

# d<sup>i</sup>ma | 2.0

## Curriculum and Training Modules for adult education providers and educators



# Table of Contents

Introduction .....	4
Course Outline.....	5
Lesson Plans: Module 1: Outlining the strategy .....	13
Unit 1: Introduction to adult education strategies.....	15
Unit 2: Conducting needs analysis.....	19
Unit 3: Mapping stakeholders and facilitating participation .....	21
Worksheet M1.1 .....	25
Worksheet M1.1 .....	26
Worksheet M1.1 .....	27
Worksheet M1.2.....	28
Worksheet M1.3.....	31
Lesson Plans: Module 2: Mapping strategy to target groups .....	32
Unit 1: Profile and characteristics of low-skilled adults .....	34
Unit 2: Adapting programmes to the characteristics of low-skilled....	38
Unit 3: Recognition, validation, and certification .....	42
Worksheet M2.1 .....	47
Worksheet M2.2.....	50
Worksheet M2.3.....	51
Lesson Plans: Module 3. Designing and Implementing Your Strategy ..	52
Unit 1: Designing programmes with a focus on low-skilled adults.....	54
Unit 2: Developing and Implementing Programmes.....	58
Unit 3: Monitoring, evaluation and improving strategies .....	62
Worksheet M3.1 .....	68
Worksheet M3.2.....	70

Worksheet M3.3 .....	72
Lesson Plans: Module 4. Digitalising your strategy.....	74
Unit 1: Digital competences: professional engagement .....	75
Unit 2: Digital competences: pedagogy .....	77
Unit 3: Digital competences: learners.....	80
Worksheet M4.1 .....	84
Worksheet M4.2 .....	85

# Introduction

## Curriculum and Training Modules for adult education providers and educators

The DIMA 2.0 Curriculum and Training Modules is a complete and comprehensive educational programme designed to train adult education providers and adult educators to enhance their capacity in designing and implementing strategies. The training material developed focuses on equipping adult education providers with the skills and knowledge to address the needs and characteristics of low-skilled and low-qualified adults, while serving local needs and priorities for their country and institutions.

The training course is divided into four learning modules, covering the following thematics:

- Module 1. Outlining the strategy
- Module 2. Mapping strategy to target groups
- Module 3. Designing and Implementing Your Strategy
- Module 4. Digitalising your strategy

Each learning module consists of a Lesson Plan, with clear instructions for the educator to confidently apply the training in a class, and a PowerPoint Presentation to be displayed during each workshop. Furthermore, each module includes Worksheets with practical exercises that can be distributed as handouts in the class, that will enhance the comprehension of the training content by the participants and ensure that the learning objectives of the class are met.

The learning outcomes of each learning module are described comprehensively in the following chapter.

# Course Outline

Module 1: Outlining the strategy			
Learning outcomes	Content and Toolkit Sections	Activities	Assessment
<p>Learners should be able to:</p> <ol style="list-style-type: none"> <li>1. Recognise the importance of designing strategies for adult education.</li> <li>2. Define goals for their adult education strategy.</li> <li>3. Conduct an effective needs' analysis.</li> <li>4. Define key stakeholders and mechanisms for communication and consultation.</li> </ol>	<p><b>Unit 1- Introduction to Adult Education Strategies:</b> definition of adult learning, strategic plan framework, the relationship between Vision, Strategy and Goals, the SMART model, benefits of having a strategy. <i>Toolkit Section 1: Introduction to adult education strategies</i></p>	<ol style="list-style-type: none"> <li>1. <u>Discussion:</u> write a <b>definition</b> of adult learning.</li> <li>2. <u>Discussion:</u> write 2 <b>benefits</b> of having a strategy.</li> <li>3. <u>Group activity:</u> write at least 1 <b>SMART strategic goal</b>.</li> </ol>	<p>Individually, they will:</p> <ol style="list-style-type: none"> <li>1. <b>draft the vision and strategic goals</b> of their organisation.</li> <li>2. <b>Briefly state</b> the importance of having a strategy, mentioning at least <b>one benefit</b>.</li> <li>3. List the steps of an effective needs' analysis. Apply solutions for each step (e.g., possible data collection tools, ways of analysing and interpreting data).</li> <li>4. <b>refer</b> to a <b>key stakeholder</b> of high priority and elaborate on <b>how</b> they can <b>contact</b> them</li> </ol>
	<p><b>Unit 2- Conducting needs analysis:</b> match needs and offerings, gathering, analysing, and interpreting data, manage resources. <i>Toolkit Section 3: Conducting needs analysis)</i></p>	<p><u>Group activity:</u> find <b>solutions</b> for each stage of the <b>need's analysis process</b> (individual needs-market needs) – <b>Worksheet M1.1</b></p>	
	<p><b>Unit 3: Mapping stakeholders and facilitating participation:</b> strategies to identify and classify stakeholders: stages, map of axes of interest and influence, communication strategy.</p>	<ol style="list-style-type: none"> <li>1. <u>Group activity:</u> identify and classify adult education stakeholders:               <ol style="list-style-type: none"> <li>1) <b>Identify</b> stakeholders</li> <li>2) <b>Classify</b> stakeholders,</li> <li>3) <b>Prioritise</b> stakeholders-<b>Worksheet M1.2</b></li> </ol> </li> </ol>	



	<p><i>Toolkit Section 4: Mapping stakeholders and facilitating participation.</i></p>	<p>2. <u>Group activity</u>: create a <b>communication plan</b> to reach out to the stakeholders identified in the previous activity – <u>Worksheet M1.3</u></p>	
--	---	--	--

## Module 2: Outlining the strategy to target group

Learning outcomes	Content and Toolkit Sections	Activities	Assessment
<p>Learners should be able to:</p> <ol style="list-style-type: none"> <li>Analyse the target audience needs and outline their characteristics.</li> <li>Describe the characteristics and needs of low-skilled adults.</li> <li>Match adult learners' needs with training programmes characteristics.</li> <li>Understand the key components of EQF, NQF, and Upskilling Pathways.</li> </ol>	<p><b><u>Unit 1: Profile and characteristics of low-skilled adults</u></b></p> <p>definition of low-skilled adults, profile and characteristic of low-skilled adults, defining the obstacles of low-skilled Adults, building the profile of your target group.</p> <p><i>Section 2: Profile and characteristics of low-skilled adults</i></p> <p><b><u>Unit 2: Adapting programmes to the characteristics of low-skilled adults</u></b></p> <p>a relevant and useful for employability</p>	<ol style="list-style-type: none"> <li><u>Group activity</u>: <b>identify</b> the <b>characteristics</b> of target groups – <u>Worksheet M2.1</u></li> <li><u>Discussion</u>: <b>define</b> possible <b>obstacles of low-skilled adults</b></li> <li><u>Group activity</u>: develop a short paragraph <b>describing the profile</b> of a specific target group of their choice – <u>Worksheet M2.2</u></li> </ol> <ol style="list-style-type: none"> <li><u>Group activity</u>: <b>identify</b> ways a programme can match learners' needs by taking into account:</li> </ol>	<p>Building on the assessment of Module 1, they:</p> <ul style="list-style-type: none"> <li><b>specify</b> their target audience and identify the <b>adult groups</b> they plan to offer courses and trainings, having their vision/strategic goals in mind.</li> <li><b>describe</b> each group <b>characteristics, needs and challenges</b> as well as strengths.</li> <li>refer to at least <b>5 points</b> on how they can better <b>adapt</b> a programme to the <b>characteristics</b> of their target group/ low-skilled adults.</li> <li>write a short paragraph explaining <b>NQF, EQF and Upskilling Pathways</b>, underlying their</li> </ul>



	<p>training, a training that follows national/regional trends, active citizenship. a flexible curriculum, an accessible and inclusive training</p> <p><i>Toolkit Section 5: Adapting programmes to the characteristics of low-skilled</i></p> <p>Group learning: Techniques of group dynamisation, Philips 66 technique, project-based learning technique</p>	<ul style="list-style-type: none"> <li>• the relevance and usefulness for employability</li> <li>• active citizenship</li> <li>• flexibility</li> <li>• accessibility &amp; inclusiveness</li> </ul> <p>2. <u>Group activity: develop a plan</u> to address the <b>needs</b> of their target group:</p> <ul style="list-style-type: none"> <li>• define possible skills their target group wants to develop (at least 3)</li> <li>• explain the importance of developing these skills/the context of application.</li> <li>• explain the way these skills can be developed.</li> <li>• note the support/means to help them develop these skills</li> </ul>	<p>importance for a training programme.</p>
	<p><b><u>Unit 3: Recognition, validation, and certification</u></b></p> <p>-National and European Strategies</p>	<p><u>Group activity:</u></p> <ul style="list-style-type: none"> <li>• research the National Qualifications Framework in their country.</li> </ul>	



	<p>European Qualifications Framework (EQF) - What does it do?          -Upskilling pathways          Case Study 1 - Application of the EQF in the Maintenance Sector          Case Study 2: National Framework of Qualifications in Ireland</p> <p><i>Toolkit Section 9: Recognition, validation, and certification - Unit 1</i></p>	<ul style="list-style-type: none"> <li>• identify how it relates to the European Qualifications Framework.</li> <li>• draw on a large A3 sheet what they have learned about their NQF, including visuals and graphs which relate it to the EQF.</li> </ul>	
--	--	--	--

### Module 3: Designing and Implementing Your Strategy

Learning outcomes	Content and Toolkit Sections	Activities	Assessment
<ol style="list-style-type: none"> <li>1. Apply key learning design principles in developing education programmes.</li> <li>2. Develop monitoring, evaluation, and assessment processes.</li> <li>3. Align programmes with skills qualification mechanisms</li> </ol>	<p><b><u>Unit 1: Designing programmes with a focus on low-skilled adults</u></b></p> <ul style="list-style-type: none"> <li>• Curriculum Planning</li> <li>• Planning Process</li> <li>• Planning Parameters</li> <li>• Curriculum design elements</li> <li>• Four principles for tailored learning programmes</li> </ul> <p><i>Toolkit Section 6: Designing programmes with a focus on low-skilled adult</i></p>	<ol style="list-style-type: none"> <li>1. <u>Group activity</u>: outline the <b>procedure of designing a curriculum</b> by reflecting on the process they follow when planning their programme.</li> <li>2. <u>Group activity</u>: discuss ways they can <b>implement the 4 principles</b> of adult learning in the programmes they will offer.</li> </ol>	<p>Individually they will:</p> <ul style="list-style-type: none"> <li>• draft the process of <b>curriculum planning</b> by mentioning the key design elements.</li> <li>• mention <b>methodological approaches</b> they would follow to address <b>adult learners' characteristics</b>, based on the profile of the <b>target group</b> they developed in the previous module.</li> <li>• identify <b>assessment mechanisms</b> that can facilitate recognition,</li> </ul>
	<p><b><u>Unit 2: Developing and Implementing Programmes</u></b></p>	<p><u>Group activity</u>- <b>Worksheet M3.1</b></p>	



	<ul style="list-style-type: none"> <li>• Comparing teaching and learning</li> <li>• Adult learners' universal characteristics</li> <li>• Three Types of Adult Learning Theories (andragogy- transformational learning theory-experiential learning theory)</li> <li>• Adult Learning Theory</li> <li>• Knowles' 6 Assumptions of Adult Learners</li> <li>• VARK learning styles</li> </ul> <p><i>Section 7: Developing and implementing programmes</i></p>	<p>-Identify ways of applying the three <b>theories of learning/ strategies and methodological approaches</b> they can develop when designing a programme, following these adult learning theories</p> <p>-Identify <b>strategies/approaches</b> they can <b>incorporate</b> to better address the <b>6 Assumptions</b> of Adult learners</p> <p>-share ideas and strategies that they currently use in their teaching practice to respond to the <b>different learning styles</b> in their classroom.</p>	<p>validation and certification of education and training offered.</p> <ul style="list-style-type: none"> <li>• Brainstorm <b>monitoring and evaluation mechanisms</b>/techniques and tools they could implement (with their existing or new resources) to measure the <b>success</b> of the training offered.</li> </ul>
	<p><b><u>Unit 3 Monitoring, evaluation and improving strategies:</u></b></p> <ul style="list-style-type: none"> <li>• Assessment: tools and methods (unit 2 -section 9 toolkit, pp. 70-74)</li> <li>• Levels on which adult education can be monitored and evaluated</li> <li>• The Kirkpatrick Taxonomy</li> <li>• The Gibbs' Reflective Cycle</li> </ul> <p><i>Section 8: Monitoring, evaluation and improving strategies</i></p>	<ol style="list-style-type: none"> <li>1. <u>Group activity:</u> identify the most <b>suitable assessment methods</b> for specific learners- <b>Worksheet M3.2</b></li> <li>2. <u>Individual activity:</u> <ul style="list-style-type: none"> <li>• Identify the National and European Frameworks their teaching practice is pitched at.</li> <li>• Identify what</li> </ul> </li> </ol>	



	<p><i>Section 9: Recognition, validation, and certification - Unit 2: Skills assessment</i></p>	<p><b>validation and certification structures</b> are common at this level – what <b>assessments</b> do they use and why?</p> <p>3. <u>Group activity:</u></p> <ul style="list-style-type: none"> <li>• discuss methods they would choose to <b>evaluate</b> the programme.</li> <li>• discuss <b>improvements</b> they would make as a teacher and learner involved in the process.</li> </ul> <p>4. <u>Individual activity:</u> reflect on one of their most recent lessons and use the Gibbs' Reflective Cycle framework to develop innovative solutions that they can implement in their next session. -Worksheet M3.3</p>	
<p><b>Module 4: Digitalising your strategy</b></p>			
<p><b>Learning outcomes</b></p>	<p><b>Content and Toolkit Sections</b></p>	<p><b>Activities</b></p>	<p><b>Assessment</b></p>



<ol style="list-style-type: none"> <li>Describe the importance of the DigCompEdu Framework for educators and adult learners.</li> <li>Design programmes that integrate digital tools in teaching and learning.</li> </ol>	<p><b><u>Unit 1: Digital competences: professional engagement</u></b></p> <ul style="list-style-type: none"> <li>Introduction to DigCompEdu.</li> <li>Digital tools for professional competences/development</li> </ul> <p><i>Section 10: Digital competency framework for organisations/educators</i></p>	<ol style="list-style-type: none"> <li><u>Short discussion</u> on the <b>importance of professional development</b></li> <li><u>Small groups/ pairs or as a whole-class activity</u>: <b>tools</b> they use for their <b>professional development</b>.</li> <li><u>Individually</u>: Cluster the tools/platforms according to their <b>purposes</b> (based on the <b>framework</b>)</li> </ol>	<p>Individually, they:</p> <p>-Write a short paragraph explaining the importance of DigCompEdu framework for their organisation</p> <p>-Develop a summary of ways/methods/practices and tools for the digital transformation of their organisation on:</p> <ul style="list-style-type: none"> <li>Professional digital competences of educators and staff</li> <li>Pedagogic digital competences of educators</li> <li>Learners' digital competences</li> </ul>
	<p><b><u>Unit 2: Digital competences: pedagogy</u></b></p> <ul style="list-style-type: none"> <li>Digital pedagogical competences</li> </ul> <p><i>Section 10: Digital competency framework for organisations/educators</i></p>	<p><u>Group activity</u>: identify appropriate <b>digital solutions and tools</b> for a <b>teaching method</b> (i.e., flipped classroom, gamification, collaborative learning, project-based learning, personalised learning or their own ideas) - Worksheet M4.1</p>	
	<p><b><u>Unit 3: Digital competences: learners</u></b></p> <ul style="list-style-type: none"> <li>Learners' digital competences</li> <li>Input on media literacy (DigCompEdu framework)</li> </ul> <p><i>Section 10: Digital competency</i></p>	<p>-Group activity: <b>ways</b> to enhance <b>learners' digital competences</b> (Information and media literacy, Safety, Content creation, Responsible use, Problem solving) -</p>	





# Lesson Plans: Module 1: Outlining the strategy

## WORKSHOP for F2F Instruction

<b>Module Title:</b> Outlining the strategy
<b>Aim of the module:</b> The objective of this module is to provide a robust conceptual baseline for developing strategies in adult education. More specifically, this module aims to: <ol style="list-style-type: none"><li>1. Emphasise the importance of creating strategies in adult education.</li><li>2. Provide participants with a deeper understanding on how to perform an effective needs analysis.</li><li>3. Underline the importance of identifying stakeholders, exploring collaborations, and building partnerships that contribute to the upskilling process of low-skilled adults.</li></ol>
<b>Learning outcomes:</b> Upon completion of this module, learners should be able to: <ol style="list-style-type: none"><li>1. Recognise the importance of designing strategies for adult education.</li><li>2. Define goals for their adult education strategy.</li><li>3. Conduct an effective needs analysis.</li><li>4. Define key stakeholders and mechanisms for communication and consultation.</li></ol>
<b>Module duration:</b> 2.5 Hours Face to Face (~1hour / Unit)
<b>Preparation/ Materials/Equipment</b> <ul style="list-style-type: none"><li>• Training venue with IT equipment including laptop and projector</li><li>• A computer for the facilitator</li><li>• Internet connection</li><li>• Projector</li><li>• Flipchart and markers</li></ul>



- Sign-in sheet
- Electronic device (mobile or computer) for each participant (optional)
- A notebook and a pen for each participant

### Resources

- DIMA 2.0 project (2020). *IO1: Toolkit for developing Strategies for adult education providers*. Available at: <https://dima-project.eu/en/toolkit>:
  - Section 1: Introduction to adult education strategies (pp. 7-11)
  - Section 3: Conducting needs analysis (pp. 21-23)
  - Section 4: Mapping stakeholders and facilitating participation (pp. 27-33)
- European Commission (2012). *Strategies for improving participation in and awareness of adult learning*. Luxembourg: Publications Office of the European Union. Available at: [https://www.ab.gov.tr/files/ardb/evt/1\\_avrupa\\_birligi/1\\_9\\_politikalar/1\\_9\\_4\\_egitim\\_politikasi/ec\\_guide\\_adult\\_learning.pdf](https://www.ab.gov.tr/files/ardb/evt/1_avrupa_birligi/1_9_politikalar/1_9_4_egitim_politikasi/ec_guide_adult_learning.pdf)
- European policy cooperation (ET 2020 framework): [https://ec.europa.eu/education/policies/european-policy-cooperation/et2020-framework\\_en](https://ec.europa.eu/education/policies/european-policy-cooperation/et2020-framework_en)
- EPALE - Electronic Platform for Adult Learning in Europe: <https://epale.ec.europa.eu/en>
- Eurydice: <https://eacea.ec.europa.eu/national-policies/eurydice/>



## Unit 1: Introduction to adult education strategies

No	Topics and Sub-topics/Learning activities	Duration	Training methods	Materials/ Equipment Required	Handouts and Activity sheets
1	<p><b><u>Introduction to the DIMA 2.0 project</u></b></p> <p>Describe the project and explain its primary aim.</p> <p><b><u>Training Overview</u></b> Explain to the participants which topics will be covered in both sessions, showing them the Training Overview.</p> <p><i>If you run out of time, discuss which parts are the most important to cover with the participants.</i></p>	5 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation (<b>PPT_Module 1</b>)</p> <p>(slides 1 -5)</p>
2	<p><b><u>Icebreaking activity: "Fun Questions."</u></b><sup>1</sup></p> <p>This activity will be used as an icebreaker. Steps:</p> <ul style="list-style-type: none"> <li>• Click on the link, and Random Wheel will appear.</li> <li>• Enter full screen and click start.</li> <li>• Participants should turn the wheel and answer the Random Question that appears.</li> <li>• After answering the question and receiving the comments of the others, participants should present themselves (name, organisation, and what their daily work looks like)</li> <li>• Participants are encouraged to comment on others' or make questions during this activity (within the time-limit).</li> <li>• Participants should note down the colour of their question!</li> </ul>	<p>20 minutes (1 minutes for each participant )</p> <p><i>A clock is displayed on the screen of the Random Wheel to track time</i></p>	<ul style="list-style-type: none"> <li>• Icebreaker activity</li> <li>• Self-presentation</li> <li>• Participation of all participants</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (Laptop)</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation (<b>PPT_Module 1</b>)</p> <p>(slide 6)</p> <p><a href="#">Link</a> to Random Wheel (within the presentation)</p>

<sup>1</sup> This activity is designed to also be implemented in online workshops (as an alternative because of Covid-19). However, participants can be grouped automatically through *breakout rooms in Google Meet, Zoom, or Microsoft Teams*.



	<p>There are 20 questions on the Wheel, one for each participant. When a problem is answered, click "Eliminate" to avoid repeating the same questions.</p>				
	<p><b>Grouping participants: 4 teams</b> (of 5 participants each)</p> <p>The icebreaker activity will also be used to divide participants into groups for the rest of the training. Based on the colour of their question, they are divided as follows:</p> <p><b>Team 1:</b> Blue and light blue  <b>Team 2:</b> Red and Pink  <b>Team 3:</b> Orange and purple  <b>Team 4:</b> Green and yellow</p>	2 minutes (to review groups and arrange them accordingly)	-	<ul style="list-style-type: none"> <li>• Pen and notebook for participants</li> </ul>	-
<b>3</b>	<p><b>Defining Adult learning</b></p> <p>Ask the participants to get their devices (laptop or mobile) and access the internet.</p> <p>Ask participants to visit <a href="https://sli.do">sli.do</a> and enter the event's code (i.e., <b>#38155</b>)</p> <p>On the first question, participants should write their definition of what is included in <i>Adult Learning</i>.</p> <p><i>Activate the poll</i> and set it to <i>Present</i> mode. Then, reveal the answers and discuss with participants.</p> <p>Useful questions:</p> <ul style="list-style-type: none"> <li>• Are university studies considered Adult Learning?</li> <li>• Are courses without certification considered Adult Learning?</li> <li>• Are one-day workshops considered Adult Learning?</li> <li>• What fields or topics does Adult Learning cover?</li> </ul>	8 minutes	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (Laptop)</li> <li>• Internet connection</li> <li>• Projector</li> <li>• Electronic device with access to the internet for each participant</li> </ul>	<p>Presentation (<b>PPT_Module 1</b>)</p> <p>(slides 7 -9)</p>





	<ul style="list-style-type: none"> <li>• Which ages are covered in Adult Learning?</li> </ul> <p>Explain to the participants that there is no consensus among stakeholders about what adult learning includes and how it is defined. Therefore, a misunderstanding at a policy level might be present.</p> <p>Present the definition of the Council of the European Union. Explain that each member-state might adopt a different definition or not adopt any at all (e.g., Cyprus).</p>				
4	<p><b><u>The Strategic plan framework/ The relationship between Vision, Strategy and Goals/ The SMART model</u></b></p> <p>Provide the theoretical background presenting the Strategic Plan Framework, explaining the pyramid briefly.</p> <p>Explain the connection between vision, strategy, and goals. Emphasise that: <i>It is a prerequisite for an organisation to have a vision, mission, and objectives after it proceeds with the strategy. These are very important statements, and they need to be agreed upon with the internal management team.</i></p> <p>Then, present the SMART model.</p> <p>Explain that if the organisation operates in the private sector, a strategy is built to provide a competitive advantage in the market.</p>	<p>10 minutes</p> <p><i>Most probably, participants will be familiar with these terms.</i></p>	Presentation	<ul style="list-style-type: none"> <li>• Computer (Laptop)</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation (<b>PPT_Module 1</b>)</p> <p>(slides 10-12)</p>



<p><b>5</b></p>	<p><b><u>Benefits of strategies/National and European Strategies/Adult education's role and utility</u></b></p> <p>Ask participants to return to sli.do with the same code and answer the 2<sup>nd</sup> question: <i>Briefly, state 2 benefits of having a strategy as an organisation.</i> Opposite opinions are also welcomed (i.e., if they believe that a strategy is not helpful).</p> <p>Discuss the results with the participants.</p> <p>Briefly refer to national/European strategies and adult education's role and utility: it is useful to ask ourselves whether our goals and activities match the national strategy and priorities or not.</p>	<p>10 minutes</p>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Exchanging opinion and practices</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (Laptop)</li> <li>• Internet connection</li> <li>• Projector</li> <li>• Electronic device for each participant</li> </ul>	<p>Presentation (<b>PPT_Module 1</b>)</p> <p>(slides 13-15)</p>
<p><b>6</b></p>	<p><b><u>Activity: SMART goals</u></b></p> <p>Ask the participants to work in groups and write at least 1 strategic goal. Discuss the results.</p>	<p>10 minutes</p>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Exchanging opinion and practices</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (Laptop)</li> <li>• Internet connection</li> <li>• Projector</li> <li>• Pen and notebook for participants</li> </ul>	<p>Presentation (<b>PPT_Module 1</b>)</p> <p>(slide 16)</p>



## Unit 2: Conducting needs analysis.

No	Topics and Sub-topics/Learning activities	Duration (minutes)	Training methods	Materials/ Equipment Required	Handouts and Activity sheets
1	<p><b>Introduction to Unit 2</b> Briefly describe the content and the aim of Unit 2.</p>	2 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (Laptop)</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation <b>(PPT_Module 1)</b>  (slide 17)</p>
2	<p><b>Match needs and offerings</b> Explain the importance of matching the needs of the market with the offerings of an educational institution.</p> <p>Employees (individual needs) -&gt; Education -&gt; Employers (market needs)</p>	3 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (Laptop)</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation <b>(PPT_Module 1)</b>  (slide 18)</p>
3	<p><b>Gathering, analysing, and interpreting data</b> Present the 4 necessary steps of the needs analysis process. Explain that needs analysis must be conducted for both (low-skilled) adults and employers (the market).</p> <p><b>Activity: conducting needs analysis</b> Distribute the <b>Worksheet M1.1</b> and ask the learners to work in their teams and find solutions for each stage of the needs' analysis process (keep slide 20 on). Team members are given a role. In the worksheet, the roles-responsibilities of each member of the group are</p>	15 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Team discussion</li> <li>• Problem-solving</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (Laptop)</li> <li>• Internet connection</li> <li>• Projector</li> <li>• Pen and notebook for participants</li> </ul>	<p>Presentation <b>(PPT_Module 1)</b>  (slides 19-21)</p> <p><b>Worksheet M1.1</b></p>



	precisely explained. Then, team members decide how the roles will be assigned (Leader, Presenter, Timekeeper, Recorder, Errand monitor). Discuss solutions and note down the key words mentioned while providing them with examples of <b>data collection</b> diagnostic tools (slide 21).				
4	<p><b>Manage resources</b></p> <p>Matching needs to an absolute extent may require a significant number of resources (financial, human, technological, etc.). Ask participants to brainstorm possible required resources and hold a discussion. We soon realise that we do not have all the desired resources to respond adequately to their needs. Resources will always be scarce.</p> <p>However, the key is to mobilise existing resources to produce value for adult learners and generate new ones. In this journey, you need to be creative and innovative.</p>	10 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (Laptop)</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation (<b>PPT_Module 1</b>)</p> <p>(slides 22-23)</p>



## Unit 3: Mapping stakeholders and facilitating participation

No	Topics and Sub-topics/Learning activities	Duration	Training methods	Materials/ Equipment Required	Handouts and Activity sheets
1	<p><b><u>Introduction to Unit 3</u></b></p> <p>Briefly describe the content and the aim of Unit 3.</p>	2 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Computer/Laptop</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation <b>(PPT_Module 1)</b></p> <p>(slide 24)</p>
2	<p><b><u>Defining stakeholders in Adult Education/Strategies to identify and classify stakeholders: stages and map of axes of interest and influence</u></b></p> <p>Provide a definition of stakeholders in adult education (slide 25)</p> <p>To identify and classify adult education stakeholders, we will go through the following 3 stages:</p> <p>1) Identifying stakeholders 2) Classifying stakeholders 3) Prioritise stakeholders</p>	5 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Computer/Laptop</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation <b>(PPT_Module 1)</b></p> <p>(slides 25-27)</p>
3	<p><b><u>Activity: identifying, classifying, and prioritising stakeholders</u></b></p> <p>Participants should work in groups to identify their network of stakeholders. On a blank paper,</p>	20 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Team discussion</li> <li>• Problem-solving</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (Laptop)</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation <b>(PPT_Module 1)</b></p> <p>(slide 28)</p> <p>Worksheet -M1.2</p>

<p>they have 5 minutes to list possible stakeholders relevant to their networks.</p> <p>Once they finish, distribute a copy of the <b>Worksheet M1.2</b> to each participant. They should classify stakeholders in different categories and enrich their lists with new stakeholders.</p> <p>Explain that they need to assess the importance of different stakeholders by defining the level of interest and influence on a scale from one to three, whereas 1 is Low and 3 is High. Then they should input the stakeholders in the map of axes of interest and influence, -on the 2nd page of the <b>Worksheet M1.2</b>.</p> <p>Explain to the participants that the stakeholders in the top right box on their map are the ones they should focus on more.</p>			<ul style="list-style-type: none"> <li>• Pen and notebook for participants</li> </ul>	
<p><b>4</b> <b><u>Communication strategy for stakeholders +</u></b> <b><u>Activity: communication plan</u></b></p> <p>Distribute <b>Worksheet M1.3</b> to each group. They should create a communication plan to reach out</p>	20 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Team discussion</li> <li>• Problem-solving</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (Laptop)</li> <li>• Internet connection</li> <li>• Projector</li> <li>• Pen and notebook for participants</li> </ul>	<p>Presentation <b>(PPT_Module 1)</b>  (slides 29-31)  <b>Worksheet M1.3</b></p>



to the stakeholders identified earlier.

The communication plan must include the following:

- **WHICH** subjects must be addressed, and which tone must be used (negative, neutral, positive)?
- **WHO** is responsible for contacting stakeholders (identify the responsible entity/organisation)?
- **HOW** will you contact them (via social media, e-mailing, postal mailing, internal communication, etc.)?
- **WHEN:** timeline to send communications (daily, weekly, fortnightly, monthly, etc.).
- **RESULTS:** how the results (answers/reactions of stakeholders) will be collected/ through which means (printed or online form, through a call centre, etc.).

Keep slide 29 on the display so that the participants can refer to it for the content of each row. Participants have 9 minutes for this activity.



	After that, each team should present their map of stakeholders and their communication strategy. Present <b>slide 31: input on how to measure effectiveness of a communication plan.</b>				
5	<b>Module summary</b>	2 minutes	<ul style="list-style-type: none"> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (Laptop)</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	Presentation <b>(PPT_Module 1)</b>  (slide 32)

## Assessment

**Assessment duration:** 20-30 minutes

**Activity:** Upon completion of this module, participants will be asked to work individually to develop the initial steps of their strategy:

- **Draft the vision and strategic goals of their organisation.**
- **Briefly state the importance of having a strategy, mentioning at least one benefit.**
- **List the steps of an effective needs analysis. Apply solutions for each step (e.g., possible data collection tools, ways of analysing and interpreting data).**
- **Refer to a key stakeholder of high priority and elaborate on how they can contact them.**





## Worksheet M1.1

Cooperative Team Roles		
Role	Responsibility	Sound bites:
<b>Leader</b>	<ul style="list-style-type: none"> <li>Makes sure that every voice is heard.</li> <li>Guides the discussion around the learning task.</li> </ul>	<ul style="list-style-type: none"> <li>"Let's hear from..... next."</li> <li>"That's interesting, but let's get back to our task."</li> </ul>
<b>Recorder</b>	<ul style="list-style-type: none"> <li>Compiles group members' ideas into a collaborative graphic organiser.</li> <li>Notes down what is being discussed.</li> </ul>	<ul style="list-style-type: none"> <li>"I think I heard you say_____; is that. right?"</li> <li>"How would you like me to write this?"</li> </ul>
<b>Timekeeper</b>	<ul style="list-style-type: none"> <li>Encourages the group to stay on task and sticks to their timeframe.</li> <li>Keeps updating the team on how much time is left, announces when time is halfway up and when time is nearly up.</li> </ul>	<ul style="list-style-type: none"> <li>"We only have five minutes left. Let's see if we can wrap up by then."</li> </ul>
<b>Presenter</b>	<ul style="list-style-type: none"> <li>Presents the group's finished work to the class.</li> </ul>	<ul style="list-style-type: none"> <li>"How would you like this to sound?"</li> </ul>
<b>Errand Monitor - Material Manager</b>	<ul style="list-style-type: none"> <li>Collects and returns material to the group.</li> </ul>	



# Worksheet M1.1

## Conducting Needs Analysis

	Reach out target group	Data collection means	Data analysis means	Interpretation of results
Adults (individual needs)	1. ....	1. ....	1. ....	1. ....
	2. ....	2. ....	2. ....	2. ....
	3. ....	3. ....	3. ....	3. ....
	4. ....	4. ....	4. ....	4. ....



# Worksheet M1.1

## Conducting Needs Analysis

	Reach out target group	Data collection means	Data analysis means	Interpretation of results
Employers (Market needs)	1. ....	1. ....	1. ....	1. ....
	2. ....	2. ....	2. ....	2. ....
	3. ....	3. ....	3. ....	3. ....
	4. ....	4. ....	4. ....	4. ....



## Worksheet M1.2

### Identifying Stakeholders

Try to identify your network of stakeholders. Write down how each one can contribute to the process.

#### Ministries/governmental bodies/local authorities:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

#### Higher education institutions:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

#### Businesses:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

#### Youth organisations/social groups/NGOs:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

#### Career advising services / Employment offices:

1. \_\_\_\_\_



---

2.

---

3.

---

4.

---

5.

**Adult education organisations:**

---

1.

---

2.

---

3.

---

4.

---

5.

**Other possible stakeholders:**

---

1.

---

2.

---

3.

---

4.

---

5.



### Prioritising stakeholders

Assess the importance of each stakeholder. Remove from your list any of the stakeholders that might not be relevant to your needs. Define the level of interest and influence on a scale from one to three, whereas **1** is **Low** and **3** is **High**. Insert the stakeholders in the map of axes of interest and influence by using the template provided below.

LEVEL OF INTEREST	3. High			
	2. Medium			
	1. Low			
		1. Low	2. Medium	3. High
LEVEL OF INFLUENCE				

## Worksheet M1.3

### Communication strategy for stakeholders

WHAT	
WHO	
HOW	
WHEN	
RESULTS	



## Lesson Plans: Module 2: Mapping strategy to target groups

### WORKSHOP for F2F Instruction

<p><b>Module Title:</b> Mapping strategy to target groups</p>
<p><b>Aim of the module:</b> The objective of this module is to frame the strategy that precedes the design and development of the training programme in adult education. For this reason, this module aims to:</p> <ol style="list-style-type: none"> <li>1. Examine the profile of low-skilled adults and the possible obstacles that hinder their learning.</li> <li>2. Develop participants' skills in identifying the characteristics and needs of the target audience.</li> <li>3. Develop participants' skills in modifying training according to low-skilled adults' needs.</li> <li>4. Introduce participants to the key components of EQF, NQF, and Upskilling Pathways</li> </ol>
<p><b>Learning outcomes:</b> Upon completion of this Module learners should be able to:</p> <ol style="list-style-type: none"> <li>1. Analyse the target audience needs and outline their characteristics.</li> <li>2. Describe the characteristics and needs of low-skilled adults.</li> <li>3. Match adult learners' needs with training programmes characteristics.</li> </ol> <p>Understand the key components of EQF, NQF, and Upskilling Pathways</p>
<p><b>Duration:</b> 2.5 Hours Face to Face</p>
<p>Preparation/ Materials/Equipment (projector, internet connection etc.)</p> <ul style="list-style-type: none"> <li>● Training venue with IT equipment including laptop and projector</li> <li>● A computer for the facilitator</li> <li>● Internet connection</li> <li>● Projector</li> <li>● Electronic device (mobile or computer) for each participant</li> </ul>



- A notebook and a pen for each participant

#### Resources

- Council of the European Union (CEU). (2016). *Council recommendation of 19 December 2016 on upskilling pathways: New opportunities for adults*.
- DIMA 2.0 (2020) *Toolkit for developing Strategies for adult education providers*.
  - Section 2: Profile and characteristics of low-skilled adults (pp. 14-19)
  - Section 5: Adapting programmes to the characteristics of low-skilled (pp. 40-43)
  - Section 9: Recognition, validation, and certification (pp. 69-70)
- EWF European Federation for Welding (2018) EQF – *10 Years of European Qualifications*. Retrieved from: [https://www.youtube.com/watch?v=X5\\_jAdCpbPE](https://www.youtube.com/watch?v=X5_jAdCpbPE)
- Felgueroso, F. (2016). *El aprendizaje permanente de los adultos en España: retos para el futuro* [Ebook]. Fedea. Retrieved from <https://www.fedea.net/nsaw/descargas/NSAW02es.pdf>
- Gobierno de Canarias. (2020). Retrieved 26 November 2020, from <http://www3.gobiernodecanarias.org/>
- Heick, T., 25 Questions To Guide Teaching With Project-Based Learning. Retrieved 12 March 2021, from <https://www.teachthought.com/technology/a-project-based-learning-spectrum-25-questions-to-guide-your-pbl-planning/>
- Hidalgo, J., de la Blanca, S., & Risueño, J. (2020). La innovación educativa en la educación de adultos como mejora del proceso de enseñanza-aprendizaje. *Escuela Abierta*, (14), 83-109. Retrieved from [http://www.ceuandalucia.es/escuelaabierta/pdf/articulos\\_ea14pdf/ea14\\_hidalgo.pdf](http://www.ceuandalucia.es/escuelaabierta/pdf/articulos_ea14pdf/ea14_hidalgo.pdf)
- MaintWorld (2020) *Image*. Retrieved from: [https://www.maintworld.com/var/ezwebin\\_site/storage/images/media/images/table-115/3812-1-eng-GB/Table-1.png](https://www.maintworld.com/var/ezwebin_site/storage/images/media/images/table-115/3812-1-eng-GB/Table-1.png)
- Ministerio de Sanidad, Consumo y Bienestar Social. (2020). Retrieved 26 November 2020, from <https://www.msrebs.gob.es/>



**Unit 1: Profile and characteristics of low-skilled adults**

No	Topics and Sub-topics/Learning activities	Duration (minutes)	Training methods	Materials/ Equipment Required	Handouts and Activity sheets
1	<p><b><u>Introduction to Module and Unit 1</u></b></p> <p>Briefly describe the content and the aim of Module 2 and Unit 1.</p>	2 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (Laptop)</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	Presentation <b>(PPT_Module 2)</b> (slides 2- 4)
2	<p><b><u>Definition of low-skilled adults - Who are low-skilled adults?</u></b></p> <p>Define who can be considered a low-skilled adult and explain different types of classification of low-skilled adults.</p>	2 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (Laptop)</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	Presentation <b>(PPT_Module 2)</b> (slide 5)
3	<p><b><u>Activity profile and characteristic of low-skilled adults/ Eight Key competences for LLL</u></b></p> <p>The purpose of this activity is to allow participants to consider and identify the profile of their target groups. It should be first emphasised that there is inequality among certain groups participating in adult learning; therefore, there is a need to better address low-skilled adults when organisations design and plan their strategy.</p> <p>Inform the participants that they will work in the same team formed earlier for the next activity. Distribute the <b>Worksheet M2.1</b> to the teams. They will hold a group discussion for 15 minutes on the profile and characteristics of low-skilled adults.</p> <p>Team members are given a role. In the worksheet, the roles-responsibilities of each member of the group are precisely explained. Then, team members decide how</p>	25 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Team discussion</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (Laptop)</li> <li>• Internet connection</li> <li>• Projector</li> <li>• Pen and notebook for participants</li> </ul>	Presentation <b>(PPT_Module 2)</b> (slides 6-7)  <b>Worksheet M2.1</b>

<p>the roles will be assigned (Leader, Presenter, Timekeeper, Recorder, Errand monitor).          The second page of the worksheet lists different groups of low-skilled adults. Participants are asked to add other groups they might have in mind and then mark which of them fit their situation.          The goal is for participants to exchange views and learn how to better address their potential learners' needs and characteristics through discussion. Also, give further questions to facilitate the discussion and guide their planning:</p> <ul style="list-style-type: none"> <li>• What are the main characteristics of each group?</li> <li>• Do these target groups have common characteristics?</li> <li>• Where do they differ?</li> <li>• What are their needs in each case?</li> </ul> <p>When all teams complete their individual activities, each team presents the main points discussed. Start a 10-minute discussion between all participants and note key words mentioned. Then, present the 8 key competences for life-long learning (slide 7) to compare these to the characteristics of the low-skilled adults that have been already identified.</p>				
---	--	--	--	--

<p>4</p>	<p><b><u>Defining the obstacles of low-skilled Adults + Reflection</u></b></p> <p>Ask the participants to define some possible barriers that low-skilled adults face, which hinder their participation in adult education and training.</p> <p>Then ask them to access sli.do and enter the equivalent event code (i.e., #38156). At that time, present some formulated questions and ask them to identify those barriers by ticking answers that may apply. Each question is a multiple-choice question with several alternative answer choices. After every question, present the results and run an open discussion.</p> <p>Useful questions for reflection:</p> <ul style="list-style-type: none"> <li>• What do these barriers teach us?</li> <li>• How can these barriers be overcome?</li> <li>• Are there any plans to increase opportunities and remove barriers in adult learning?</li> <li>• What is the role of the government?</li> <li>• Are there any policies or incentives supporting low-skilled adults' efforts? (e.g., financial support, wage and training subsidies, tax incentives, loans at preferential rates)</li> <li>• What can we do to support that effort?</li> </ul> <p>Discuss with participants the above questions.</p>	<p>10 minutes</p>	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Internet connection</li> <li>• Computer (laptop)</li> <li>• Projector</li> <li>• Electronic device with access to the internet for each participant</li> </ul>	<p>Presentation <b>(PPT_Module 2)</b></p> <p>(slides 8 - 9) <a href="http://www.slido.com">www.slido.com</a></p>
----------	--	-------------------	--	---	--

<p>5</p>	<p><b>Activity: build the profile of your target group</b>          Distribute <b>Worksheet M2.2</b> to all participants and ask them to choose a specific target group they currently work with or could work with in the future.          Ask the participants to take 5-10 minutes and develop a short paragraph on their profile, as in the following example:          "Our primary audience is political refugees, mostly from Middle Eastern countries that live in refugee camps. They are well educated, but they have poor knowledge of their host country language. They want to build new and safe lives elsewhere because they cannot go back to their country".          The goal is to help adult educators understand the needs, the profile, and barriers of the low-skilled adult groups in-depth. A 10minute reflection will follow on how they are going to utilise these findings in their workplace.</p>	<p>20 minutes</p>	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Team discussion</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Internet connection</li> <li>• Computer (laptop)</li> <li>• Projector</li> <li>• Pen and notebook for participants</li> </ul>	<p>Presentation  <b>(PPT_Module 2)</b>          (slide 10)  <b>Worksheet M2.2</b></p>
----------	--	-------------------	---	--	---

**Unit 2: Adapting programmes to the characteristics of low-skilled**

No	Topics and Sub-topics/Learning activities	Duration	Training methods	Materials/ Equipment Required	Handouts and Activity sheets
1	<p><b><u>Introduction to Unit 2</u></b></p> <p>Briefly describe the content and the aim of Unit 2.</p>	2 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Internet connection</li> <li>• Computer (laptop)</li> <li>• Projector</li> </ul>	<p>Presentation <b>(PPT_Module 2)</b></p> <p>(slide 11)</p>
2	<p><b><u>The value of Adult Learning</u></b></p> <p>Introduction to the importance of offering:</p> <ul style="list-style-type: none"> <li>• a training relevant and useful for employability (linking training with the market)</li> <li>• a training that follows national/regional trends</li> <li>• a training that promotes active citizenship</li> <li>• a flexible curriculum</li> <li>• an accessible and inclusive training</li> </ul> <p>The instructor presents the above concepts briefly explaining their meaning (participants will probably be already familiar with these concepts) but not any solutions,</p>	5 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Internet connection</li> <li>• Computer (laptop)</li> <li>• Projector</li> </ul>	<p>Presentation <b>(PPT_Module 2)</b></p> <p>(slides 12-13)</p>

	<p>since this will be participants' next task.</p> <p>Short introduction to important techniques of group dynamisation <b>(slide 13 - Techniques of group dynamisation)</b></p>				
3	<p><b><u>Group activity 1: adapting a programme</u></b></p> <p>The adaptation of the training programme to the characteristics of adult learners will be addressed by implementing participatory techniques.</p> <p>Steps:</p> <ul style="list-style-type: none"> <li>• The participants will work again in the same groups.</li> <li>• Each group will choose a coordinator who will be speaker and moderator.</li> <li>• The groups will have a 6-minute discussion about how an adult education provider can adapt their programmes to the needs and characteristics of low-skilled adults, considering:             <ol style="list-style-type: none"> <li>a) the need to provide a relevant/useful training.</li> <li>b) to be active citizens.</li> </ol> </li> </ul>	15 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Team discussion</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Internet connection</li> <li>• Computer (laptop)</li> <li>• Projector</li> </ul>	<p>Presentation <b>(PPT_Module 2)</b></p> <p>(slide 14)</p>

	<p>c) the importance of having a flexible curriculum. d) the importance of providing an accessible and inclusive programme.</p> <p>Each member of the group will have equal time to express his/her opinion about the ways an organisation can cater for the above adult learners' needs.</p> <ul style="list-style-type: none"> <li>• The coordinator of each group will synthesise the contributions of each participant.</li> <li>• Ask the coordinator of each team to present the main points of their discussion to the rest of the class.</li> </ul>				
<p><b>4</b></p>	<p><b><u>Group activity 2: adapting a programme to the target group.</u></b></p> <p>Split the participants in groups again and distribute one copy of <b>Worksheet M2.3</b> to each group. The questions in the first column will help them start working on how to adapt a programme to the skills of their target audience (e.g., considering the profile they built in Unit 1). Each team has approx. 10 minutes to answer these questions.</p>	<p>20 minutes</p>	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Team discussion</li> <li>• Problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>• Computer/Laptop</li> <li>• Internet connection</li> <li>• Projector</li> <li>• Pen and notebook for participants</li> </ul>	<p>Presentation (<b>PPT_Module 2</b>)  (slide 15)  <b>Worksheet M2.3</b></p>



	Then each team should present their work.				
--	---	--	--	--	--



### Unit 3: Recognition, validation, and certification

No	Topics and Sub-topics/Learning activities	Duration	Training methods	Materials/ Equipment Required	Handouts and Activity sheets
1	<p><b><u>Introduction to Unit 2</u></b></p> <p>Briefly describe the content and the aim of Unit 3: an introduction to recognition, validation, and certification structures in national and European level.</p>	2 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Computer/Laptop</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation <b>(PPT_Module 2)</b></p> <p>(slide 16)</p>
2	<p><b><u>The European Qualifications Framework</u></b></p> <p>Invite participants to watch the following short YouTube video, which provides a one-minute introduction to the EQF: <a href="https://www.youtube.com/watch?v=X5_jAdCpbPE">https://www.youtube.com/watch?v=X5_jAdCpbPE</a></p> <p>Provide an overview of the EQF (slides 18-19)</p> <p>Initiate a discussion with participants over the importance of having a European framework and its benefits to the lives of individuals and academic institutions and present relevant information (slides 20 + 21)</p>	8 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Computer/Laptop</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation <b>(PPT_Module 2)</b></p> <p>(slides 17-20)</p> <p>YouTube video</p>



3	<p><b><u>Case Study 1 - Application of the EQF in the Maintenance Sector</u></b> Present the first Case Study, which shows how the EQF is applied to qualifications in the Maintenance Sector in Europe.</p> <p>Invite participants to examine how the EQF works in a specific sector, the maintenance sector. This section aims to ensure that participants understand the importance of aligning their programmes with the knowledge, skills, and competencies required at each EQF level.</p> <p>Participants will be asked to identify from the industry they work in what the different levels of the EQF would grant.</p>	10 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Computer/Laptop</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation <b>(PPT_Module 2)</b></p> <p>(slide 21-22)</p>
4	<p><b><u>Case Study 2: National Framework of Qualifications in Ireland</u></b></p> <p>Begin this session by introducing participants to the National Qualifications Framework (NQF) and its role; then present a Case Study of the National Framework of Qualifications from Ireland.</p>	10 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Computer/Laptop</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation <b>(PPT_Module 2)</b></p> <p>(slide 23)</p>

	<p>Invite participants to identify examples of National Frameworks across Europe and identify the importance of having a supported framework at a European level.</p> <p>To introduce the Case Study, invite participants to watch a YouTube video on the national framework of Ireland: <a href="https://www.youtube.com/watch?v=w8rzlYgo9ps">https://www.youtube.com/watch?v=w8rzlYgo9ps</a></p>				
5	<p><b>Group activity: NQF - EQF</b></p> <p>Invite participants to return to their pairs or small groups and conduct some independent research based on the prompts offered on slide 23.</p> <p>Each group will be given 15 minutes to complete this research. For this task, groups will be asked to draw on a large A3 sheet what they have learned about their NQF and they should include visuals and graphs which relate it to the EQF.</p> <p>After 15 minutes, invite each group to come to the front of the class and present their A3 sheet with their key findings of the NQF and EQF.</p>	20 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Team Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Computer/Laptop</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation <b>(PPT_Module 2)</b></p> <p>(slide 24)</p>

<p>6</p>	<p><b><u>Upskilling Pathways: New Opportunities for Adults</u></b></p> <p>Invite participants to watch the following video that explains the upskilling pathways:  <a href="https://ec.europa.eu/social/main.jsp?catId=1224">https://ec.europa.eu/social/main.jsp?catId=1224</a></p> <p>Present to the participants the 3 essential steps for designing programmes with a focus on low-skilled adults.</p> <p>Discuss with them the necessity of these 3 steps for an impactful programme.</p> <p>Reference them to the European Commission's Recommendation for more information.</p>	<p>5 minutes</p>	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Computer/Laptop</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation (<b>PPT_Module 2</b>)</p> <p>(slides 25-26)</p>
<p>7</p>	<p><b><u>Module summary</u></b></p>	<p>2 minutes</p>	<ul style="list-style-type: none"> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (Laptop)</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation (<b>PPT_Module 2</b>)</p> <p>(slide 27)</p>

## Assessment

**Assessment:** 20-30 minutes

**Activity:** Upon completion of this module, participants will work individually and:

- Specify their target audience and identify the adult group(s) they plan to offer courses and trainings, having their vision/strategic goals in mind.
- Describe each group characteristics, needs and challenges as well as strengths.
- Refer to at least 5 points on how they can better adapt the programme to the characteristics of their target group/ low-skilled adults.
- Write a short paragraph explaining NQF, EQF and Upskilling Pathways, underlying their importance.



## Worksheet M2.1

Cooperative Team Roles		
Role	Responsibility	Sound bites:
Leader	<ul style="list-style-type: none"> <li>Makes sure that every voice is heard.</li> <li>Guides the discussion around the learning task</li> </ul>	<ul style="list-style-type: none"> <li>"Let's hear from..... next."</li> <li>"That's interesting, but let's get back to our task."</li> </ul>
Recorder	<ul style="list-style-type: none"> <li>Compiles group members' ideas into a collaborative graphic organiser.</li> <li>Notes down what is being discussed.</li> </ul>	<ul style="list-style-type: none"> <li>"I think I heard you say_____; is that. right?"</li> <li>"How would you like me to write this?"</li> </ul>
Timekeeper	<ul style="list-style-type: none"> <li>Encourages the group to stay on task and sticks to their timeframe.</li> <li>Keeps updating the team on how much time is left, announces when time is halfway up and when time is nearly up.</li> </ul>	<ul style="list-style-type: none"> <li>"We only have five minutes left. Let's see if we can wrap up by then."</li> </ul>
Presenter	<ul style="list-style-type: none"> <li>Presents the group's finished work to the class.</li> </ul>	<ul style="list-style-type: none"> <li>"How would you like this to sound?"</li> </ul>
Errand Monitor - Material Manager	<ul style="list-style-type: none"> <li>Collects and returns material to the group.</li> </ul>	



## Possible low-skilled adult groups

Which groups may consist of your potential learners? Mark those that apply to your situation:

- NEET (Not in Education, Employment or Training)
- Unemployed people with a low level of qualifications
- Older workers (45-64 years old)
- EU and non-EU migrants
- Refugees and asylum seekers
- Prisoners
- People with disabilities
- Roma
- Self-employed
- Low-paid employees
- Adult education staff
- School dropouts
- Specific professions .....
- Other .....
- Other .....
- Other .....





## Worksheet M2.2

Building the profile of your target group	
Selected target group:	[...]
Target group profile:  <i>Facilitating Questions:</i> <ul style="list-style-type: none"> <li>• What brings them together?</li> <li>• Where do they live?</li> <li>• What is their background?</li> <li>• What do they want to achieve?</li> <li>• What are their prospects and aspirations?</li> <li>• What about their culture and ethics?</li> <li>• What is their knowledge and skills level?</li> <li>• What are their strengths?</li> </ul>	[...]



## Worksheet M2.3

Answer the following questions:

<p>What are the skills your target audience wants to develop through your programme? Write at least 3 skills based on the profile of the target group you have built.</p>	<p><b>Example:</b> Basic information and data literacy.</p>
<p>Why is it important to develop these skills? Where are they going to use them?</p>	<p><b>Example:</b> To identify clients and suppliers. Get in contact and increase acquisition.</p>
<p>How will these skills be developed?</p>	<p><b>Example:</b> By browsing, searching, and filtering data in exercises during the class. Learners will be asked to articulate information needs, to search for data, information, content in digital environments.</p>
<p>What are the means and support you will need to help them develop these skills?</p>	<p><b>Example:</b> integrate digital technologies in the curriculum</p>



## Lesson Plans: Module 3. Designing and Implementing Your Strategy

### WORKSHOP for F2F Instruction

Module Title: Designing and Implementing Your Strategy
<p>Aim of the module: The objective of this module is to provide adult educators with a framework for designing and implementing training programmes. More specifically, this module aims to:</p> <ol style="list-style-type: none"> <li>1. Develop participants' skills in implementing different learning design strategies to engage adult learners.</li> <li>2. Familiarise participants with monitoring, evaluation, and improving strategies.</li> <li>3. Enhance participants' understanding on how to associate programmes with official skills recognition mechanisms</li> </ol>
<p><b>Learning outcomes:</b> Upon completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> <li>1. Apply key learning design principles in developing education programmes.</li> <li>2. Develop monitoring, evaluation, and assessment processes.</li> <li>3. Align programmes with skills qualification mechanisms.</li> </ol>
Module duration: 2.5 Hours Face to Face (~1hour / Unit)
<p>Preparation/ Materials/Equipment</p> <ul style="list-style-type: none"> <li>• Training venue with IT equipment including laptop and projector</li> <li>• A computer for the facilitator</li> <li>• Internet connection</li> <li>• Projector</li> <li>• Flipchart and markers</li> <li>• Sign-in sheet</li> </ul>

- Electronic device (mobile or computer) for each participant (optional)
- A notebook and a pen for each participant

#### Resources

- Auzmor Inc (2020). *The Kirkpatrick Evaluation Model [Explained]*. Retrieved from <https://www.youtube.com/watch?v=MUakGed8QeY>
- DIMA 2.0 (2020). Toolkit for developing Strategies for adult education providers:
  - Section 6: Designing programmes with a focus on low-skilled adult (pp. 46-47)
  - Section 7: Developing and implementing programmes (pp. 51-56)
  - Section 8: Monitoring, evaluation and improving strategies (pp. 60-66)
  - Section 9: Recognition, validation, and certification - Unit 2: Skills assessment (pp. 70)
- García Escudero, J. (2020). *MF1444\_3: Impartición y tutorización de acciones formativas para el empleo* [Ebook]. Atlas Systems S.L. ISBN: 978-84-943075-3-9
- Europa EU (2020). *The European Qualifications Framework*. Retrieved from: <https://europa.eu/europass/en/european-qualifications-framework-eqf>
- Navy Fleet and Family Readiness (2018). *Adult Learning Theory*. Retrieved from: <https://www.youtube.com/watch?v=Uk6QFIUYrKE>
- Prozesky, D.R. (2000). *Teaching and Learning*. Retrieved from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1764819/>
- Spencer, J. (2020). *Empowering Students to Own the Assessment Process*. Retrieved from: [https://www.youtube.com/watch?v=8WxvVgXC\\_NY](https://www.youtube.com/watch?v=8WxvVgXC_NY)
- Vark-Learn (2020). *The VARK questionnaire*. Retrieved from: <https://vark-learn.com/the-vark-questionnaire/>



## Unit 1: Designing programmes with a focus on low-skilled adults

No	Topics and Sub-topics/Learning activities	Duration	Training methods	Materials/ Equipment Required	Handouts and Activity sheets
1	<p><b><u>Introduction to Unit 1</u></b></p> <p>Briefly summarise Module 1 + 2, initiate a short group discussion to assess what learning expectations all participants have for this module. You can take note of these expectations on a flipchart to refer to later in the session.</p> <p>Briefly describe the content and aim of Module 3 and Unit 1.</p>	2 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (Laptop)</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation <b>(PPT_Module 3)</b></p> <p>(slides 2-3)</p>
2	<p><b><u>Curriculum Planning</u></b></p> <p>Training processes must be understood as unitary and continuous systems. For this, it is necessary to provide learners with a connection that serves to harmonise all required actions. This process is called <i>Planning</i>, which means the sequential order of all elements that interfere or are required in a learning process.</p>	5 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (Laptop)</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation <b>(PPT_Module 3)</b></p> <p>(slides 4-5)</p>



<p>Therefore, planning means projecting, trying, pursuing, preparing, inventing, suggesting, to reach the purpose and objectives. Planning is making an idea become an activity. It prevents action, taking previous decisions to reach something.</p> <p>For an adult education provider/adult educator to be able to plan, it is necessary:</p> <ul style="list-style-type: none"> <li>• to consider the intended purpose, which means that the trainer must analyse the objective to be reached, understand it in its full extension and study its possibilities and opportunities.</li> <li>• to prevent the process from being followed. This is achieved by answering the questions why, how, what, to whom, in which circumstances...</li> <li>• to have an educator with/have the appropriate training (ideas, experiences, knowledge) to attend the intended purpose properly.</li> </ul>				
--	--	--	--	--

<b>3</b>	<p><b><u>Planning process and parameters</u></b></p> <p>Explain the 3 steps of the planning process. Emphasise the importance of the planning process being as comprehensive as possible. This is due to the complexity of the situation regarding non-formal education and the context of low-skilled and low-qualified adults in specific.</p> <p>Explain the different parameters of planning.</p>	5 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (Laptop)</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	Presentation <b>(PPT_Module 3)</b>  (slides 6-7)
<b>4</b>	<p><b><u>Activity: procedure of designing a curriculum + Elements of curriculum design</u></b></p> <p>Ask the participants to work in groups and outline the procedure of designing a curriculum by reflecting on the process they follow when planning their programmes (10 minutes).</p> <p>Then, discuss and compare their answers and explain the basic elements of curriculum design (slide 9)</p>	15 minutes	<ul style="list-style-type: none"> <li>• Team discussion</li> <li>• Reflection</li> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (Laptop)</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	Presentation <b>(PPT_Module 3)</b>  (slides 8-9)
<b>5</b>	<p><b><u>Learning programmes tailored to low-skilled adults</u></b></p>	15 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Team discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (Laptop)</li> <li>• Internet connection</li> </ul>	Presentation <b>(PPT_Module 2)</b>



<p>Present the 4 principles for tailoring learning programmes to the needs and characteristics of low-skilled adults.</p> <p>For each principle, ask the participants to work in their groups and discuss the ways they can implement them in their learning offers.</p> <p>Reference the participants to the DIMA 2.0 Toolkit for developing Strategies for adult education providers.</p>		<ul style="list-style-type: none"> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Projector</li> </ul>	<p>(slides 10-11)</p>
---	--	--	---	-----------------------

**Unit 2: Developing and Implementing Programmes**

No	Topics and Sub-topics/Learning activities	Duration (minutes)	Training methods	Materials/ Equipment Required	Handouts and Activity sheets
1	<p><b><u>Introduction to Unit 2 and Adult Learning</u></b></p> <p>Briefly describe the content and aim of Unit 2.</p>	2 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (laptop)</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	Presentation ( <b>PPT_Module 3</b> )  (slide 12)
2.	<p><b><u>Teaching and Learning- brainstorming</u></b></p> <p>Give the participants a few minutes to think about the process of teaching and learning (individually).</p> <p>Engage them in a discussion around 'how does teaching lead to learning?' This will enable participants to compare the two processes, identify any links and reflect on their own teaching practice before the introduction of methodological approaches/strategies.</p> <p>Discuss opinions and record all the different keywords, methods, and strategies mentioned by participants.</p>	5 minutes	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (laptop)</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	Presentation ( <b>PPT_Module 3</b> )  (slide 13)
3	<p><b><u>Teaching and Learning</u></b></p> <p>Present content about the concept of learning (slides 14-15) and ask the participants to individually identify if they are extrinsically or extrinsically motivated.</p>	5 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (laptop)</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	Presentation ( <b>PPT_Module 3</b> )  (slides 14-16)

	<p>Explain that understanding what motivates a learner to learn will help educators adapt and improve their own teaching practices to tap into this motivation.</p> <p>Then, define teaching and briefly state the 4 distinct roles of teachers in the teaching process. This works as a link to the adult learning theories/approaches in learning design which will be presented next.</p>				
4	<p><b><u>Adult learners' characteristics</u></b></p> <p>The aim of this activity is to engage participants in identifying adult learners' universal characteristics that affect the approaches and methodologies used when designing a programme.</p> <p>Ask them to describe adult learners by identifying some general characteristics (briefly state the characteristics).</p> <p>Use a digital poll tool (e.g., Slido/Mentimeter) for participants to respond individually (many poll tools allow the results to be presented in the form of a word cloud)</p> <p>Then, discuss results and present some universal characteristics (slide 18).</p> <p>Explain that you will examine some important adult learning theories which are based on these traits.</p>	5 minutes	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (laptop)</li> <li>• Internet connection</li> <li>• Projector</li> <li>• Digital poll tool (e.g., Slido/Mentimeter/ AhaSlides!</li> </ul>	<p>Presentation (PPT_Module 3)</p> <p>(slides 17-18)</p>
5	<p><b><u>Adult Learning Theories</u></b></p> <p>Ask the participants whether they know any types of adult learning theories that have become popular in the 20th century and provide definitions/examples of these</p>	10 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (laptop)</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation (PPT_Module 3)</p> <p>YouTube video</p>

	<p>(they can respond individually with the same poll tool used in the previous activity).</p> <p>The, invite them to watch the following YouTube video:  <a href="https://www.youtube.com/watch?v=Uk6QFIUYrkE">https://www.youtube.com/watch?v=Uk6QFIUYrkE</a></p> <p>Present the 3 theories mentioned in the video and initiate a discussion about which of these 3 types of adult learning theories they are familiar with, highlighting key concepts they entail.</p>			<ul style="list-style-type: none"> <li>• Digital poll tool (e.g., Slido/Mentimeter/ AhaSlides)</li> </ul>	(slides 19-20)
6	<p><b><u>Adult Learning Theory: Knowles' 6 Assumptions of Adult Learners</u></b></p> <p>Inform participants that they will examine the Theory of Andragogy in more detail.</p> <p>Explain to the participants that this theory developed by Knowles is based on 6 assumptions about adult learners, like the universal characteristics they identified at the beginning of the lesson. You can ask the participants to guess/identify these 6 assumptions.</p> <p>Then, present the following YouTube video:  <a href="https://www.youtube.com/watch?v=SArAggTULLU">https://www.youtube.com/watch?v=SArAggTULLU</a>          Reflect with the participants on how accurate they were and show slide 22 with the 6 assumptions of Adult Learners.</p>	10 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (laptop)</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	Presentation (PPT_Module 3)  (slides 21-22)  YouTube video
7	<p><b><u>Strategies for learning: VARK + VARK: learning preferences</u></b></p>	5 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (laptop)</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	Presentation (PPT_Module 3)

	<p>Briefly refer to the VARK learning styles and explain why it is essential to consider different learning styles when developing education programmes and activities.</p> <p>Optional: if there is enough time, participants can identify their own learning style from the following link: <a href="https://vark-learn.com/the-vark-questionnaire/">https://vark-learn.com/the-vark-questionnaire/</a>.</p>				(slides 23-24)
8	<p><b>Activity + Methodological approaches</b></p> <p>Distribute <b>Worksheet M3.1</b>. Participants will engage in a group work to discuss and identify:</p> <ol style="list-style-type: none"> <li>ways of applying these 3 types of learning. Which strategies and methodological approaches can they develop when designing a programme, following these adult learning theories?</li> <li>strategies/approaches they can incorporate to better address the 6 Assumptions of Adult learners.</li> <li>share ideas and strategies that they currently use in their teaching practice to respond to the different learning styles in their classroom.</li> </ol> <p>Participants present their answers. You can record key words and when every group has finished sharing their ideas, present some basic methodological principles (slide 26) for reflection/comparison.</p>	15 minutes	<ul style="list-style-type: none"> <li>• Team discussion</li> <li>• Problem-solving</li> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (laptop)</li> <li>• Internet connection</li> <li>• Projector</li> <li>• Pen and notebook for participants</li> </ul>	<p>Presentation (<b>PPT_Module 3</b>)</p> <p>(slides 25-26)</p> <p><b>Worksheet M3.1</b></p>

### Unit 3: Monitoring, evaluation and improving strategies

No	Topics and Sub-topics/Learning activities	Duration (minutes)	Training methods	Materials/ Equipment Required	Handouts and Activity sheets
1	<p><b><u>Introduction to Unit 3</u></b></p> <p>Briefly describe the content and aim of Unit 3.</p>	2 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (Laptop)</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation (<b>PPT_Module 3</b>)</p> <p>(slide 27)</p>
2	<p><b><u>Skills Assessment: Tools, Methods and Procedures</u></b></p> <p>Ask the participants to brainstorm different techniques and tools they can implement in their own practice to assess their own learners.</p> <p>Invite the participants to watch the following YouTube video and discuss how the content can be implemented into adult education practices:  <a href="https://www.youtube.com/watch?v=8WxvVgXC_NY&amp;feature=emb_logo">https://www.youtube.com/watch?v=8WxvVgXC_NY&amp;feature=emb_logo</a></p> <p>Initiate a discussion and link the key words mentioned with content regarding assessment methods and tools (slide 29):</p> <ul style="list-style-type: none"> <li>-formative/summative</li> <li>-assessment of pre-existing skills</li> <li>-self-assessment/self-reflection</li> <li>-digital tools</li> </ul>	5 minutes	<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Presentation</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (Laptop)</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation (<b>PPT_Module 3</b>)</p> <p>(slides 28-29)</p>

3	<p><b>Activity: select appropriate assessment methods + Reflection</b></p> <p>Provide learners with a copy of <b>Worksheet M3.2</b>. Participants will have 10 minutes to identify the most suitable assessment methods for learners. After the 10 minutes have elapsed, invite participants to share their thoughts.</p> <p>Discuss how they worked to find solutions and present the following questions they can ask when designing assessment:</p> <ul style="list-style-type: none"> <li>● What is the purpose of skills assessment? <ul style="list-style-type: none"> <li>○ to match with an existing course?</li> <li>○ to prepare a tailor-made learning offer?</li> <li>○ to offer guidance?</li> <li>○ to identify skills as part of the validation process?</li> </ul> </li> <li>● What (basic) skills does your learner struggle with? <ul style="list-style-type: none"> <li>○ Will the use of ICT be a problem?</li> <li>○ Will s/he easily understand written instructions?</li> <li>○ Will s/he feel comfortable filling out a form or a survey, whatever the format?</li> </ul> </li> </ul>	15 minutes	<ul style="list-style-type: none"> <li>● Presentation</li> <li>● Team discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Computer (Laptop)</li> <li>● Internet connection</li> <li>● Projector</li> <li>● Pen and notebook for participants</li> </ul>	<p>Presentation (<b>PPT_Module 3</b>)</p> <p>(slides 30-31)</p> <p><b>Worksheet M3.2</b></p>
4	<p><b>Activity: alignment with skills qualification mechanisms</b></p> <p>Remind them the importance of aligning programmes to the NQF and EQF.</p> <p>Ask the participants to work individually on the following:</p> <ul style="list-style-type: none"> <li>● Identify the National and European Frameworks their teaching practice is pitched at.</li> </ul>	10 minutes	<ul style="list-style-type: none"> <li>● Presentation</li> <li>● Discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Computer (Laptop)</li> <li>● Internet connection</li> <li>● Projector</li> </ul>	<p>Presentation (<b>PPT_Module 3</b>)</p> <p>(slide 32)</p>

	<ul style="list-style-type: none"> <li>Identify what validation and certification structures are common at this level – what assessments do they use and why?</li> </ul> <p>Discuss answers.</p>				
5	<p><b><u>Evaluation strategies: reflection + introduction</u></b></p> <p>Invite participants to work in pairs or small groups and spend 5 minutes to reflect and answer the following questions:</p> <ul style="list-style-type: none"> <li>If they were designing this programme, what kind of methods would they choose (qualitative, quantitative, self-evaluation) to evaluate its success?</li> <li>What improvements would they make as a teacher (to make the content engaging) and a learner involved in the design process (to appeal to their own preferences)</li> </ul> <p>After 5 minutes, invite all participants to join the whole group again. And present their results on the methods they would use to evaluate the programme and the key improvements they would make.</p> <p>Ask them:</p> <ul style="list-style-type: none"> <li>if they noticed a difference in how they thought – as an educator first and then as a learner.</li> <li>if this affects the improvements, they would make</li> <li>why it is important to engage learners in monitoring, evaluating, and improving strategies.</li> </ul> <p>Write the key points raised on the flipchart.</p>	10 minutes	<ul style="list-style-type: none"> <li>Presentation</li> <li>Team discussion</li> <li>Reflection</li> </ul>	<ul style="list-style-type: none"> <li>Computer (Laptop)</li> <li>Internet connection</li> <li>Projector</li> </ul>	<p>Presentation (PPT_Module 3)</p> <p>(slide 33)</p>



<p>6</p>	<p><b><u>Where can monitoring and evaluation take place?</u></b></p> <p>Encourage the adult learners to identify and discuss the different levels on which adult education can be monitored and evaluated, as seen on slide 34.</p> <p>Ask them to explain, from their professional experience, if they have experienced evaluation on these three levels and discuss measures that can be put in place to evaluate and improve the success of these levels.</p>	<p>5 minutes</p>	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (Laptop)</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation (<b>PPT_Module 3</b>)</p> <p>(slide 34)</p>
<p>7</p>	<p><b><u>The Kirkpatrick Taxonomy.</u></b></p> <p>Introduce the Kirkpatrick Taxonomy and elicit learners' prior knowledge.</p> <p>Invite the participants to watch the following YouTube video and discuss the key contents:</p> <p><a href="https://www.youtube.com/watch?v=MUakGed8QeY&amp;feature=emb_logo">https://www.youtube.com/watch?v=MUakGed8QeY&amp;feature=emb_logo</a></p> <p>Engage the participants in a discussion around the 4 major topics mentioned "reaction, learning, behaviour, and results" and discuss the overall benefits to their teaching practices.</p>	<p>5 minutes</p>	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (Laptop)</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation (<b>PPT_Module 3</b>)</p> <p>YouTube video</p> <p>(slide 35)</p>

8	<p><b>The Gibbs' Reflective Cycle + Activity: self-reflection evaluation strategy</b></p> <p>Invite the participants to discuss how often they reflect upon their training practices after their own sessions have ended. Present the Gibbs' Reflective Cycle to participants and elicit a definition of the framework. The participants should analyse the 6 sections of the framework and examine some of the key questions posed under each section.</p> <p>Distribute <b>Worksheet M3.3</b>. Following the directions provided in the worksheet, participants should take 5 minutes to reflect on one of their most recent lessons and use the framework to develop innovative solutions that they can implement in their next session. After the 5 minutes have passed, the participants can share their experiences with the group.</p> <p>If there is time available, ask each participant to identify at least one strategy that they aim to bring forward in their teaching and one strategy they will leave behind (or pose this question as food for thought).</p>	10 minutes	<ul style="list-style-type: none"> <li>● Presentation</li> <li>● Discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Computer (Laptop)</li> <li>● Internet connection</li> <li>● Projector</li> </ul>	Presentation ( <b>PPT_Module 3</b> ) (slides 36-37)  <b>Worksheet M3.3</b>
9	<p><b>Module summary</b></p>	2 minutes	<ul style="list-style-type: none"> <li>● Reflection</li> </ul>	<ul style="list-style-type: none"> <li>● Computer (Laptop)</li> <li>● Internet connection</li> <li>● Projector</li> </ul>	Presentation ( <b>PPT_Module 3</b> ) (slide 38)



## Assessment

**Assessment duration:** 20-30 minutes

**Activity:** Upon completion of this module, participants will be asked to work individually and:

- **Draft the process of curriculum planning by mentioning the key design elements.**
- **Mention methodological approaches they would follow to address adult learners' characteristics (they can have as a reference the profile of the target group they developed in the previous module)**
- **Identify assessment mechanisms that can facilitate recognition, validation and certification of education and training offered.**
- **Brainstorm monitoring and evaluation mechanisms/techniques and tools they could implement (with their existing or new resources) to measure the success of the training offered.**



## Worksheet M3.1

### Methodological approaches

Questions	Answers
<p>1. What strategies and methodological approaches can you develop when designing a programme, following these adult learning theories?</p>	
<p>2. What strategies/approaches can you incorporate to better address the 6 Assumptions of Adult learners</p>	
<p>3. What strategies are you currently using in your teaching practice to respond to the different learning styles in your classroom?</p>	



## Worksheet M3.2

When completing this table, be sure to consider some of the following elements:

- ✓ Can the adult learner read and/or write?
- ✓ Can adult learner use digital technologies if you are asking them to complete online assessments?
- ✓ Will the adult learner feel intimidated when partaking in the assessment?
- ✓ What benefits do the lifelong learning of the adult learner, will this need assessment provide?
- ✓ Are there specific learning gaps that the adult learner faces that are unique to their personal experience?

Category of Learners	What is the most suitable assessment method for these learners?
Adults who have significant life experience	
Adults who may have negative experiences during previous learning experiences	

<p>Adults who have poor digital literacy skills</p>	
<p>Adults who are in vulnerable life positions</p>	
<p>Adults who have poor reading or writing skills</p>	
<p>Adults who have been out of formal education or who have never been informal education</p>	

## Worksheet M3.3

Reflecting on one of your most recent lessons, identify how the Gibbs' Reflective Cycle could enable you as an adult educator to improve adult learners' experiences.

**Gibbs Reflective Cycle Elements**      **Identify how you could improve the learning experience of adult learners**

<b>Description</b>	
<b>Feelings</b>	
<b>Evaluation</b>	





Analysis	
Conclusion	
Action Plan	

## Lesson Plans: Module 4. Digitalising your strategy

### WORKSHOP for F2F Instruction

<p><b>Module Title:</b> Digitalising your strategy</p>
<p><b>Aim of the module:</b> The objective of this module is to provide a better understanding of the digital competences and the general digitalisation of adult education. More specifically, this module aims to:</p> <ol style="list-style-type: none"> <li>1. Facilitate the digital transformation of adult education institutions and providers.</li> <li>2. Get participants familiar with the Digital Competency Framework.</li> <li>3. Offer digital solutions and ideas for professional development, pedagogic practices, and professionalisation.</li> </ol>
<p><b>Learning outcomes:</b> Upon completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the importance of the DigCompEdu Framework for educators and adult learners.</li> <li>2. Design programmes that integrate digital tools in teaching and learning.</li> </ol>
<p>Module duration: 2.5 Hours Face to Face (~1hour / Unit)</p>
<p><b>Preparation/ Materials/Equipment</b></p> <ul style="list-style-type: none"> <li>• Training venue with IT equipment including laptop and projector</li> <li>• A computer for the facilitator</li> <li>• Internet connection</li> <li>• Projector</li> <li>• Flipchart and markers</li> <li>• Sign-in sheet</li> <li>• Electronic device (mobile or computer) for each participant (optional)</li> <li>• A notebook and a pen for each participant</li> </ul>
<p><b>Resources</b></p>



- Kvs Foundation & Media Development Center of Birzeit University (2020). *Media Literacy Course Curriculum*. Retrieved from <https://mediaguide.fi/mediaguide/wp-content/uploads/2020/12/Media-Literacy-Course-Implementation-Guide-2020.pdf>
- Redecker, C. & Punie Y. (2017). *European Framework for the Digital Competence of Educators: DigCompEdu*. Publication Office of the European Union. Retrieved from [http://publications.jrc.ec.europa.eu/repository/bitstream/JRC107466/pdf\\_digcomedu\\_a4\\_final.pdf](http://publications.jrc.ec.europa.eu/repository/bitstream/JRC107466/pdf_digcomedu_a4_final.pdf)

## Unit 1: Digital competences: professional engagement

No	Topics and Sub-topics/Learning activities	Duration	Training methods	Materials/ Equipment Required	Handouts and Activity sheets
1	<p><b><u>Introduction to Module and Unit 1</u></b></p> <p>Briefly describe the content and aim of Module 4 and Unit 1.</p>	2 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	Presentation (PPT_Module 4) (slides 2-3)
2	<p><b><u>Digital Competence Framework for Educators – DigCompEdu</u></b></p> <p>Discussion in small groups/pairs. How important is professional engagement for you? Have you used any digital tools to improve your work as an adult educator? Short introduction to DigCompEdu and the main areas.</p>	10 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Team discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	Presentation (PPT_Module 4) (slide 4)
3	<p><b><u>Digital competences and tools for professional engagement (1)</u></b></p> <p>Brainstorming: What digital tools/platforms do you already use for your professional engagement (professional interactions/ collaboration with colleagues, learners, and other partners/ continuous professional development)</p>	15 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Team discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	Presentation (PPT_Module 4) (slide 5)

	<p>Participants put them up on a flipchart (if it is a face-to-face lesson) or a virtual sticky wall, e.g., Jamboard (if it is an online lesson).</p> <p><i>This can be done in small groups, in pairs, or as a whole-class activity, depending on the group's size.</i></p>				<p>Flipchart with post-its or <a href="#">Jamboard</a></p>
4	<p><b><u>Digital competences and tools for professional engagement (2)</u></b></p> <p>Ask the group to cluster the tools/platforms according to their purposes, e.g., communication within the team, developing new competencies, and collaborating with peers.</p> <p>You can use the DigCompEdu framework for reference:</p> <ul style="list-style-type: none"> <li>• organisational communication</li> <li>• professional collaboration</li> <li>• reflective practice</li> <li>• Digital Continuous Professional Development</li> </ul>	15 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Team discussion</li> <li>• Clustering</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation (<b>PPT_Module 4</b>) (slide 6)</p> <p>Flipchart with post-its or <a href="#">Jamboard</a></p>

## Unit 2: Digital competences: pedagogy

No	Topics and Sub-topics/Learning activities	Duration	• Training methods	• Materials/ Equipment Required	Handouts and Activity sheets
1	<p><b><u>Introduction to Unit 2</u></b></p> <p>Briefly describe the content and the aim of Unit 2.</p> <p>Participants can discuss in groups/small pairs if they have used any digital tools to improve their work as adult educators.</p>	2 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation <b>(PPT_Module 4)</b></p> <p>(slides 7-8)</p>
2	<p><b><u>Activity: digital solutions</u></b></p> <p>Introduction to Digital pedagogical competences.</p> <p>As a warm-up activity, draw a tree on the whiteboard or flipchart (you can also draw it on a Jamboard or other interactive tool if you are delivering the class online).</p> <p>Explain that this tree will represent a problem: Your students often lose their interest during (online) classes.</p> <ul style="list-style-type: none"> <li>• Why is that?</li> <li>• What could you do to change the situation?</li> <li>• How can digital technologies help you?</li> </ul> <p>Ask them to think about the causes (roots), consequences (branches) and solutions (fruit).</p>	10 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Team discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Internet connection</li> <li>• Projector</li> <li>• Pen and notebook for participants</li> <li>• Physical or interactive whiteboard (e.g., Jamboard)</li> </ul>	<p>Presentation <b>(PPT_Module 4)</b></p> <p>(slide 9)</p> <p>Flipchart with post-its or <a href="#">Jamboard</a></p>

3	<p><b>Reflection</b></p> <p>Present important questions educators can ask when integrating digital technologies.</p> <p>Reflection on the above and discussion on the approaches they already follow regarding digital transformation in terms of pedagogy.</p>	5 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation <b>(PPT_Module 4)</b></p> <p>(slides 10-11)</p>
4	<p><b>Activity: digital pedagogical competences in action!</b></p> <p>Introduce the following teaching/learning methods/techniques and ask participants if they are familiar with them/implement them in their training. Working in groups, participants need to identify appropriate digital solutions for all or at least one of the following teaching methods (depending on group size and available time):</p> <ol style="list-style-type: none"> <li>1. Flipped classroom</li> <li>2. Gamification</li> <li>3. Collaborative learning</li> <li>4. Project-based learning</li> <li>5. Personalised learning</li> </ol> <p>You can be flexible and let groups select their own teaching method, other from the above list. The goal is to find digital solutions that will increase the engagement and motivation of learners.</p>	20 minutes	<ul style="list-style-type: none"> <li>• Problem-solving</li> <li>• Team discussion</li> </ul>	<ul style="list-style-type: none"> <li>• At least one digital device per group + stable Internet connection</li> <li>• Flipchart + markers if f2f, a digital tool if online (e.g., Padlet)</li> </ul>	<p>Presentation <b>(PPT_Module 4)</b></p> <p>(slide 12)</p> <p>Worksheet M4.1</p>
5	<p><b>Presentation of group work</b></p> <p>Each group presents the results of their work. Encourage groups to give each other feedback.</p>	10 minutes	<ul style="list-style-type: none"> <li>• Group presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Flipchart + markers if f2f, a digital tool if online (e.g., <a href="#">Padlet</a>)</li> </ul>	<p>Presentation <b>(PPT_Module 4)</b></p> <p>(slide 13)</p>

					Worksheet M4.1
6	<p><b>Reflection</b></p> <p>How useful was this exercise for you? Do you feel that the tools and approaches that were presented could improve your teaching strategies? Short discussion in groups or as a whole-class activity, depending on the size of the class.</p> <p>You can direct learners to the website of DigCompEdu where they can complete a self-check quiz to identify their weaknesses/strengths regarding the use of digital technologies in teaching and learning:  <a href="https://ec.europa.eu/eusurvey/runner/DigCompEdu-A-EN">https://ec.europa.eu/eusurvey/runner/DigCompEdu-A-EN</a></p>	5 minutes	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation <b>(PPT_Module 4)</b></p> <p>(slide 14)</p>

### Unit 3: Digital competences: learners

No	Topics and Sub-topics/Learning activities	Duration (minutes )	Training methods	Materials/ Equipment Required	Handouts and Activity sheets
1	<p><b><u>Introduction to Unit 3</u></b></p> <p>Briefly describe the content and the aim of Unit 3.</p>	2 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation (PPT_Module 4)</p> <p>(slide 15)</p>
2	<p><b><u>Introduction to learners' digital competences.</u></b></p> <p>Discussion in small groups/pairs:</p> <p>How important is to teach digital skills to your learners? Have you used any digital tools to improve your learners' competences in the past?</p> <p>Present the following video that explains the 5 key digital competences of learners/individuals.</p> <p><a href="https://www.youtube.com/watch?v=2GU67vTVNpQ&amp;ab_channel=E-SCHOOLEDUCATIONALGROUP;">https://www.youtube.com/watch?v=2GU67vTVNpQ&amp;ab_channel=E-SCHOOLEDUCATIONALGROUP:</a></p> <ol style="list-style-type: none"> <li>1. Information and media literacy</li> <li>2. Safety</li> <li>3. Content creation</li> <li>4. Responsible use</li> <li>5. Problem solving</li> </ol>	5 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation (PPT_Module 4)</p> <p>(slides 16-17)</p>



<p>3</p>	<p><b>Activity: introduction to information and media literacy.</b></p> <p>Project 3-4 social media posts on the screen. Do they refer to facts or opinions? Ask your students to vote by raising their hand (or by using an online tool, e.g., Mentimeter).</p> <p>Organise groups of 3-4 people and ask them to explain their reasoning. What made them think that the posts represented facts or opinions?</p>	<p>10 minutes</p>	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation (<b>PPT_Module 4</b>)</p> <p>(slide 18-23)</p> <p>3-4 social media posts (in the language that the lesson will be carried out in), selected by the teacher in advance. Projected on a screen or printed if necessary.</p> <p>Poll tool (e.g., mentimeter) for voting</p>
<p>4</p>	<p><b>Information and media literacy</b></p> <p>Based on the previous warm-up activity, pose the following question:</p> <ul style="list-style-type: none"> <li>• Why is it important nowadays and how can we help our students identify fake news?</li> </ul> <p>Present a video explaining “5 Cs of critical consuming”:  <a href="https://www.youtube.com/watch?v=xf8mjbVRqao">https://www.youtube.com/watch?v=xf8mjbVRqao</a></p>	<p>15 minutes</p>	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation (<b>PPT_Module 4</b>)</p> <p>(slide 24)</p>

	Discuss with whole class the 5 Cs: context, credibility, construction, corroboration and compare.				
5	<p><b><u>Activity: develop learners' digital competences.</u></b></p> <p>Assign either all or at least one digital competence (based on the class size and available time) to each group and ask them to brainstorm ways on how to enhance it with their learners. Ask them to include practical methods that can be applied during class, or in homework and assessment activities.</p> <p>Learners' competences:</p> <ol style="list-style-type: none"> <li>1. Information and media literacy</li> <li>2. Safety</li> <li>3. Content creation</li> <li>4. Responsible use</li> <li>5. Problem solving</li> </ol>	15 minutes	<ul style="list-style-type: none"> <li>• Problem-solving</li> <li>• Team discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Internet connection</li> <li>• Projector</li> <li>• Pen and notebook for participants</li> </ul>	<p>Presentation (<b>PPT_Module 4</b>)</p> <p>(slide 25)</p> <p>Worksheet M4.2</p>
6	<p><b><u>Presentation of group work</u></b></p> <p>Each group presents the results of their work. Encourage groups to give each other feedback.</p>	10 minutes	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Flipchart + markers if f2f, a digital tool if online (e.g., <u>Padlet</u>)</li> </ul>	<p>Presentation (<b>PPT_Module 4</b>)</p> <p>(slide 26)</p> <p>Worksheet M4.2</p>
7	<p><b><u>Reflection</u></b></p>	5 minutes	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Internet connection</li> </ul>	<p>Presentation (<b>PPT_Module 4</b>)</p>

	How useful was this exercise for you? Do you feel that the tools and approaches that were presented could improve your learners' competences? Short discussion in groups or as a whole-class activity, depending on the size of the class.			<ul style="list-style-type: none"> <li>• Projector</li> </ul>	(slide 27)
8	<b><u>Module Summary</u></b>	2 minutes	<ul style="list-style-type: none"> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	Presentation (PPT_Module 4) (slide 28)

## Assessment

**Assessment duration:** 20-30 minutes

**Activity:** Upon the completion of this module, participants will be asked to work individually and:

- **Write a short paragraph explaining the importance of DigCompEdu framework for their organisation.**
- **Develop a summary of ways/methods/practices and tools for the digital transformation of their organisation on:**
  - **Professional digital competences of educators and staff**
  - **Pedagogic digital competences of educators**
  - **Learners' digital competences**

## Worksheet M4.1

Group work			
Teaching method (or other)	Teaching practices	Examples	Digital tools/platforms
Flipped classroom	•	•	•
Gamification	•	•	•
Collaborative learning	•	•	•
Project-based learning	•	•	•
Personalised learning	•	•	•

## Worksheet M4.2

Group work			
Learners' digital competence	Practical methods	Examples	Digital tools/platforms
Information and media literacy	•	•	•
Safety	•	•	•
Content creation	•	•	•
Responsible use	•	•	•
Problem solving	•	•	•