

International ELINET Symposium 2018
“Literacy in the 21st Century: Participation – Inclusion – Equity”.

July 23-24, 2018, Cologne, Germany



Section V Adult literacy programmes. New practices and perspectives

Chair: Aydin Durgunoglu, University of Minnesota Duluth

Monday, July 23, at 16.00–17.30 **Location:** Seminar Building / Room S 24

LITERACY CHANGES LIVES.

A case study of integrating technology into adult literacy and numeracy education

Presenter:

Ayşegül Şahinkaya

Project Coordinator

Mother Child Education Foundation, Turkey

email: aysegul.sahinkaya@acev.org

with

Meltem Cantürk (Mother Child Education Foundation, Turkey), **Hilal Gençay** (Support for Life, Turkey), **Aydin Yücesan Durgunoğlu** (Mother Child Education Foundation, Turkey, ³University of Minnesota Duluth, USA)

Abstract:

In recent years, Turkey has turned to online services for many practices, such as making hospital appointments, accessing a child's report card, completing certain bureaucratic tasks. Despite this change, OECD (2016) reports that on PIAAC (Programme for International Assessment of Adult Competencies), Turkey has very low levels of proficiency in problem-solving in technology-rich environments, with only 8% of adults attaining the two highest levels of technological proficiency (compared to OECD average 30%). In Turkey, 47% of women and 29% of men reported no computer experience.

Since 1994, AÇEV (Mother Child Education Foundation) has been developing and implementing literacy and numeracy courses in Turkey for adults who could not attend school because of economic and sociocultural constraints. The courses have been very effective as determined by multiple evaluation studies. Recently, there was a grass-roots demand from our participants to include a technology component in our courses. We developed an online portal acevdeokuyaz.org and used this website in two ways: As 1) an open platform open to anybody and 2) an integrated component of face-to-face classes, making them blended (in person+online) instruction. In face-to-face classes we had to first provide a basic course on how to use a computer and access online resources.

Overall, the program consisted of 550 segments, a total of 5500 different screens with five modules: basic decoding; comprehension; writing; numeracy and for more advanced learners, school subjects (math, science, social studies, Turkish) at about Grades 4-5 level. There was a hierarchical structure with topics building on each other and an assessment system to place the learners at the right level in the modules. We will discuss the evaluations of the program as well as the challenges we faced in making it sustainable and widely available.

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References:

Durgunoğlu, A.Y. , Gençay, H. , Cantürk, M., & Kuscul, H. (in press). Cognitive and sociocultural dimensions of adult literacy and integrating technology in adult education. In D. Perin (Ed). Wiley Handbook of adult literacy.

Bio Note:

Ayşegül Şahinkaya holds her BA degree in Political Science and International Relations from Bogazici University, Turkey and MA degree in Human Rights from University College London, UK. Previously, she worked in Open Society Foundation (OSF) Turkey as a Program Associate between 2014 and 2016. She is the Project Coordinator in Women’s Empowerment and Literacy Education Department in ACEV (Mother Children Education Foundation).

Hilal Gençay is currently the Technical Manager at Support To Life/Hayata Destek Association. Gençay is a social psychologist and educationalist, with a B.A. in Social Science and Educational Science from the Ruhr University of Bochum. Her main areas of focus are migration, development, humanitarian aid and women’s rights. She is also one of the Women’s Human Rights Program trainers. She previously was a member of the Literacy and Women’s Empowerment unit at Mother Child Education Foundation (AÇEV).