# PRIMAE

## Participation and Recreation through Inclusive Martial Arts Education and E-Learning

## INCLUSIVE AND ACCESSIBLE PEDAGOGICAL FRAMEWORK

### SPECIFICATION DOCUMENT

**Project Full Name:**
**Participation and Recreation through Inclusive Martial Arts Education and E-Learning**

**Programme: Erasmus+**

**Acronym Title: PRIMAE**

**Project Number: 2019-1-UK01-KA204-061975**

# Project Partners

## Areadne Lifelong Learning

Areadne Lifelong Learning Centre is an accredited Lifelong Learning Centre offering European Qualification Framework level 5 and 7 online and face-to-face teacher training courses in Europe and beyond. Areadne also offer general education courses in ICT, languages, hospitality services, beauty and crafts courses. Areadne employs ten learning consultants, holding advanced postgraduate degrees and over ten years of experience, training around 100 teachers and 400 other learners from Greece per year. Areadne works with schools, universities, national and international training companies and organisations, Non-Governmental organisations, Chambers of Commerce, Employer and Employee organisations, local, national and international corporations, designing and implementing transformational learning interventions. Areadne currently leads a KA2 Innovation partnership on refugees and art.

## futuro Digitale

Futuro Digitale is a nonprofit organisation that was founded on 20 February 2013 on the ideals of the Policoro project of the Italian Bishops Conference. Futuro Digitale works to strengthen the skills of young people through ICT and youth participation projects in small towns. Their mission is supported by enthusiastic volunteers and local youth community groups. Futuro Digitale believe that by being consistent and professional, you can really create development opportunities for young people. Futuro Digitale cooperates with institutions, schools and other social organisations. They are accredited as an employment agency, a computer centre and a centre for the teaching of the Italian language. Futuro Digitale has a varied expertise that is expressed in entrepreneurial projects, Erasmus mobility projects and social research.

# University of Cyprus



The Software Engineering and Internet Technologies (SEIT) Laboratory focuses its research activities on Cloud Computing, Service-Oriented Architectures, Context-Aware Middleware Platforms and Smart and Mobile Computing. The Laboratory concentrates on the development of ICT-enabled Creativity and Enhanced Learning Environments, platforms and tools for implementing health monitoring and support services, Smart and Personalised services for Elders and Assistive Technologies for people with disabilities. The lab also pursues activities related to Technology Enhanced Learning, E-Business, E-Government and developing environments for elders' social inclusion, active ageing and independent living. SEIT was actively involved in 30 EU-funded projects and attracted more than €5M in funding. The Laboratory currently has 10 personnel, including 4 post-doctoral scientists and 4 PhD researchers, and has access to extensive hardware and software facilities.

# Euro-Net



EURO-NET is a not-for-profit association that is a member or associated member of 57 international networks. It has realised more than 340 European projects. EURO-NET was chosen twice by the European Commission in the Pan-European Working Groups for its competencies and 3 times published for its best practices in the field of media and communications.

# Ikkaido Ltd

Ikkaido is an NGO with Special Consultative Status to the United Nations, a Registered Charity, a signature to the Marseilles Declaration and a member of UN Women. Ikkaido sits on theDiversity and Inclusion Working Group of the United Nations Global Compact for the Sustainable Development Goals. Ikkaido uses a Systems Thinking approach to disrupt social exclusion and non-participation and create innovative inclusive biopsychosocial methodologies for the emotional, physical, behavioural and cognitive development of persons with fewer opportunities. Ikkaido promotes martial arts inclusion as "The Way" – a journey of self-discovery.

# Institute for Studies in Social Inclusion, Diversity and Engagement (INSIDE EU)

INSIDE EU was set up in Ireland by Dirk van der Merwe, a paraplegic wheelchair user, to provide empowering physical activity, education and employment for persons with fewer opportunities, especially persons with a disability. The Institute provides expertise in empowerment and inclusion for persons with fewer opportunities, especially persons with a disability, and provides training for youth workers, coaches, teaching assistants and teachers throughout the island of Ireland and Europe. INSIDE EU has vast experience in the development of inclusion tools and inclusive adapted and transferable gamification that can be used to develop persons with feweropportunities, and to engage people with any ability or disability so that everyone can participate together in the same activity.

# Aux Couleurs du DEBA

Aux Couleurs du DEBA is an association with 15 years of expertise in European projects, non-formal education, intercultural dialogue, active citizenship, and young people with fewer opportunities (NEETs), working in the fields of youth, training and education, employment and social entrepreneurship, and European mobility.

# Introduction

PRIMAE is an Innovation Erasmus+ project which aims to create accessible e-learning and qualifications for disabled and non-disabled people to become inclusive martial arts coaches, tutors, assessors, quality assurers and teachers from Level 2 and up.

An important part of PRIMAE is the development of an Inclusive Pedagogical Plan, producing an accessible educational plan for persons with and without a disability who want to be involved in inclusion in sport coaching, coach education, assessing, IQA, and teaching.

# Guiding Assumptions

A number of principles underlying the PRIMAE concept, as presented in the Erasmus+ proposal. These principles, if properly applied, will help create a distinctive character to the PRIMAE resources and programmes. They include:

- Engaging – all developed materials should aim to be as inclusive, accessible, and relevant as possible for potential participants.

- Inclusive – PRIMAE is a programme committed to the promotion of inclusion; it should also embody inclusion in every aspect.

- Competency-based – if it is effective, PRIMAE will support the development of a wide range of knowledge, skills, attitudes, and values.

- Learner-centred - the emphasis of the programme is on learning, not teaching, and on learning, not assessment.

- Empowering - PRIMAE should help participants become better inclusive martial arts coaches.

# Key Concepts

The PRIMAE partners have discussed a range of pedagogical approaches and strategies and agreed on asuite that is consistent with the principles outlined above. They include:
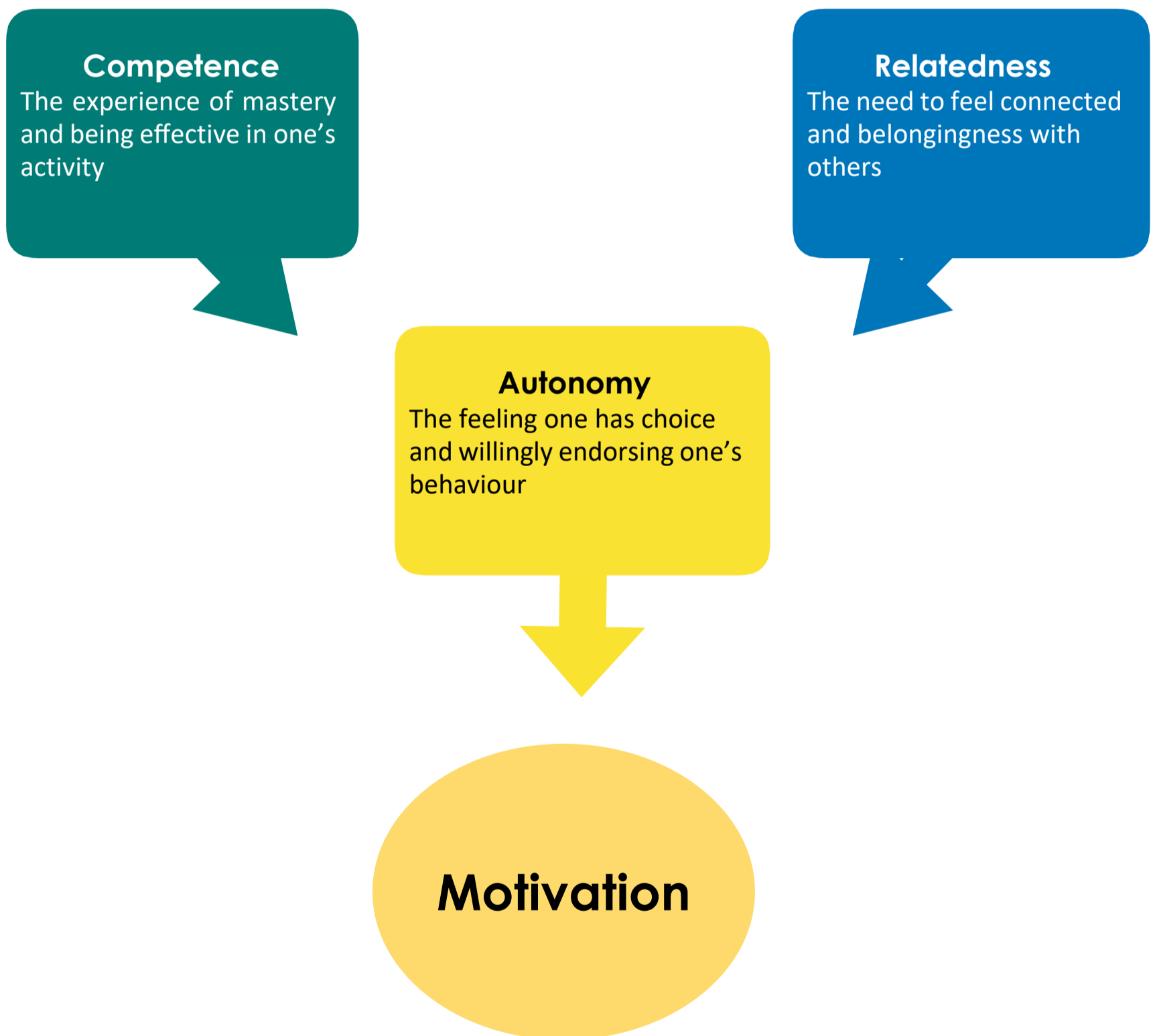
- Spiral Curriculum

- Blended Learning & Flipped Curriculum

- Problem-Based Learning

- Assessment

# Motivation

It is clear from a great deal of the evidence that motivated learners are more successful, satisfied, and committed to further study. The most influential theory of motivation in psychology is self-determination theory (SDT). It is primarily concerned with the choices people make, and how they relate to inherent growth tendencies and innate psychological needs. In other words, SDT is really a theory of self-motivation. From the point of programmes like PRIMAE, SDT encourages us to focus our attention on the learners and their self-directed engagement with the resources.

SDT suggests that people are motivated to grow and change when three universal psychological needs: competence, relatedness, and autonomy are fulfilled.

**Competence**
The experience of mastery and being effective in one's activity

**Relatedness**
The need to feel connected and belongingness with others

**Autonomy**
The feeling one has choice and willingly endorsing one's behaviour

**Motivation**

**The 3 main factors that affect motivation:**

• **Competence:** We need to gain mastery of tasks and learn new skills. When we feel that we have the skills needed for success, we are more likely to take actions that will help us achieve our goals.

• **Relatedness:** We need to experience a sense of belonging and attachment to other people.

• **Autonomy:** We need to feel in control of our own behaviours and goals.

The concept of <u>intrinsic motivation</u>, or engaging in activities for the inherent rewards of the behaviour itself, plays an important role in self-determination theory. Intrinsic motivation refers to behaviour that is driven by internal rewards. In other words, the motivation to engage in a behaviour arises from within the individual because it is naturally satisfying. This <u>contrasts with extrinsic motivation</u>, which involves engaging in a behaviour in order to earn external rewards (or qualifications!) or avoid punishment. Generally speaking, it is preferable to focus on intrinsic motivation, as it is longer-lasting and more supportive of well-being. This can be done by:

• Empowering participants with a feeling of choice

• Helping them to develop big goals – goals that have value, and are greater than them

• Not focusing solely on qualifications; talk more about learning and self-improvement

• Providing honest and constructive feedback

• Encouraging collaboration

Another important aspect of motivation is linked to helping others. There is evidence that work that benefits other people can be a powerful source of motivation and is also associated with enhanced mental health and well-being. Coaching and leadership are inherently social and helping activities, and many people wish to take on these roles in order to contribute to their community. It would make sense, therefore, to explore opportunities in PRIMAE to build on participants' motivation to make a contribution.

# Relevance

The key idea here is that learning is more likely to be motivating (see above), interesting, and useful if it is both <u>relevant</u> to the needs of the learner and seen to be relevant by the learner. Relevance is the perception that something is interesting and worth knowing. In other words, relevance in education happens when the learner sees the point of the things being presented.

There are two main ways of helping learners understand the relevance of educational programmes like PRIMAE:
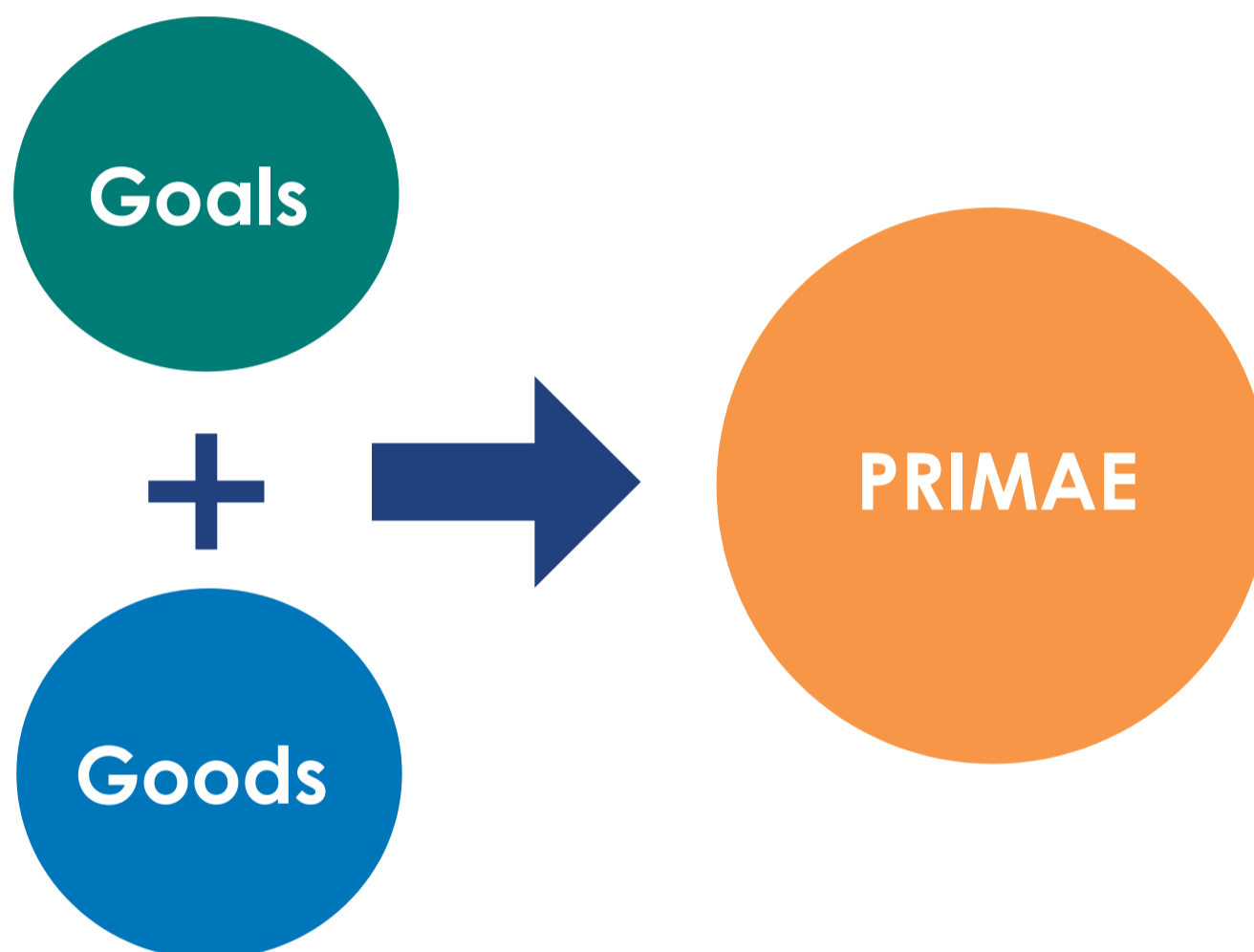


*Goals + Goods = PRIMAE*

**Goals:** this emphasises the importance that programme content has for the students' future goals — both short-term and long-term goals. What is the value / benefit / importance of this for my learning and development? For what am I going to use this?

**Goods:** this refers to the ways in which the programme and resources relate to them now. What does this have to do with me? Why do you need to know this now?

**These Goals and Goods can be promoted by...**

• Giving learners opportunities to reflect on their learning needs

• Highlighting the relevance of different parts of the programme.

• Offering elements of choice

# Personalised Learning

The term "personalised learning" is common in education and training and has taken on a wide variety of interpretations. It is also associated with a number of myths and misunderstandings.

In the context of PRIMAE, personalised learning refers to the programmes, pedagogical methods, and support strategies to address the different learning needs of each individual student. The goal of personalised learning is to help each student achieve success.

Personalisation of learning can be thought about in several ways:

1. Personalisation of content – learners given the opportunity to engage with topics or information that are of particular interest to them;

2. Personalisation of pace and progress – learners progress through the programme at their own pace;

3. Personalisation of process - instructional approaches and learning environments vary based on the learners' needs and interests.

# Pedagogical Approaches

The PRIMAE partners have discussed a range of pedagogical approaches and strategies and agreed on asuite that is consistent with the principles outlined above. They include:

• Spiral Curriculum

• Blended Learning & Flipped Curriculum

• Problem-Based Learning

• Assessment

# Spiral Curriculum

The 'Spiral Curriculum' concept is an approach to education that involves regularly re-visiting the same educational topics over the course of a student's education. Each time the content is re-visited,the student gains deeper knowledge of the topic. Basically, the curriculum, pedagogy and eLearning materials are organised into some core themes, which are repeated as the student progresses through the programme.

The spiral approach to curriculum has three key principles that sum up the approach nicely. The three principles are:

1. Cyclical: Students should return to the same topic several times throughout their coach education

2. Increasing Depth: Each time a student returns to the topic it should be learned at a deeper level and explore more complexity

3. Prior Knowledge: A student's prior knowledge should be utilised when a topic is returned to so that they build from their foundations rather than starting anew.

The emphasis, here, is on *quality,* not *quantity*!

# Some Early Thoughts

## Spiral Curriculum

✓The same themes give structure to the programme at every level

✓Themes are repeated as learners progress through their coach education

✓Reinforcing previous learning

✓Increasing in complexity

**eLearning**   **Curriculum**   **Pedagogy**
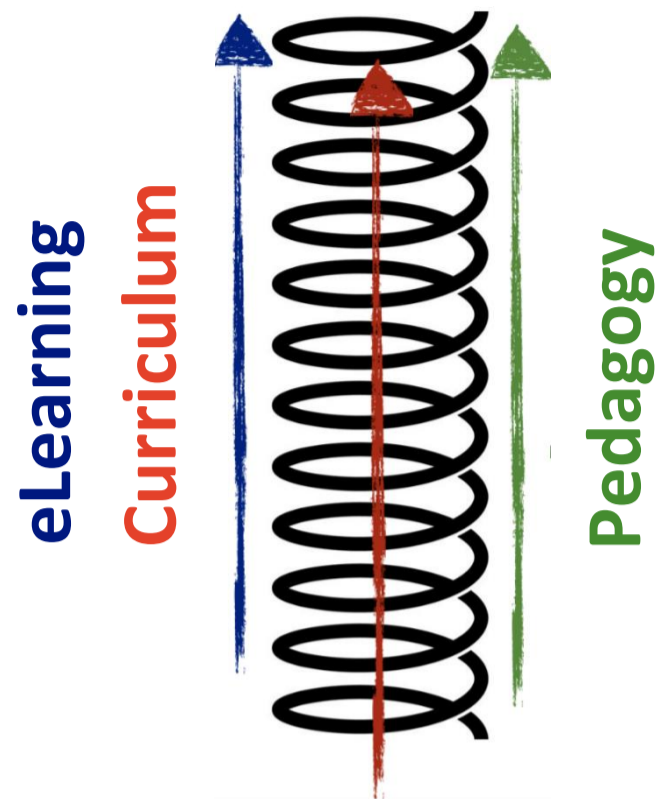
The spiral curriculum offers one way of organising the different modules of the PRIMAE project. How can those elements be presented in order to be as effective, motivating and flexible as possible?

# Blended Learning& Flipped Curriculum

Blended learning allows a lot more flexibility and variety in the course offered to learners while retaining the distinctive character of PRIMAE. It essentially means a mixture (a 'blend') of online and face-to-face pedagogical methods. It provides individuals with the opportunity to enjoy the best of both worlds. A common approach is for the student to attend classes in a real-world classroom setting and then supplement the lesson plan by completing online multimedia coursework. It has been suggested that students who complete online coursework followed by interactive, face-to-face class activities have richer educational experiences.
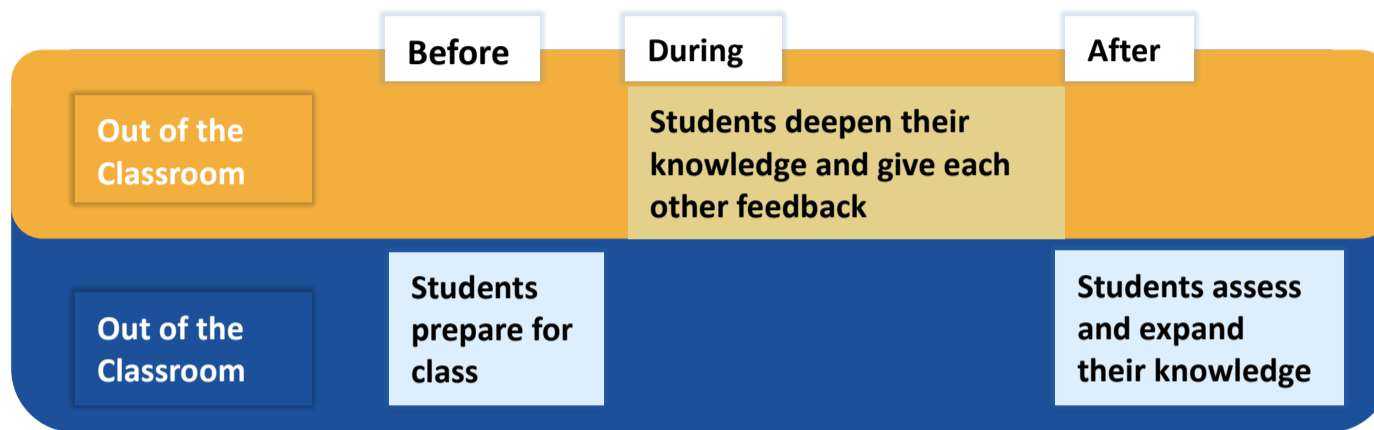
There are two key principles commonly associated with blended learning:

• Learners who can share information and work with other students directly in a collaborative setting have a more enriched learning experience

• Collaboration between learners can be improved upon if group activities rely on information gathered from online resources or lessons.

# Flipped Curriculum

1. Digital learning materials –homework
2. Traditional classroom teaching/eLearning activities
3. Digital learning materials - homework

# Flipped Classroom

| | Before | During | After |
|---|---|---|---|
| **Out of the Classroom** | | Students deepen their knowledge and give each other feedback | |
| **Out of the Classroom** | Students prepare for class | | Students assess and expand their knowledge |

For the purposes of PRIMAE, a useful approach is the flipped curriculum, which shifts the role of the educator from the sole source of information to a guide.

Traditional teaching approaches have this structure:

1. Ideas are presented in taught sessions.

2. Some of these ideas are practiced/adapted later (homework).

The flipped curriculum reverses this pattern:

1. Learners are introduced to content at home.

2. Learners develop ideas in taught sessions.

In this blended learning approach, face-to-face interaction is mixed with independent study – usually via technology. In a common Flipped Classroom scenario, learners might watch pre-recorded videos at home, then come to taught sessions armed with questions and at least some background knowledge.

# Problem-Based Learning

One version of the flipped curriculum that is well-suited to PRIMAE's focus on inclusion and engagement is <u>Problem-Based Learning</u>. Problem-Based Learning is a teaching method in which real-world problems are used as the vehicle to promote student learning of concepts and principles, as opposed to direct presentation of facts and concepts.

## Problem-Based Learning

## Using real-world problems to encourage learning

✓Relates to Stage 1 of the Flipped Curriculum
✓Helps learners to see the relevance of PRIMAE for their own coaching
✓Connects the curriculum to learners' personal experience and expertise

## Traditional Learning

Told what we need to know  ➡  Memorise it  ➡  Problem assigned to illustrate how to use it

## Problem-Based Learning

Problem assigned  ➡  Identify what we need to know  ➡  Learn and apply learning to solve the problem

| Pre-session Homework | Module x | Post-session Homework |
|---|---|---|
| • Video introduction to module<br><br>• Problem-based learning tasks | **Module x** | • Quiz<br><br>• Portfolio |
| **Pre-session Homework**<br><br>• Video introduction to module<br><br>• Problem-based learning tasks | **Module 3** | **Post-session Homework**<br><br>• Quiz<br><br>• Portfolio |
| **Pre-session Homework**<br><br>• Video introduction to module<br><br>• Problem-based learning tasks | **Module 2** | **Post-session Homework**<br><br>• Quiz<br><br>• Portfolio |
| **Pre-session Homework**<br><br>• Video introduction to module<br><br>• Problem-based learning tasks | **Module 1** | **Post-session Homework**<br><br>• Quiz<br><br>• Portfolio |
| Preparatory Activities<br><br>Video presentations<br><br>Guided Study | | |

So, before they take part in taught sessions, learners are presented with some meaningful problems or questions that demands a lot of thinking and reflecting about their coaching ideas and practices.

If PRIMAE follows the Spiral Curriculum concept, it makes sense to use the same basic framework for Problem-Based Learning at every stage. This is a simple approach developed specifically for PRIMAE, focusing on the needs and interests of participants likely to enroll on one of the programmes:

1. Problem – Start with a real-life problem

2. Brainstorm – Identify what you do and don't know about the problem

3. Research – Gather information (from PRIMAE-produced materials, relevant internet sites, talking to people)

4. Select – From the brainstorming and research, work out the solution

5. Test - Discuss the solution with other people or through-criticism

6. Finalise – Following the testing, write, draw, video-record, or audio-record the solution

Example:

1. Problem – "How can I design an inclusive warm-up idea for sessions?"

2. Brainstorm – Gather ideas from lessons seen or experienced, adaptations of existing practices,new ideas

3. Research – Consult recommended websites and PRIMAE materials, and talk to experienced inclusive coaches

4. Select – Choose what seem to be the strongest ideas, and work out their details

5. Test – Talk about the solution with an experienced coach

6. Finalise – Based on the conversation with the coach, make a video recording of the inclusive warm-up ideas

# Assessment

The qualification currently uses a Portfolio approach for assessment. This offers a reliable method of assessing knowledge and understanding.

However, Portfolios can be time-consuming for learners and tutors. They can also rely on well-developed writing skills. So, a supplementary approach could be to assess *factual* information with *quizzes*. There are now many different formats of quizzes that can be highly motivating and rely on much less tutor time. They could be pass/fail, and learners can only progress when they achieve a passing mark.

# PRIMAE Framework

It has been suggested that the different levels of PRIMAE should follow the same basic pattern. This means that the framework presented below would act as a 'skeleton' for:

- Level 1 Activator - Basic inclusive activity leadership without coaching but with signposting to coaches

- Level 2 Activity Leader – Inclusive activity leadership

- Level 2 Activity Coach – Inclusive coaching in more depth aiming at social change

- Level 3 Tutor – Principles of inclusive coaching extended into teaching

- Level 3 Assessor – Principles of inclusive teaching and assessment

- Level 4 IQA – Principles of quality assurance in inclusive coaching, assessment, and teaching

# PRIMAE Modules

The modules for PRIMAE are as follows:

- The Way of the Martial Arts

- Roles of the Activator

- Responsibilities of the Activator

- Health and Well-being

- Inclusive Martial Arts

These themes seem to encompass all of the content of the PRIMAE materials. So, content should be organised into these 5 modules. The expectation is that these same themes will also be used to organise the content at every subsequent level (although additional modules might need to be added at later stages).

# Tasks

**The PRIMAE partnership needs to complete a set of tasks in order to prepare the PRIMAE resource:**

# TASK 1 – Preparatory Activities

Objectives: to develop, organize and present novel content as a preparation for PRIMAE; to stimulate interest in PRIMAE and its content; to encourage thinking about inclusive martial arts coaching.

**Content:** Since these activities will be the first aspects of PRIMAE participants' experience, it is important that they are engaging and relevant. There needs to be 5 activities, based on the modules that will be visited in the main course:

- The Way of the Martial Arts

- Roles of the Activator

- Responsibilities of the Activator

- Health and Well-being

- Inclusive Martial Arts

Each topic should be introduced by short videos, followed by a guided activity lasting about 1 hour. There is no assessment of these activities.

No knowledge of the martial arts, coaching, or inclusion should be assumed in these activities. They should offer participants a 'taste' of PRIMAE and should be consistent with the content and intentionsof the modules, but not repeat them. So, the preparatory activities should be *new*, and not taken from existing PRIMAE materials.

**Output: 5 theme-based activities**

- Short video introduction scripts for each activity

- Content for each activity for the eLearning Platform

# TASK 2 – Pre-Session Homework

Objectives: to develop, organise and present content from PRIMAE that can be undertaken by participants at home; to give opportunities for participants to interpret this content in terms of their personal needs and interests.

**Content: There are two main considerations in planning this Task:**

1.  As content needs to be taken from the existing PRIMAE materials to be used during the Pre-session Homework, communication is vital with the group leading the eLearning / Taught Sessions;

2.  Especially during the early modules, Homework needs to be designed that does not need direction from a tutor.

**Pre-session Homework should be organised into the PRIMAE themes:**

- The Way of the Martial Arts

- Roles of the Activator

- Responsibilities of the Activator

- Health and Well-being

- Inclusive Martial Arts

Each of these topics should be introduced by short videos, followed by a Problem-Based Learning activity or activities that are based on the content from the existing Activator course.

Output: 5 theme-based Pre-session Homework sets of activities

**Short video introduction script for each activity**

**Content for each set of activities for the eLearning Platform**

# TASK 3 – eLearning / Taught Sessions

**Objective: to develop, organise and present the core of the PRIMAE Activator course**

**Content: There are three main considerations in planning this Task:**

1. As this is the main opportunity for participants to work with a tutor, it is important that all of the key content is addressed;

2. It will be important that the group working on this task keep in close contact with the Homework groups, especially Pre-session homework;

3. Material in this task needs to be designed to allow for both classroom and online teaching.

**The eLearning / Taught Sessions should be organised into the PRIMAE themes:**

- The Way of the Martial Arts

- Roles of the Activator

- Responsibilities of the Activator

- Health and Well-being

- Inclusive Martial Arts

Output: 5 theme-based eLearning / Taught Sessions sets of activities

**Content for each set of activities for the eLearning Platform**


# TASK 4 – Post-Session Homework (& Assessment)

Objectives: to develop, organise and present assessment-based Post-session Homework; to integrate Homework activities with the required assessment protocols of the Activator qualification.

**Content: There are two main considerations in planning this Task:**

1. The Portfolio is a vital element of the Activator award, so it needs to be fully integrated into the Pedagogical Framework;

2. Where it is possible and appropriate, some (factual) aspects of assessment can be adapted for less formal forms of assessment, such as quizzes;

**Where possible, post-session Homework should be organised into the PRIMAE themes:**

- The Way of the Martial Arts

- Roles of the Activator

- Responsibilities of the Activator

- Health and Well-being

- Inclusive Martial Arts

Output: 5 theme-based Post-session Homework sets of activities, including elements of the PRIMAE Portfolio and other assessments (e.g., quizzes)

**Content for each set of activities for the eLearning Platform**

# TASK 5 – Guidance Materials

Objectives: To develop and present support materials to enable participants to make the most of the PRIMAE course

**Content: Guidance materials need to be prepared on:**

- About PRIMAE

- About Inclusive Martial Arts

- Introduction to the Martial Arts

- Pre-session Homework

- Problem-Based Learning

- Making the most of internet resources

- Making the most of YouTube and other video resources

- About the Portfolio and Post-session

Homework Output: to Guidance documents

**Content for each document for the eLearning Platform**

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**PRIMAE**