ADLAB PRO 106

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IO6: Course Evaluation, Recognition and Accreditation
It is crucial that the course design (IO3) and the educational components produced by ADLAB PRO (IO4) are officially recognized and validated at a European level to guarantee their quality and also the sustainability and resilience of the project.



ECTS and ECVETS

- ECTS will be used by HEIs > based on workload
- ECVETS by companies interested in vocational education > based on competences
- ECTS and ECVETS have been assigned to each educational component (or unit, cf. IO3 and IO4).
- This process will ensure accreditation standards and quality



At a glance

ECTS - European Credit Transfer and Accumulation System

- Historical context: First experimented 1989 in the framework of the Erasmus programme, then incorporated into the Bologna Process
- Field of application: Higher education institutions
- Objectives: the recognised mobility of students within the European Higher Education Area
- Methodological approach: based on learning content and student workload (input oriented)
- Limits: Not applicable to vocational education at tertiary level, nor to alternative learning pathways (continuing education, informal learning, etc.)

ECVET: European Credit for Vocational Education and Training

- Historical context: Experimented since 2009 in the framework of pilot projects. Incorporated into the Copenhagen Process through a Recommendation of the EP and Council
- Field of application: VET, including continuing education and informal learning
- Objectives: putting in place a credit system compatible and in line with the specificities of VET
- Methodological approach: based on learning outcomes (output oriented)
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Do we need both?

Yes:

- To promote mutual trust and mobility in academic training as well as in vocational education
- To make it easier for people to get validation and recognition
- To ensure the course sustainability
- To make it easier to use ADLAB PRO training materials both at HEI's and in Vocational Training





- Both are key instruments for the accumulation and transfer of knowledge, skills and (wider) competences expressed and measured in terms of credits. (Robert Wagenaar, 'Setting the Scene')
- They facilitate different types of learning (informal, nonformal, formal, part-time, etc.)
- To increase the flexibility and appeal of the course



The Be-TWIN Project

Facilitate the compatibility and comparability between ECVET and the ECTS, which is used in the higher education sector, thus contributing to a greater permeability between levels of education and training.

Develop innovative tools and methodologies linking both credit systems.



The Be-TWIN MATRIX

- Innovative tool articulating the learning pathway approach (ECTS) and the learning outcomes approach (ECVET).
- The Matrix stipulates that the translation device between both credit systems are the learning outcomes.



The Be-TWIN MATRIX

- Double entry table enabling to better depict and present a qualification by detailing the learning outcomes and the learning activities (curriculum)
- Can be used from different entry points
- Is compatible with the specificities of HE and VET



											ОМРЕТ	ENCES									
MODULE 3 – (SEMI-) LIVE AD OF DYNAMIC PERFORMANCES AND EVENTS		C1	C2	C3	C4	C5			C6				C7		C8	C9	C10	C11	C12	C13	ECTS CREDIT
							6a	6Ь	6c	6d	6e	6f	7a	7b							POINTS
	Unit 1: Live performances																				
Units of Learning Outcomes	LO1: The Learners can characterise challenges specific to live performances and			×			×														H
	LO2: The Learners know how audiovisual texts for live performances function from a theatre semiotics and multimodal point of view			×			×														
	LO3: the Learners can list and define all the elements included in a described live																				
	performance or event (Audio Introduction, Access information; touch tour;			×			×														
	dynamic AD script) LO17 Learners can exemplify how AD requirements (in terms of content,																				
	scriptwriting, workflow and technical issues) differ depending on genre, number in														×						
	the cast, performance space.																				
	Unit 2: Technical skills LO4: The Learners can list the technical equipment needed for a live AD				×																
	LO5: the Learners can operate a small mixing desk				×																
	LO6 the Learners can describe two common methods of AD "broadcast" and				×																
	reception in live performance venues Unit 3: Content selection				••																
	LO7: Learners understand the function of the different types of information that																				H
	can be included in the live AD scripts (e.g. narrative, spectacle, humour, character							×													
	LO8: Learners can distinguish between more important and less important								X												
	Unit 4: Seripting LO9: The Learners can write an AD script for a live performance and defend their																				H
	choices											x									
	LO10 The Learners can write a commentary defending the choices in their live AD											×									
	script with reference to relevant literature LO11 The Learners can adapt their script to accommodate the unexpected										×										H
	Unit 5: Touch tours										^										H
	LO12 The Learners can explain the purpose of a touch tour for live events in their																			x	Ī
	country																				L
	LO13 The Learners can compile an appropriate wish list of items desired for a touch tour for a specified production																			×	
	LO14 The Learners can lead a group of visually impaired people (with sighted																				
	companions) along a specified route, successfully negotiating hazards and																			×	
	keeping the group together Unit 6: Workflow																				H
	LO15 The Learners can create a timeline identifying everyone involved in producing					×															T I
	a live AD at each stage of the process					^															
	Unit 7: Evaluation LO16 The Learners can list 6 macrocriteria on which quality in live AD can be																				
	evaluated and 2 deviations from each of those criteria														X						
	LO18 The Learners can deliver constructive criticism of their own and other														X						
	LO19 The Learners can amend their own work in response to peer/teacher/user evaluation or feedback														x						
	Unit 8: Dance																				H
	LO20 The Learners can employ technical terms and explicitation to write AD			×			×														
	suitable for ballet or other dance forms LO21 The Learners can combine AST and descriptive language to write AD			_																	
	Suitable for opera			×			x														
	Unit 9: Audio introduction																				
	LO22 The Learners can construct descriptions of characters and settings for an															×					
	audio introduction for a live performance LO23 The Learners can collaborate to write an audio introduction for opera,																				
	incorporating information from the printed programme such as a synopsis divided															×					
	between Acts																				L
	Unit 10: Innovation LO24 Learners can summarise and evaluate new developments related to AD for																	X			H
	ECVETS CREDIT POINTS																				6
ECVETO CREDITI OTIVIO										•											



Conclusions

- Promote the permeability across education and training, as well as the simplification of tools for recognition of project materials
- Promote the validation of competences and skills acquired through digital and open learning materials



Conclusions

Comply with Erasmus + priorities:

- 1. Open and innovative education, training and youth work embedded in digital era
- 2. Improving and extending the offer of high quality learning opportinities
- 3. Transparency and recognition of skills and qualification to facilitate learning, employability and label mobility



Acknowledgmets

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PPT on Be-TWIN Project: http://www.ecvet-

projects.eu/Admin/Documents/Be-TWIN%20Presentation%20-

%20Final%20seminar%20Paris 5 EBRESSAN.pdf