

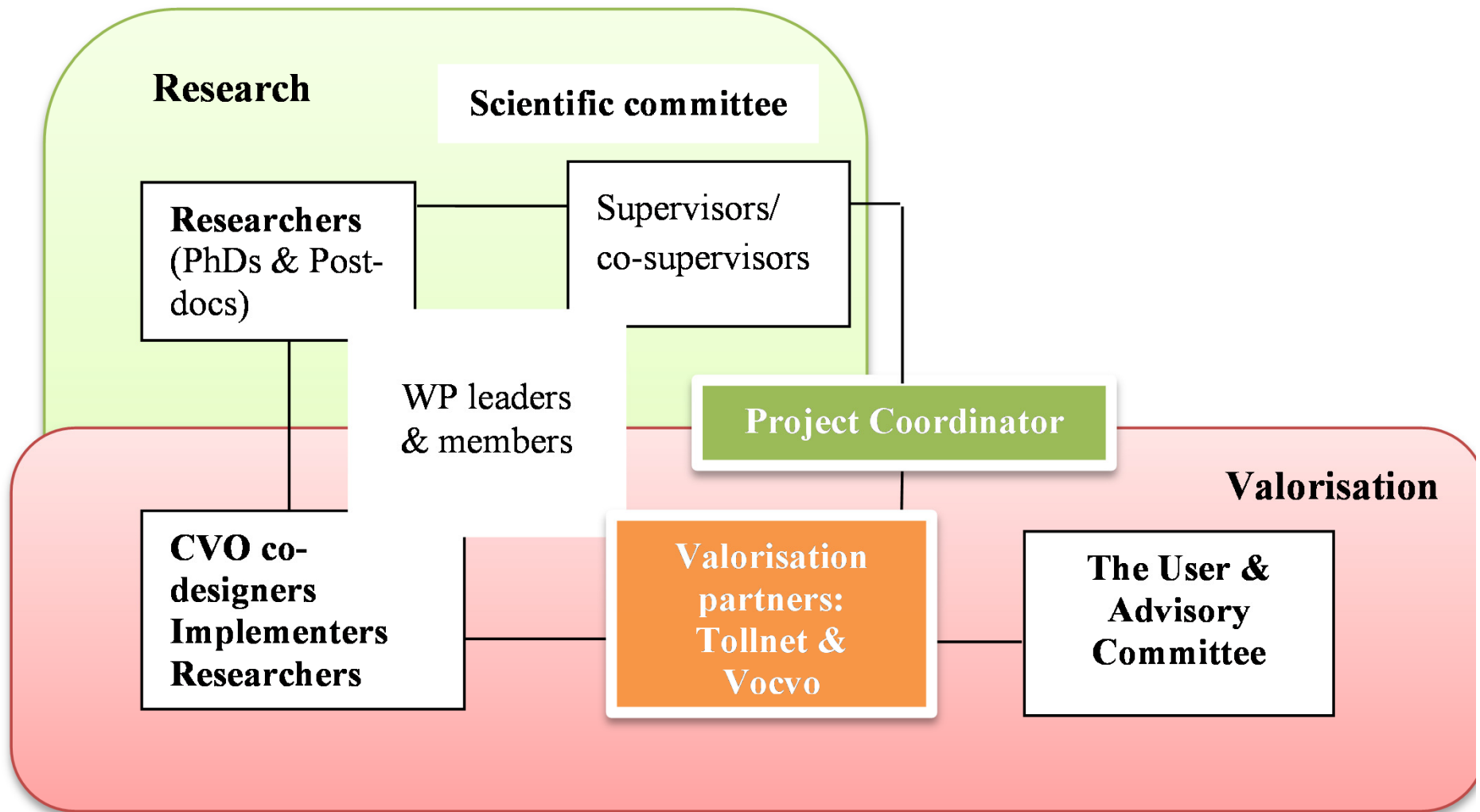


# Adult Learners Online!

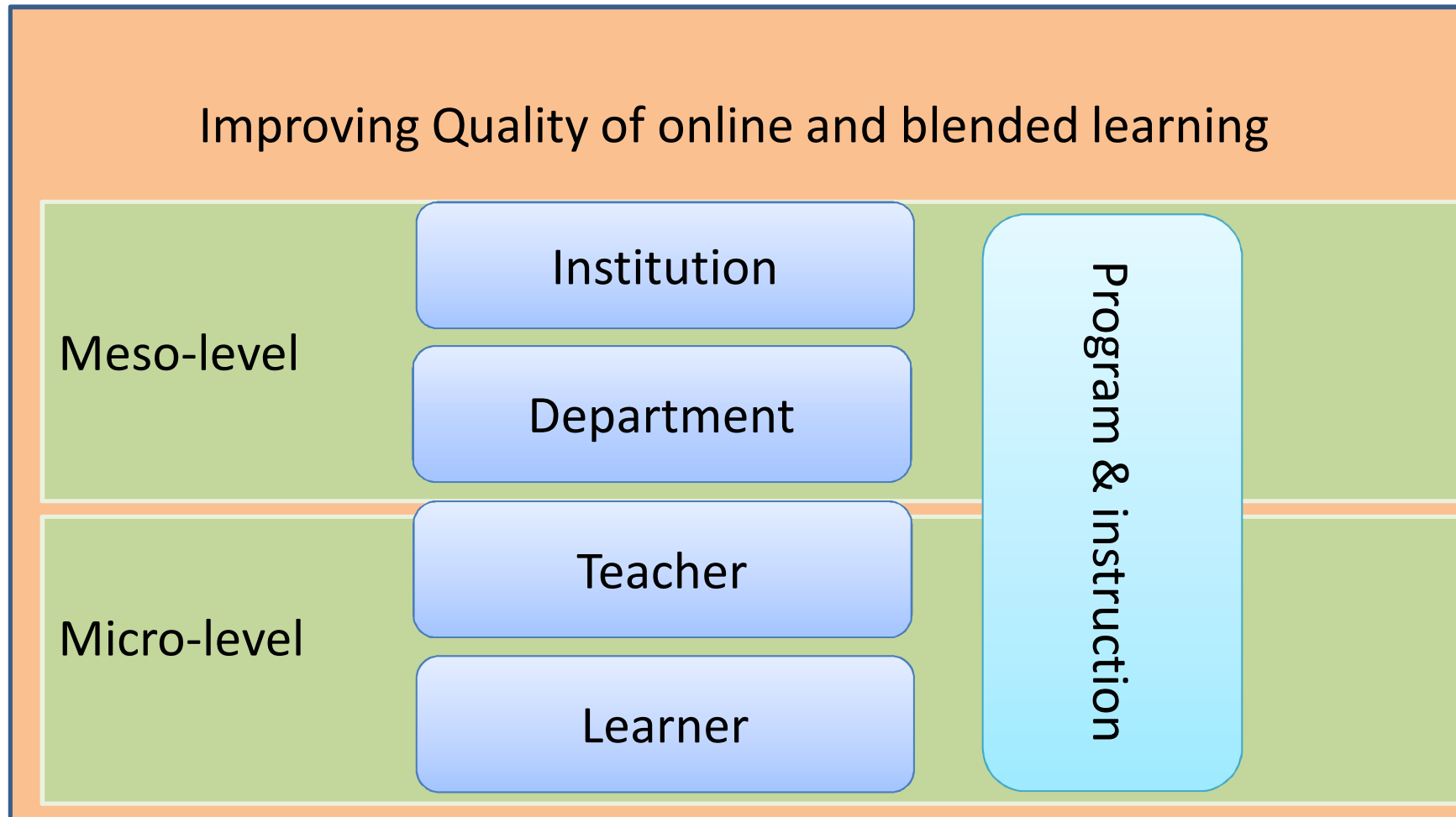
## Online and Blended Learning in Adult Education and Training (ALO!)

- Vrije Universiteit Brussel
- Universiteit Gent
- KU Leuven & KUL Campus Brussel
- CVO Antwerpen
- CVO De Oranjerie
- PCVO Het Perspectief

# ALO! Management structure



# General research objective



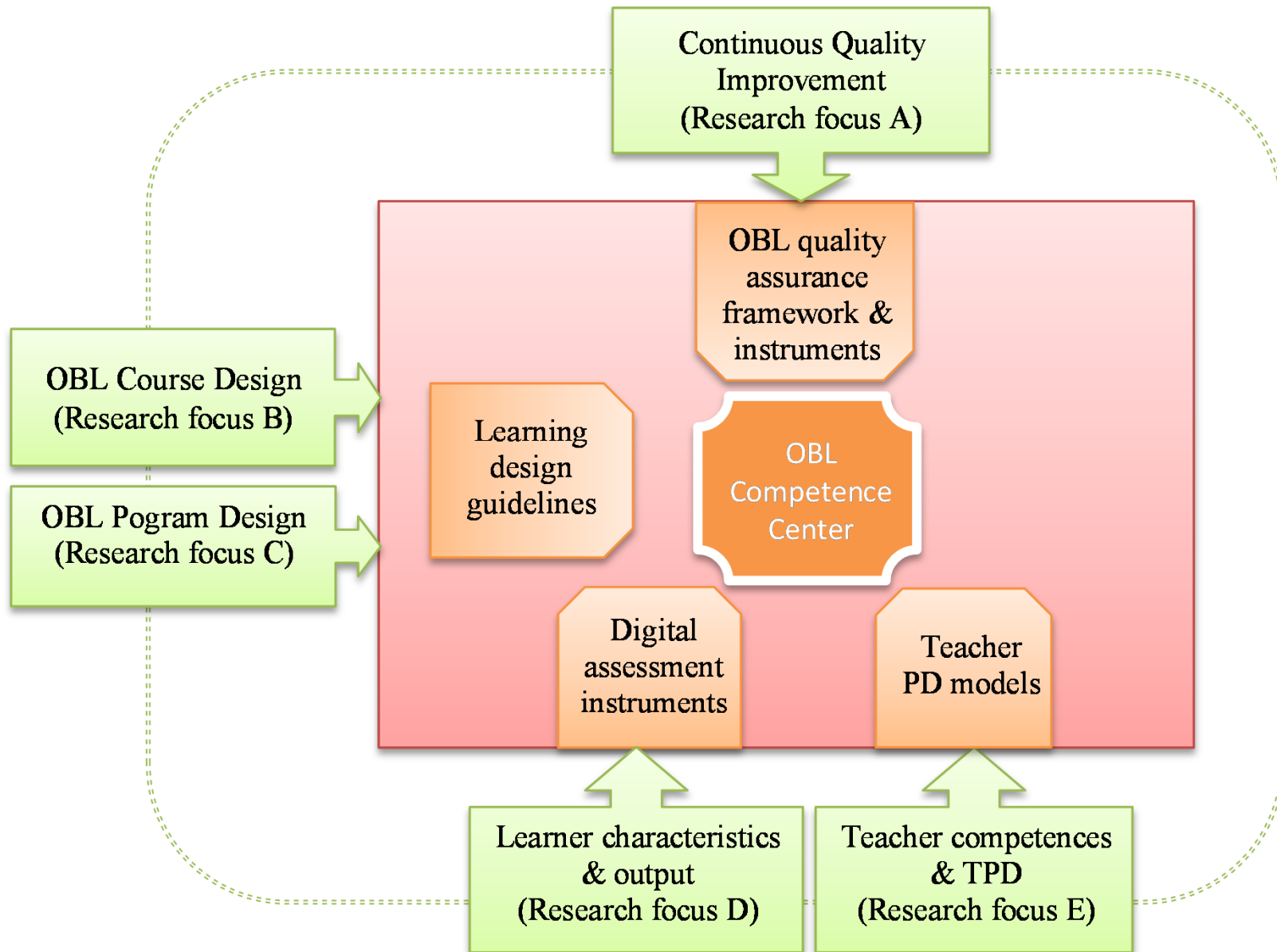
# Specific research objectives

- **Institutional quality assurance:**
  - a Continuous Quality Improvement (CQI) framework for OBL constructed, tested and validated
- **Learning design at program level:**
  - guidelines are developed, tested, and implemented for program design of OBL
- **Learning design at course level:**
  - guidelines and instruments are developed, tested, and implemented for course design of OBL
- **Monitoring learner characteristics & outcomes:**
  - instruments and tools are developed, validated and applied to assess learner input, process and outcomes
- **Teacher professional development:**
  - teacher professional development models for OBL developed and validated

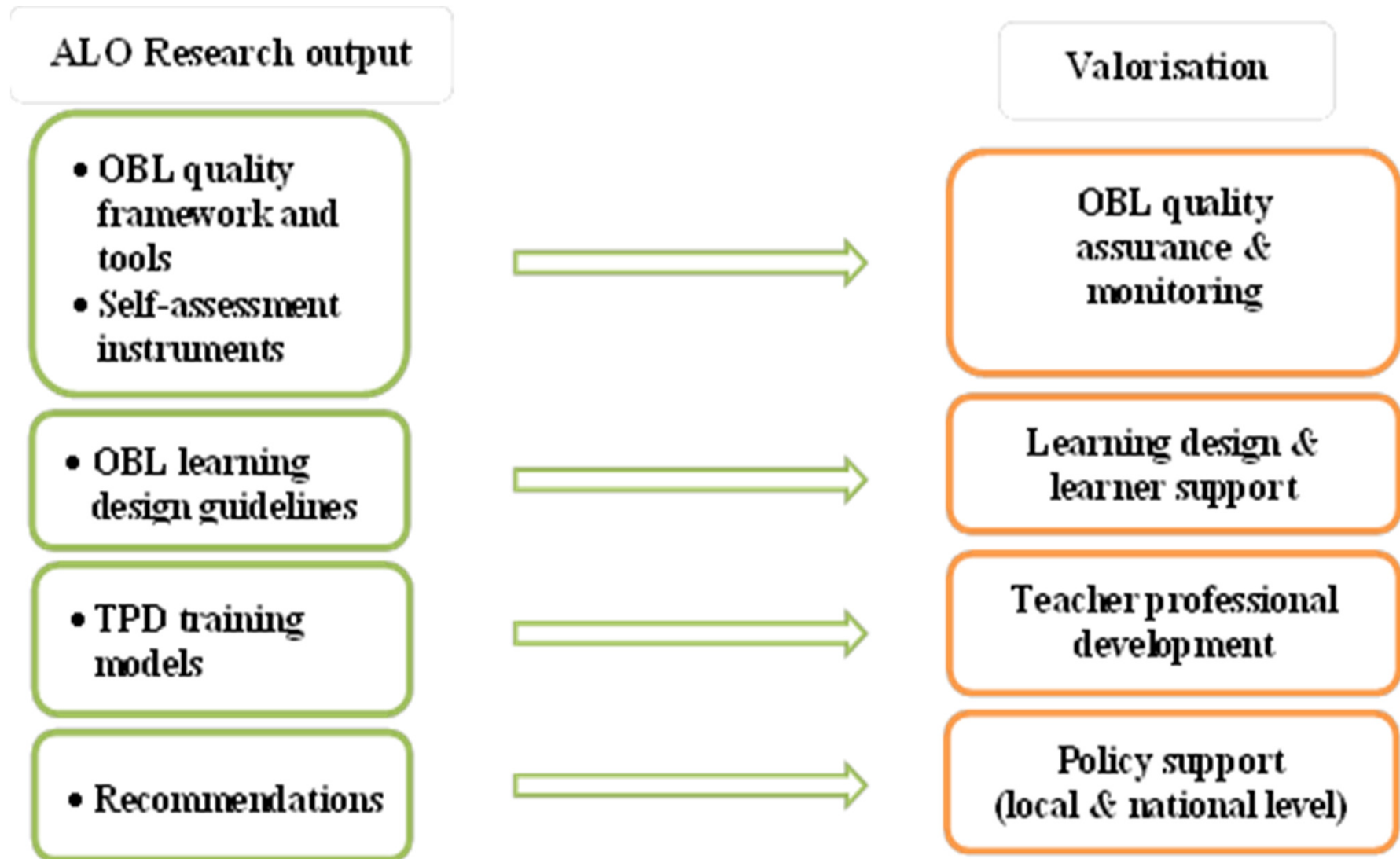
# Valorisation objectives

- **Quality assurance & monitoring for online and blended learning in adult education and training**
  - **Quality assurance guidelines**
  - **Indicators student success & influencing factors**
- **Learning design & learner support for online and blended learning for adult learners**
  - **Blended learning design guidelines**
- **Teacher professional development (TPD)**
  - **TPD & training models for teachers and staff**
- **Policy support**
  - **Policy recommendation for OBL regarding quality assurance, learning design and teacher professional development in adult education and training**

# ALO research and output



# Transfer from research to valorisation



<b><i>Deliverables</i></b>	
<b><i>WP1</i></b>	<ul style="list-style-type: none"> <li>• <b>Quality assurance framework and instruments for online and blended learning in Adult Education and Vocational Training</b></li> <li>• <b>Publication: Quality assurance of online and blended learning in adult education: recommendations for the policy makers and inspectorate</b></li> <li>• <b>at least 2 high quality research articles to be published in international high impact journals</b></li> <li>• <b>at least 2 high quality research papers to be presented at international leading academic conferences</b></li> <li>• <b>at least 1 publications for professional journals and conferences</b></li> <li>• <b>One Handbook: How to use the quality framework for blended learning programmes</b></li> <li>• <b>Organize at least 1 seminar related to “Theme Quality assurance”</b></li> <li>• <b>PhD dissertation be published at the end of the project</b></li> </ul>



# Research tasks and output WP1

<b>RfA</b>	
<b>T1.1. Screening and analysis</b> <b>T1.2. Development of CQI instruments</b> <b>T1.3. Testing and validation of the CQI instruments (2 cycles)</b> <b>T1.4. Embedding the CQI feedback tool</b>	<b>D1.1 Quality indicators, instruments and procedures for CQI assurance</b> <b>D1.2 Analysis report</b> <b>D1.3 Online CQI instruments/embedded “T”-feedback loop for CQI</b> <b>D1.4 Scientific &amp; professional publications, conference papers, 1 PhD dissertation; Report and policy recommendation paper on quality improvement for OBL</b>

<b><i>Deliverables</i></b>		
<b>WP2</b>	<ul style="list-style-type: none"> <li>• <b>Developed online learning content/material &amp; learning environment (for second chance education and SLO teacher training programmes)</b></li> <li>• <b>Blended learning design guidelines for Adult Education and Vocational Training</b></li> <li>• <b>at least 2 high quality research articles to be published in international high impact journals</b></li> <li>• <b>at least 2 high quality research papers to be presented at international leading academic conferences</b></li> <li>• <b>at least 1 publications for professional journals and conferences</b></li> <li>• <b>One Handbook: How to design a suitable and optimal blended learning environment for (different) adult learners</b></li> <li>• <b>Organize at least 1 seminar related to “Learning design and support”</b></li> <li>• <b>PhD dissertations be published at the end of the project</b></li> </ul>	10

# Research tasks and output WP2

<b>RfB</b>	
<b>T2.1 Current state analysis</b> <b>T2.2. First redesign cycle</b> <b>T2.3. Second redesign cycle</b> <b>T2.4. Final model construction</b>	<b>D2.1 Analysis report</b> <b>D2.2 Design guidelines &amp; description of contexts</b> <b>D2.3 Redesigned modules &amp; results on the effectiveness of the redesigned modules; D2.4 Theoretical model &amp; design guidelines for (re)designing blended learning D2.5 Designed environment and learning materials for the selected learning environments</b> <b>D2.6 Scientific &amp; professional publications, conference papers, 2 PhD dissertations</b>

<b><i>Deliverables</i></b>	
<b>WP3</b>	<ul style="list-style-type: none"> <li>• <b>Blended learning program design guidelines for Adult Education and Vocational Training</b></li> <li>• <b>Report on guidelines for online and blended learning Program design for adult learners in formal adult education and CVET</b></li> <li>• <b>at least 2 high quality research articles to be published in international high impact journals</b></li> <li>• <b>at least 2 high quality research papers to be presented at international leading academic conferences</b></li> <li>• <b>at least 1 publications for professional journals and conferences</b></li> <li>• <b>Organize at least 1 seminar related to “BL program design”</b></li> <li>• <b>PhD dissertations be published at the end of the project</b></li> </ul>

# Research tasks and output WP3

RfC	
<b>T3.1. Systematic literature study &amp; current state analysis</b>	<b>D3.1 Analysis report</b>
<b>T3.2 Two cycles of intervention</b>	<b>D3.2 Intervention guidelines &amp; description of contexts</b>
<b>T3.3 Multidimensional evaluation of interventions</b>	<b>D3.3 Evaluation instruments &amp; report</b>
<b>T3.4 Embedding kernel routines</b>	<b>D3.4 Scientific &amp; professional publications, conference papers, 1 PhD dissertation</b>

<b><i>Deliverables</i></b>	
<b>WP4</b>	<ul style="list-style-type: none"> <li>• <b>Online instruments for assessing adult learners' characteristics</b></li> <li>• <b>Report on online and blended learning and competences of learners and teachers in formal adult education and CVET</b></li> <li>• <b>at least 1 publications for professional journals and conferences</b></li> <li>• <b>at least 2 high quality research articles to be published in international high impact journals</b></li> <li>• <b>at least 2 high quality research papers to be presented at international leading academic conferences</b></li> <li>• <b>Organize at least 1 seminar related to "Theme success factors &amp; learner outcomes"</b></li> <li>• <b>PhD dissertations be published at the end of the project</b></li> </ul>

# Research tasks and output WP4

<b>RfD</b>	
<b>T4.1. Instrument development</b> <b>T4.2 Two cycles of data collection</b> <b>T4.3 Qualitative data collection</b> <b>T4.4. Data processing, synthesis and reporting</b>	<b>D4.1 Online monitoring instruments</b> <b>D4.2 Assessment report</b> <b>D4.3 Scientific &amp; professional publications, conference papers, 1 PhD dissertation; recommendation report on predictors of learner output</b>

<b><i>Deliverables</i></b>		
<b>WP5</b>	<ul style="list-style-type: none"> <li>• <b>Publication: teacher professional development models</b></li> <li>• <b>at least 2 high quality research articles to be published in international high impact journals</b></li> <li>• <b>at least 2 high quality research papers to be presented at international leading academic conferences</b></li> <li>• <b>at least 1 publications for professional journals and conferences</b></li> <li>• <b>Organize at least 1 seminar related to “teacher professional development”</b></li> <li>• <b>PhD dissertations be published at the end of the project</b></li> </ul>	



# Research tasks and output WP5

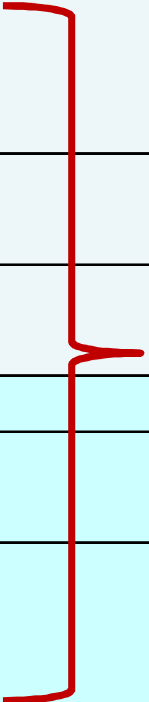
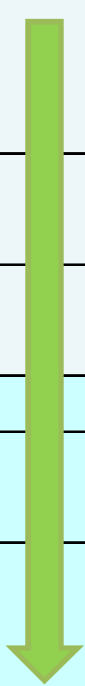
<b>RfE</b>	
<b>T5.1 Instrument development</b> <b>T5.2 Current state analysis</b> <b>T5.3 Two cycles of intervention prototype TPD</b> <b>T5.4 Evaluation of intervention, synthesis &amp; reporting</b>	<b>D5.1 Instruments (teacher competences)</b> <b>D5.2 Prototype TPD models &amp; guidelines for teacher training</b> <b>D5.3 Validated TPD models</b> <b>Scientific &amp; professional publications, conference papers, 1 PhD dissertation</b>

<i><b>Deliverables</b></i>		
<b>WP6</b>	<ul style="list-style-type: none"> <li>• <b>Project reports</b></li> <li>• <b>Meeting reports</b></li> <li>• <b>Valorisation plan</b></li> <li>• <b>Project website</b></li> <li>• <b>Media coverage</b></li> <li>• <b>Public conference on “Issues, challenges and prospects of Online and blended learning for adult education and training”</b></li> </ul>	

<p><b>Deliverables</b></p> <p><b>Valorization</b></p> <p><b>Toll-net &amp; Vocvo</b></p>	<p><b>Establishment and management of an OBL Competence Centre for AE &amp; CVET in Flanders</b></p> <p><b>This includes the following sub-tasks (more details regarding the OBL Competence Centre are in Part 2):</b></p> <ul style="list-style-type: none"> <li>○ <b>Implementation and customization of learning design models &amp; guidelines (online &amp; offline)</b></li> <li>○ <b>Implementation, customization and maintenance of online quality assurance instruments</b></li> <li>○ <b>Maintaining an online support platform</b></li> <li>○ <b>Providing guidance and implementing training programmes for teachers and institutions/organisations for AE</b></li> <li>○ <b>Organizing and implementing train the trainer programmes</b></li> <li>○ <b>Maintaining an online database with teaching materials</b></li> <li>○ <b>Maintaining an online expert database for OBL</b></li> <li>○ <b>Facilitating and maintaining learning communities for OBL</b></li> </ul>	
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# Work plan

	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	After ALO Project
<b>Research</b>					
<i>Meso level</i>					
WP1 – OBL Quality Improvement	VUB CVOs	VUB CVOs	VUB CVOs	VUB CVOs	
WP2 – OBL Course Design	KUL/UG CVOs	KUL/UG CVOs	KUL/UG CVOs	KUL/UG CVOs	
WP3 - Program Design	KUL B CVOs	KUL B CVOs	KUL B CVOs	KUL B CVOs	
<i>Micro level</i>					
WP4 - Learner outcomes	VUB/UG CVOs	VUB/UG CVOs	VUB/UG CVOs	VUB/UG CVOs	
WP5 - Teacher professional development	UG/VUB CVOs	UG/VUB CVOs	UG/VUB CVOs	UG/VUB CVOs	
<b>Valorisation</b>	All partners	All partners	Vocvo & Toll-net (lead)	Vocvo & Toll-net (lead)	Vocvo & Toll-net (lead)

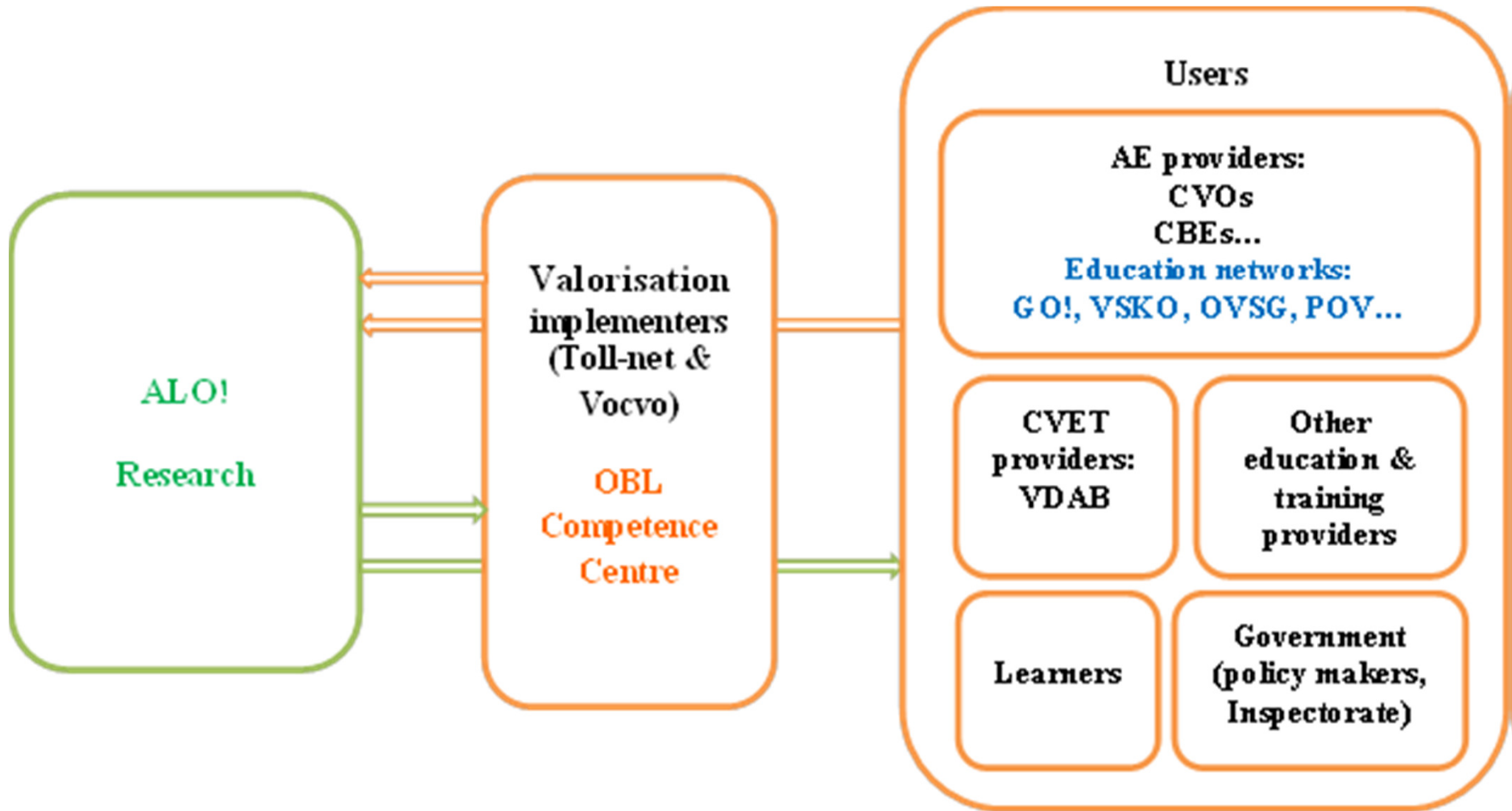



**OBL  
Competence  
Center**

Input                      Start



# ALO stakeholders



# Valorisation Strategy

- OBL Competence Centre
- Combination of a range of implementation methods
- According to the needs and profiles of the target groups
- Utilisation on meso and micro level
- Policy recommendations (macro level)

# Valorization Output

- Competence Centre for OBL for AE in Flanders
  - Knowledge database
  - Support platform
  - Guidance and training programs for teachers and institutions/organisations for AE
  - Train the trainer programs
  - Database of experts
  - Teaching materials database
  - Learning communities for OBL
  - Online quality assurance framework and instruments
  - .....
- Publications, policy recommendations

# Valorization partners

- Tollnet part of VZW SNPB (Collaboration between the pedagogical guidance services of GO!, OVSG, POV and VSKO)
  - Support for OBL for all partners
  - Other partners of Tollnet: Vocvo, VDAB, Syntra, Socius....
- Vocvo vzw (Vlaams ondersteuningscentrum voor het volwassenenonderwijs)
  - CVOs
  - CBEs



# Sustainability of the Valorization

- Toll-net stays vehicle for the partners to implement and improve OBL in AE
- Vocvo as part of Stuurgroep VO ( Steering Committee for pedagogical support in AE) has a decretal task to support OBL in AE