Introduction: Consumer Education and Context

Question 1: Quizz

Consumer Education is not about consumerism, is about preparing individuals with the necessary knowledge and understanding in order to develop the necessary skills required to be responsible consumers.

SLIDE 2

Why? We are currently facing the alarming consequences of production and consumer choices:
(i) (slide) Child exploitation in LDC (Least Developing Countries) and Exploitation of resources
(ii) (slide) Air pollution
(iii) (slide)The Great Pacific garbage patch

We are aware of the urgency and environmental impact but we have limited understanding and knowledge on how to make these decisions. And we are not aware of the important role WE play in the digital and non-digital market.

Nowadays (since 2008-2010) there is a Worldwide awareness about the environmental, social, political and economical challenges that we are facing after the worldwide crisis but if we assess the research and policy work undertaken in the past, we realize that (slide evolution of Consumer Education) there was a concern since 1710 (!)

What has changed ?

(Video/slide SDG Global Action): that there is no longer online or offline but, as the working group on education of the Broadband Commission for sustainable development stated: we are currently in an ONLIFE state because even the lives of people who do not have access to digital technology are increasingly dependent on it. We are no longer switching between online and offline.

And the first concerned sector is Education as there is a revolution in the acquisition and development of knowledge, skills, values and attitudes.

And that brings us to: Teachers, which are the main target group of this project platform and experience.

In view of these current issues that not just need urgent action but also setting up a base for a Sustainable Society, this presentation will seek to address these topics by tackling the how Consumer Classroom responded to consumer education policy needs since 2013 that the platform was launched and how these digital tools could help teachers adapting to these rapid changes of the digital revolution.

How Consumer Classroom responded to consumer education policy needs
Policy needs

(slide) This comes from 2 identified needs in EU:
- Improve consumers' education, information and awareness of their rights and role.
- Promotion and develop the right skills for the modern economy.

SDGs, which identify 2 global needs:
12.8.1 Include (i) global citizenship education and (ii) education for sustainable development (including consumer education) in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment.

4.7. ensure that all learners acquire the knowledge and skills needed to promote sustainable development via Teachers and educators.

Consumer Classroom

Question 2: Quizz

Addressing National and EU Needs: adapt the website to the national curricula and update the localised content and resources to the International, EU and National trends.

Transversality of the Consumer Theme within the Subjects

Focus on quality resources: how to teach a way of living? Learning by doing; Microlearning; adapt the resources to the teaching methods in order to encourage project and problem based learning.

Reward the innovative and creative use of ICTs with students: InterSchool Competition

(slide results) Inclusion of each relevant stakeholders in the platform: promoting collaboration within stakeholders

Consumer Classroom presentation

From these needs, we have developed this tool which is in its second version. (video)

Changes in learning
Older generation learners vs Digital generation Learners

Students today are different from previous generations. "Digital learners prefer processing pictures, sounds, colour and video before text while many traditional educators continue to prefer to provide texts before pictures, colour, sounds and video".

For generations, images were typically static illustrations (images, diagrams) which accompanied the text. Back then, the primary information was provided in the text and images were just intended to complement or enhance the text.

However, for digital learners the relationship has been almost entirely reversed. People get exhausted from consuming plain black text on a white background. Color, design video is crucial to get younger generations attention: The book Brain Rules states that in less than 10 seconds people can remember the content of more than 2,500 pictures with at least 90% accuracy 72 hours after exposure to those images.

The same research says than when new information is presented orally without images, after 72h the learner will only remember 10% of the information. However, Medina's research demonstrates that this percentage goes up from 10% to 65% if an image is added to the new content.

Why? Since childhood, the digital generations have been continuously bombarded by TV, videos and computer games. They are used to integrate visual information. "When we combine visual messages with verbal communication you increase the retention rata of content to nearly 50% - the use of visuals improves learning outcomes by about 400%.

(Show Do's and Don'ts + Strategies that work in the ppt)

Digital bombardment has change the way of processing information. Most educators and older generations read in a Z or ZigZag patterns due to the exposure to books reading and less exposure to digital content during their lifetime.

However, according to Kent University (2007) Digital readers read in an F or Fast pattern (explain the movement: horizontal and vertical)

However it has been recently discovered that with the adoption of mobile devices over the past 10 years, scanning is now much more vertical – up and down the page in a reverse S pattern than side to side with the Z and F patterns.

F-Pattern & Reverse S-Pattern Suggestions
- Important information should be placed across the top of the design where it will generally be read.
- Lesser information should be placed along the left edge of the design often in bullet points where little horizontal eye movement is required to take everything in.
- When applying the *F-pattern* think scanners rather than readers, and place content these scanners would most likely be interested in along the F or reverse S.
- Place important information at the top and information designed to pull someone further into the page down the side. Lesser information should be placed along the left edge of the design often in bullet points where little horizontal eye movement is required to take everything in.

EdTech Revolution in Teaching (show and comment)

How these digital tools could help teachers adapting to these rapid changes

What is the added value of e-learning and ICT platforms to encourage the transformation of behaviours to these regards having into account (i) the gap on digital skills and (ii) the digital transformation trends in teaching and learning?

(The first mission of ICTs in Education for teacher training is (slide) above all not to scare the teacher(!)

There is indeed a digital competence gap among teachers and we are currently not just promoting but imposing learner-centered active pedagogy at a point in which teachers might seem stressed and frustrated.

(slide) Pedagogical approaches are often placed on like two extremes: teacher-centred to learner-centred pedagogy; though these two approaches may seem contradictory, they can often complement each other in the realisation of educational goals—for example, a teacher-centred approach may be useful to introduce a new theme, while a learner-centred approach may be necessary to allow students to explore these ideas and develop a deeper understanding.

(slide) This is why, aware of the current situation we are providing indeed:

- Resources a tools to support change and extend existing teaching practices.
For example:
- In the platform, Teachers have lessons already built that could make them save hours of preparing courses on, i.e. Ethical Finance, in order to provide them the time to focus on the transmission of knowledge, this "coaching".

And we are also providing Resources and tools to help teachers create more learner-centric learning environments
For example: An Inter-school tool to participate in the "Inter-School Competition", in which they have to prepare an innovative project with a partner school from another country already inscribed in the website. For example, this year's Competition was preparing a video-guide about an European school trip with their classes and teach their students all about budget planning and organizing a cost-effective trip.
- Prize, EU Recognition.

Teachers required competences for the use of ICTs:

1. Teacher lesson planning is vital when using ICTs.

2. Teachers' subject knowledge influences how ICTs are used. The way ICT is used in lessons is influenced by teacher knowledge about their subjects, and how ICT resources can be utilized and related to it.

however , exposure to new/additional information via ICTs is not enough. The effect on attainment is greatest when pupils are challenged to think and to question their own understanding, rather than on exposure to new and additional information.

ICTs can aid teacher self-learning in subject matter. By providing access to updated and additional learning resources, ICTs can enable teacher self-learning in his/her subject area, using an heutagogical approach.

For the moment we have focused on:

- Teaching resources, providing the necessary pedagogic tools to include this thematic area in the teachers' curricula.

- Community of practice, inviting teachers to become part of a dynamic web community of teachers throughout Europe and beyond, as well as providing the possibility to share with students and encouraging inter-school projects.

- Teacher training and professional development, offering the opportunity to secondary teachers to become a consumer education expert on the website.

(slide) Basically this is what it has been done until this moment and the website has launched this year its second version. Still, there are more versions ahead having into account the rapid growth of technology applied to teacher training, the educational challenges, as well as the evolution of consumer education needs on this regard.