



Pandemic-related challenges and pandemic-adapted solutions of an empirical LESLLA study

Re-calibrating my research focus

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This presentation

- Pandemic-related research implications
- Evolution of research design and shift of focus
- Challenges and solutions
- Current status of my research in progress

- LESLLA study design and feasibility in exceptional conditions

Adult basic education's objectives:

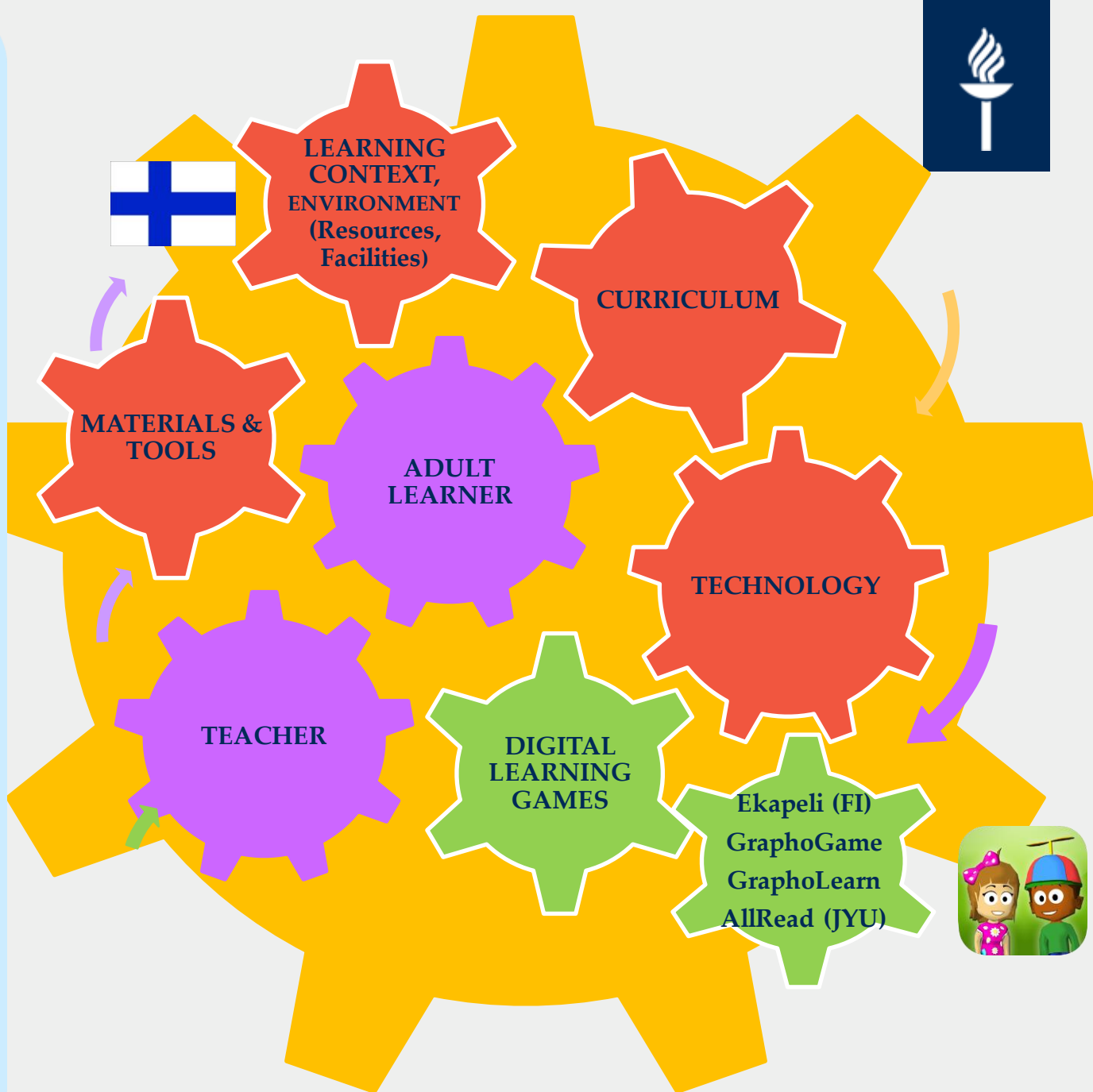
Multiliteracy =

Info expressed using verbal, visual, auditory, numeric & kinesthetic symbol systems, interpreted + produced in speech or writing - in print, audiovisual or digital format.

Digital skills = Essential Study skills

Basic Education for Adults - Literacy training phase and introductory phase - National Core Curriculum 2017

Liberal Adult Education Curriculum Guidelines 2017 (recommendation)





Potential benefit of technology in Late L2 teaching/training ?(!)

- Technology-enhanced teaching/learning = intensive and extensive exposure and practice, anytime, anywhere
- → efficient? enjoyable? **Empirical evidence!**
- Pre-testing: **online teacher survey** (2019) – the use of technology, the Ekapeli-literacy support app in LESLLA classrooms in Finland
- **Field-testing of** new GraphoLearn literacy support **game app** in Finnish literacy classes with adult learners (2020)

2019
Pre-testing:
survey (use
of Ekapeli,
technology-
enhanced
learning),
Teachers in
Adult Basic
Education



MARCH
2020
COVID-19
Home
office



Field-testing
preparations:
Research ethics +
practicalities
Information
letters, privacy
notice, consent
forms
Research
permission:
written
permission?!
Informed
consent?
Translations?



Initial plans
for
autumn 2020
Pre-testing:
Teacher
interviews
FIELD-
TESTING
in class
(autumn)
2021
Initial
Post-testing:
teacher &
learner
interviews

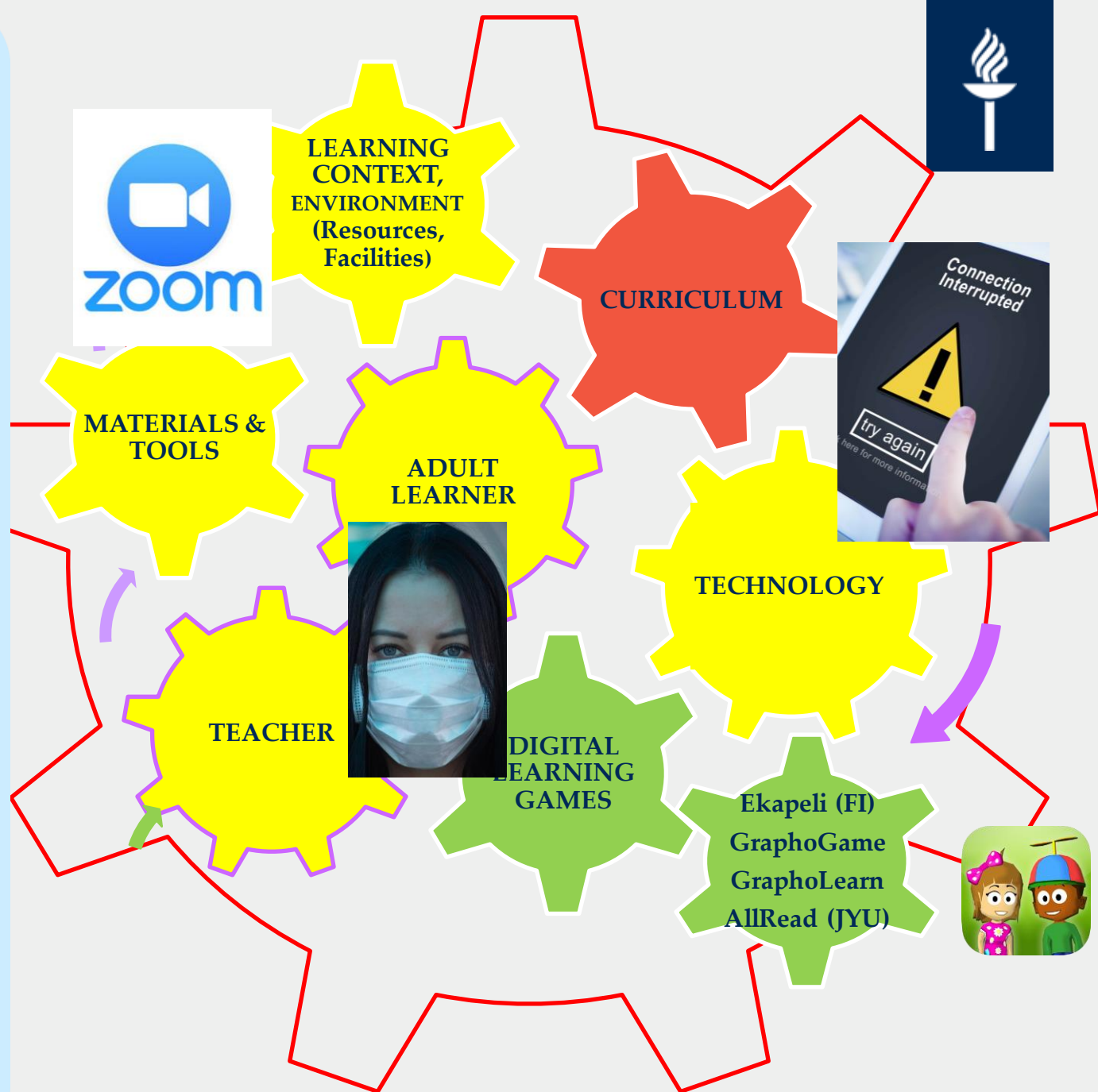
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Mixed methods/data: the right mix?!

- **What humans do with digital tools/ in a game environment**
- **Quantitative, experimental** (log files): Objective documentation
- Efficiency of a digital learning tool, Impact of digital literacy learning and teaching
- **What humans think of digital tool use/ serious game use**
- **Qualitative, explorative** (questionnaire, interviews, classroom notes/ recordings): Subjective information
- Human beliefs & reactions, Impact of digital literacy learning and teaching



2019 online LESLLA teacher survey (n=32): Challenges in adult basic literacy education in Finland

- Time constraints
- Access/Availability
- Devices (variety)
- Digital skills: computers vrs. mobile devices
- Internet access
- Log-in (passwords)
- Motivation (log in)
- Use of Ekapeli app:
 - 23 yes, 9 no
 - 11 teaching facility's devices, 7 teaching facility's and students' own devices, 4 students' own devices
 - Appropriateness (adults) : "childish, e.g. rewards and the shop are pointless for adults"





Time to re-design



- Initial plan:
- Investigating the potential impact of **digital literacy learning and teaching** from multiple perspectives (**digital device**, **teacher**, **learner**, **researcher**)

Testing and evaluating the existing app with LESLLA experts, i.e. practitioners

- Adult learners
- "the students want to play something that is primarily designed for them"(teacher's response in survey)



Enhancing literacy skills by evaluating literacy skill support

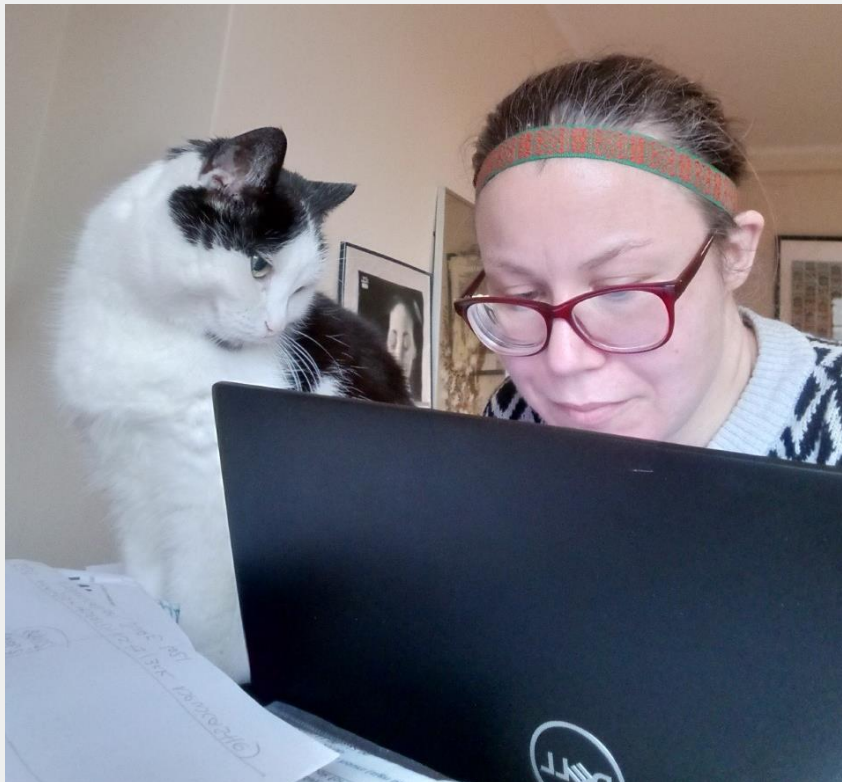
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- **What makes a suitable literacy support app for adult L2 learners**
 - **User study, evaluation, game design** (teacher feedback (3) via gaming diaries, interviews 12h)
- 
- **Re-design an existing literacy support app**
 - Test this prototype with adult L2 learners and their teachers

”the students want to play something that is primarily designed for them”(teacher’s response in survey)



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- Thank you, Kiitos 😊



- Feedback: comments, advice, questions, suggestions, virtual greetings 😊
- More info





Extra slides if you are interested

- Late L2 literacy education in Finland
- References

Late L2 literacy education in Finland:

(see Finnish National Agency for Education 2019: 39)



- Basic Education for Adults - Literacy training phase and introductory phase
- National Core Curriculum 2017 (binding document)
- Young adults, especially aged 17-25
- → Employment (Literacy, language & digital skills required)
- Aikuisten perusopetuksen opetussuunnitelman perusteet 2017, lukutaitovaihe
- Liberal Adult Education
- Curriculum Guidelines 2017 (recommendation)
- Learners who study part-time (stay at home mothers), older learners
- → Basic literacy, language & digital skills to master and participate in everyday situations
- Vapaan sivistystyön lukutaitokoulutuksen opetussuunnitelmasuositus 2017
- Integration training for immigrants
- Learners with educational backgrounds (non-alphabetic L1) who need to practice their alphabetic skills, less than 3 years in Finland
- → Employment, education (vocational, university-level)
- Kotoutumiskoulutus



References

- National Core Curriculum for **Basic Education for Adults** 2017. Literacy training phase and introductory phase. Finnish National Agency for Education.
https://www.oph.fi/sites/default/files/documents/national_core_curriculum_for_basic_education_for_adults_2017.pdf
- Curriculum Guidelines for **Literacy training in Liberal Adult Education** 2017. Finnish National Agency for Education.
https://www.oph.fi/sites/default/files/documents/curriculum_guidelines_for_literacy_training_in_liberal_adult_education_2017_0.pdf
- **Finnish National Agency for Education (2019)**. Maahanmuutajien koulutuspolut ja integrointi. Kipupisteet ja toimenpide-esitykset III. [Educational paths and integration of immigrants. Sore points and plans for action III]
<http://julkaisut.valtioneuvosto.fi/handle/10024/161285>