

### The PuLLS Model for an Open Learning Centre

The PuLLS model for open learning centres in public libraries is developed by the partners in the project. It has been tested in a pilot period from October 2005 to March 2006. The PuLLS model forms the basis for the activities in the project for the next 6 to 8 months (May – October 2006). Each of the library partners will test the model in different cultural environments with different target groups.

The model consists of ten different *aspects* of libraries and adult teaching. The aspects are outlined in the left column. The aspects are not the same for all partners that will test the model.

*A core element* means an element that everybody has and thus will test.

*A locally adapted element* means that the core element will be translated for local, cultural or strategic reasons to the local situation. For example some partners with a lot of experience in teaching want to try the coaching method.

The first version of the PuLLS Model for OLCs was evaluated at the Barcelona meeting in April 2006. The partners are going to use the updated and revised version of the model for the next round of courses.

Aspects	Core Elements	Locally Adapted Elements
<b>Target Group (the target group is defined in the project proposal)</b>	The target group for the PuLLS project is the adult population who has left school with no further education than basic general education and those without ICT skills ( in the regions of the partners). The elderly, long-term un-employed, people without formal education, women 45+. Ethnic origin is not a factor in any of the groups.	Be aware of the different groups in your community. Each partner examines their 'own target groups' within the overall target groups.
<b>Training of Users</b>	Teaching/training/guiding <a href="http://www.TUNE.eu.com">www.TUNE.eu.com</a> <a href="http://www.bibteach.dk">www.bibteach.dk</a>	Various types of learning will be used: individual learning, learning in groups, e-learning, open and distance learning, coaching "users train the users".

<b>Staff</b>	<p>Staff should be trained as teachers/trainers/guides in relation to users and learn how to develop learning materials. The staff should be provided with pedagogical skills, communication, use of ICT and presentation techniques. Plan a systematic education of staff in teaching. The staff needs to have comprehensive knowledge of:</p> <ul style="list-style-type: none"> <li>• Public sources to the Internet</li> <li>• Searching</li> <li>• Information literacy</li> <li>• Active citizenship</li> <li>• Cross-cultural dialogue</li> <li>• Inter-European understanding</li> </ul>	<p>Basic training: How to be a good teacher          Staff training in coaching          Trainers train the trainers          Mediator          Back-up and acceptance from library management          Formal and ongoing exchange on training issues.          Continuing training of staff.</p>
<b>Physical Environment within the Library</b>	<p>Flexible environment, the look and feel of the premises to be determined locally, coffee and biscuits, flexibility is core, use what you have. The environment should be open, inviting, easily accessible, user-friendly, supporting users's needs.</p>	<p>The physical environment should reflect different pedagogical concepts and models for learning in order for various types of learning to be used.          The entire library as a learning centre with connections for portable computers and wi-fi.</p>
<b>IT</b>	<p>Keeping up and being equipped with the latest technology.</p>	<p>Assistive technologies          Use of web cams          Use of video conferences          Identify need of IT standards locally.</p>
<b>Learning Materials</b>	<p>Curricula for OLCs, guidelines for OLCs, toolbox, e-learning course, multimedia product, web-based exercises          Include materials on EU-information and information on citizenship          The model will be presented on the website <a href="http://www.pulls.dk">www.pulls.dk</a> with links to the products available.</p>	<p>Make it possible for the participants in the courses to take educational material home for further study.          The library's website should contain materials available in the libraries for self-access training. Initially it would offer the set of products that have been created by the various countries in the course of the PuLLS project translated into national languages and adapted to national circumstances.</p>

		Training materials for library staff, to help them stimulate groups, advice on teaching, standards of good practice, etc.
<b>Evaluation of courses and trainers</b>	Trainers Courses Use of questionnaires (Links to examples)	Use of Focus groups
<b>Marketing</b>	Develop a local marketing plan for the target group and others.	Just do it – do not think too much
<b>Information on Education</b>	Information on educational institutions, adult education, relevant courses, evening classes, folk high schools etc.	Learning exchange Centre for autonomous learning (Slovenia)
<b>Network</b>	Establish a reference group according to the chosen target group (national, regional or local)	Target groups, keep flexible.
<b>Involvement of users in designing of courses and learning materials in OLCs</b>	Could be a subject for a coming project	

Partners who will participate in all core aspects of the model: Aarhus, Helsinki, Würzburg, Ljubljana, Sutton and Barcelona.

MK5060 will participate in videoconferences and marketing.

Brighton will participate in videoconferences.

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Find more information about the PuLLS project on [www.pulls.dk](http://www.pulls.dk)

