:

- **ITINERARY 1: LITERACY AND INITIATION OF BASIC TRAINING.**

- **ITINERARY 2: COMMUNICATION AND INCLUSION.**

- **ITINERARY 3: MATHEMATICAL TOOLS IN DIGITAL VOLUNTEERING.**

- **ITINERARY 4: SOCIETY, TERRITORY, AND CULTURAL PROCESSES.**

- **ITINEREARY 5: FURTHER TRAINING.**

TRAINING ITINERARY PROPOSAL

ITINERARY 1: LITERACY AND INITIATION OF BASIC TRAINING.

LEVEL 1: Basic training.

| Module 1	• Language communication competence. • Competence of learning to learn.
Module 2	• Mathematical competence and basic competences in science and technology. • Digital competence.
Module 3	• Social and civic competences. • Initiative and entrepreneurship. • Cultural awareness and expression.

LEVEL 1

TRAINING ITINERARY PROPOSAL

<u>ITINERARY 2: COMMUNICATION AND INCLUSION</u>

LEVEL 2: Intermediate training.

| Module 2	Basic skills in mathematics, science, technology and digital environment.
Module 3	Basic social and civic skills, initiative and entrepreneurial spirit, awareness and cultural expressions.
Module 4	Complementary language communication and inclusion competences.
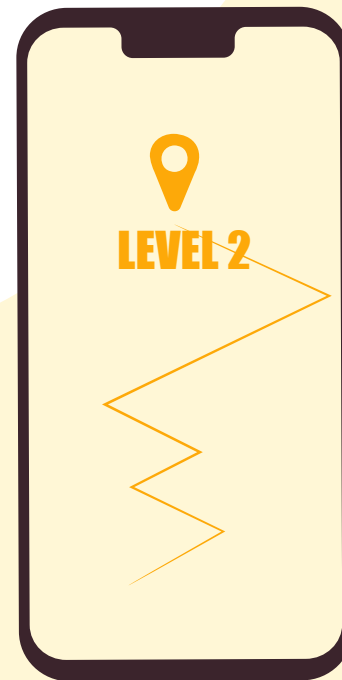
LEVEL 2

TRAINING ITINERARY PROPOSAL

ITINERARY 3: MATHEMATICAL TOOLS IN DIGITAL VOLUNTEERING

LEVEL 2: Intermediate training.

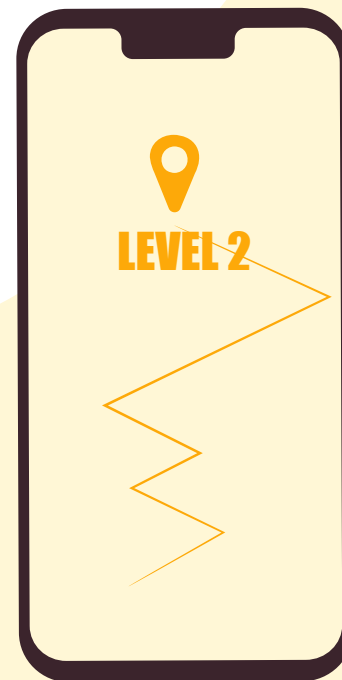| Module 1	Basic language communication and inclusion skills.
Module 3	Basic social and civic skills, initiative and entrepreneurship, awareness and cultural expressions.
Module 5	Complementary competences in mathematics, science, technology and digital environment.
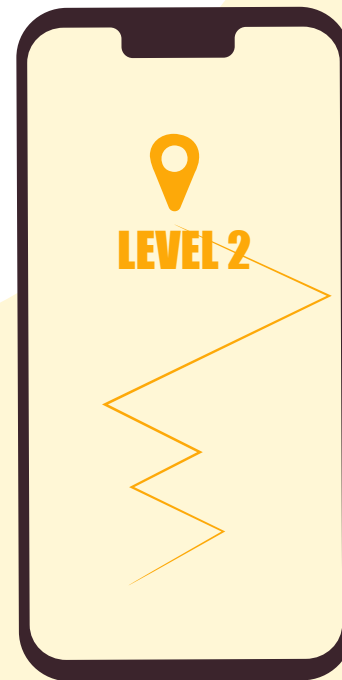
LEVEL 2

TRAINING ITINERARY PROPOSAL

ITINERARY 4: SOCIETY, TERRITORY AND CULTURAL PROCESSES

LEVEL 2: Intermediate training.

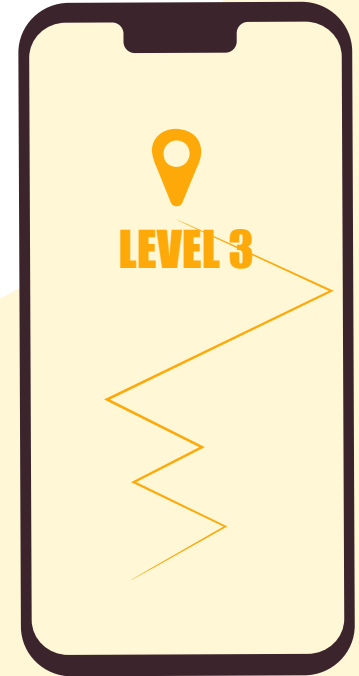|	
Module 1	Basic language communication and inclusion skills..
Module 2	Basic competences in mathematics, science, technology and digital environment.
Module 6	Complementary social and civic competences, initiative and entrepreneurial spirit, awareness and cultural expressions.

LEVEL 2

TRAINING ITINERARY PROPOSAL

ITINERARY 5: FURTHER TRAINING.

LEVEL 3: Specific training.

Module 4	Complementary language communication and inclusion competences.
Module 5	Complementary competences in mathematics, science, technology and digital environment.
Module 6	Complementary social and civic competences, initiative and entrepreneurial spirit, awareness and cultural expressions.

LEVEL 3

THANK YOU

FOR MORE INFORMATION

https://www.learninghelping.eu/