

Improving literacy with digital media

Lessons Learned in the project eVideoTransfer, ARBEIT UND LEBEN (DGB/VHS) Berlin-Brandenburg



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CONCEPT

- Web Based Training to improve workplace-related basic reading & writing skills in logistics, cleaning, hotellery, machinery and plant operation.
- Suitable for different devices e.g. smartphone, tablet, PC.
- Target Groups: Employees, apprentices, students in education institutions.

PRODUCTION

1. Researching industry developments and employment trends.
2. Storylines and exercises for the WBT are developed in cooperation with professional schools, companies, and literacy experts.
3. Incorporating company and teacher feedback.
4. Filming videos and programming the WBT.
5. Getting in touch with existing networks/new contacts, (train-the-trainer) workshops, and implementing eVideo in various institutions.
6. Evaluating and revising eVideo.

TESTING

- Cooperations with companies, business associations, education institutions, and other literacy/basic education programs are actively pursued.
- Through other Arbeit und Leben projects eVideos has been integrated in various workshops, courses, and conferences.

Example 1

- School for Vocational Training in Berlin
- Cleaning
- 1st and 3rd year, N=35
- Motivated and calm work on eVideo for 40 minutes

Example 2

- Randstad Deutschland GmbH
- Logistics
- Job Preparation, N=60
- Working on whole eVideo on a computer at Randstad

Background

- Approx. 7.5 Millionen people in Germany between the age of 18-65 have difficulties in reading, writing, and mathematics.
- Almost 20 percent of people between the age 18-19 have low literacy skills (leo. Level-One Studie, Hamburg University (2011))

Workplace-related basic skills

- Most workplaces require a high language comprehension level since many different text forms are used.
- Different codes of communication, text forms, vocabulary, structure, and symbols compared to everyday life
- Vocational training
- Digitalisation



RESULTS

Employees/Learners

- Job expertise vs. reading skills
- Challenges with long texts
- Low participation in further education
- Challenges with regards to media skills

Web Based Training

- Usability
- Motivation
- Difficulty of exercises
- Additional worksheets and material

Professionals

- Reluctance vs. openness
- Separation of language and work-related training
- Challenges with regards to media skills

LESSONS LEARNED

- Although learners may be able to read and write on a low level they usually have difficulties to understand specialized texts, which have a somewhat greater level of complexity.
- Multimodal placement: Literacy and work-related text types (tables, notes, etc.), supplemented by videos, interaction, story, pictures, audio, sketches.
- A link between digital learning and real learning places or objects enables situation-specific framing of the training.
- Low media skills must be taken into account for both learners and teachers.