



European network for adult literacy and numeracy
Réseau européen pour l'alphabétisation des adultes

WRITEON

The National Adult Literacy Agency (NALA)

I. General information

Field :	Online interactive learning resource designed to offer learning and accreditation options at levels 2, 3 and 4 on the National Framework of Qualifications for Ireland.
Theme(s) addressed	Literacy, Numeracy, ICT Skills improvement.
Target audience	All adults
Pursued objectives	<ul style="list-style-type: none">• Helps adults to improve their literacy and numeracy skills independently, and get a national qualification at levels 2 and 3, if they wish.• Provides a range of resources and learning activities that practitioners and teachers can use to support their learning programmes.• Supports teaching and learning in education centres through a blended learning approach.
Method(s) used	Interactive online learning tool that allows integration with tutor led instruction. Can be used independently or in blended learning contexts. Additional supports available in the form of printed materials, online videos, telephone and online tutoring.

II. Description

Practical modalities

Launched in September 2008, www.writeon.ie has grown to over 22,000 learning accounts. Over 1,300 learners have received over 5,500 nationally accredited certificates at levels 2 and 3 on the National Framework of Qualifications for Ireland. www.writeon.ie is currently in use independently, with NALA's Distance Learning Service and in over 100 local literacy centres, involving over 200 centre-based tutors throughout Ireland.

Description

Background

NALA launched www.writeon.ie in September 2008 as an e-learning site designed to facilitate learning, accreditation and recognition of prior learning for adults at Level 2. Since then, demand has grown to over 22,000 learner accounts by April 2012. NALA added Level 3 learning and accreditation on October 18 2010 and non-accredited Level 4 content in December 2011.

A blended learning pilot project was run in 2010 with 12 adult literacy centres. The site allows adults the freedom to study in private, at their own pace and in their own time and get a national qualification if they wish.

Learning Content

www.writeon.ie currently provides learning and accreditation in the following areas:

Level 2 – Accredited Learning

- Reading
- Writing
- Listening and Speaking
- Quantity and Number
- Pattern and Relationship
- Shape and Space
- Data Handling
- Quantitative Problem Solving
- Personal Decision Making
- Setting Learning Goals
- Using Technology
- Computer Skills

Level 3 – Accredited Learning

- Mathematics
- Application of Number
- Functional Mathematics
- Communications
- Personal and Interpersonal Skills
- Personal Effectiveness
- Computer Literacy
- Digital Media
- Internet Skills
- Career Preparation
- Health and Safety Awareness
- Managing Personal Finances

Level 4 – Non-Accredited Learning

- Communications
- Mathematics
- Digital Media Technology

Funding

The development of www.writeon.ie has been funded by the Department of Education and Skills. Recent developments have also been funded under the Labour Market Activation Fund and the European Social Fund.

Who uses www.writeon.ie?

www.writeon.ie is used by independent learners, distance learners and more recently by adult learners based in literacy centres through blended learning initiatives. However, users will need to have basic computer skills to be able to do the exercises on the site. Also, users will need to have reasonable reading skills to understand what is asked of them. Users with skills below the Level 2 Reading award standard will find it hard to use the site without support.

Most people who use the site to brush up on their learning and do not decide to proceed to accreditation. The majority of users are male, but the majority of those progressing to accreditation are female. Further details are available through the annual evaluations (see www.nala.ie), most recently the 2010 report [Connected! Improving literacy and computer skills through online learning](#).

Accreditation

Learners who successfully complete the online summative assessment process for an award are presented with an online form they need to complete. This form lists their results for an award. There are also additional assessment activities at Levels 2 and 3, which need to be completed.

In most cases at Level 3, learners will be contacted by a NALA Online Tutor who will guide them through the process. This is explained on the final form. It asks for the learner's name, address, contact details and Personal Public Service Number (PPSN). The learner then has to sign the form to verify that this is his or her work and that he or she would like to apply for an award. If a learner is in an education centre, there is a space for the learner to enter this information. Certificates will be sent to the centre, unless otherwise agreed.

To date, over 60 learning centres across 18 VECs and various community education settings have used the site in blended learning contexts to achieve accreditation at levels 2 and 3. To facilitate reporting processes, NALA provides a report to each centre detailing the numbers of learners achieving awards via www.writeon.ie.

The quality assurance process of www.writeon.ie includes Internal Verification, External Authentication, Results Appeal and Results approval stages, as well as self-evaluation and FETAC monitoring. www.writeon.ie is also supported by a Learning Management System, which can identify when and how often each person logged onto the site. Following international best practice, we require learners to sign their award applications to verify the work is their own. At Level 3, every learner submitting for an award has to engage with a distance learning tutor, while blended learning also deepens the relationship with the learner.

Training

Training on www.writeon.ie can be arranged in consultation with NALA. Training sessions are designed to introduce practitioners to the structure and content of the site and support their practice. There is a hands-on session, so attendees can interact with the site and NALA's Distance Learning team will answer any queries. To get the most out of the site, we recommend participants log onto the site before attending, get a new password and try out the assessment, learning and portfolio activities available.

III. Self-determination evidence

www.writeon.ie offers the opportunity for independent and free learning outside of or in conjunction with learning centres. It simplifies the route to accreditation for learners and is Ireland's first recognised system for recognition of prior learning at levels 2 and 3. The site is designed to recognise existing skills, knowledge and competences of learners, thereby ensuring that each learner is presented with a personalised learning plan designed to maximise the time spent on study.

Many learners have used www.writeon.ie and NALA's Distance Learning Service to pursue accreditation where this option hasn't been available to them locally.

IV. Dissemination

Contact

There is further information on www.writeon.ie, including videos in the Frequently Asked Questions section in the help section, as well as information on the NALA website, www.nala.ie.

Specific queries on the operation of www.writeon.ie or NALA's wider Distance Learning Service should be addressed to Tom O' Mara, NALA Distance Learning Co-ordinator on distance@nala.ie.

Format

Website: www.writeon.ie

V. Contact

Name of the organisation	The National Adult Literacy Agency
Status	Registered Charity, non-government organisation
Details	
Address	NALA, Sandford Lodge, Sandford Close, Ranelagh, Dublin 6
Country	Ireland
Tel/Fax	+353 (0) 1 4127900
Web site	www.nala.ie , www.writeon.ie
Short description	The National Adult Literacy Agency is an independent charity committed to making sure people with literacy and numeracy difficulties can fully take part in society and have access to learning opportunities that meet their needs.
Contact person(s)	Inez Bailey ibailey@nala.ie



Lifelong Learning Programme



Education and Culture DG

This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.