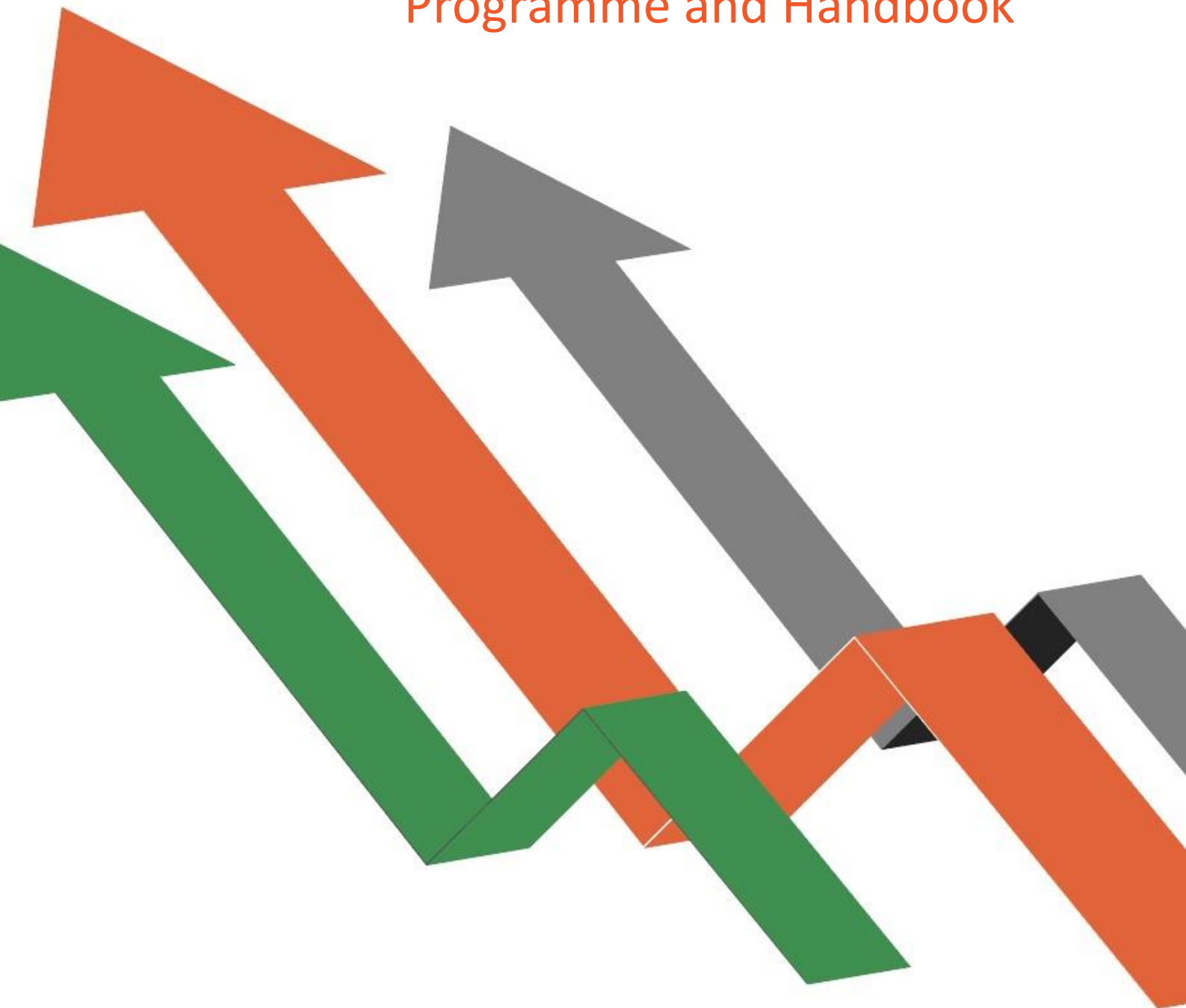


In-service Training Programme and Handbook



Raising the skills of adults

ELEVATION

on the margins of lifelong learning

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1. Introduction to the Handbook

The ELEVATION In-service Training Programme and Handbook aims to ensure that adult education staff working directly with the target group have the necessary skills to harness the potential of the innovative mini-learning resources and the online platform that have been developed by the ELEVATION project to help target group members develop the selected key competences through four thematic areas: **artistic disciplines, cultural disciplines, digital and social media and sports and hobbies**. Key competences that will be improved and are highly valued in the European labour market and begin to reverse these aforementioned trends in each partner country are:

- Literacy
- Multilingualism
- Numerical, scientific, and engineering skills
- Digital and technology-based competences
- Interpersonal skills, and the ability to adopt new competences
- Active citizenship
- Entrepreneurship
- Cultural awareness and expression

1.1. Background to the Handbook

Adult education is often regarded as the poor relation when it comes to investment in continuous professional development resources for staff working in the sector. As a sector, adult education provision is broad and expansive covering every possible conceivable formal, informal, and non-formal learning environment and opportunity. Training adult education staff to keep up to date with the latest competence requirements is a real challenge and often more specialized areas for training are ignored. Despite the lack of training available for key staff a lot is still expected of adult education service providers. Working with some of societies most disadvantaged and excluded groups bespoke and targeted training is required if the key role played by adult educators is to achieve the required quality of output.

1.2. Purpose of the Training Programme

ELEVATION recognises the need for a new approach to educational supports for these marginalised people. Central to this new approach is the provision of tailored training to develop the competences of adult education staff working in this area and to use mini-learning resources specially developed through the ELEVATION project. To achieve this the project proposes the design, testing and implementation of a new continuous professional development training course for adult education staff that is designed specifically for the

purpose outlined and will support the development of key transferable digital skills for adult educators.

2. Pedagogic Strategy

The building of trust and credible relationships between marginalised adults and the adult educators who work with them is the fundamental objective that has informed the design of the ELEVATION implementation process.

ELEVATION proposes a comprehensive educational intervention where the needs of adult educators as key intermediaries are considered to be just as important as the needs of the target group. The proposed in-service training to support adult educators to maximise the potential of the new dynamic, media-rich mini-learning resources represents a significant innovation in the adult education arena. Mini-learning resources are essentially state-of-the-art online embedded learning resources and the suite of 24 Mini-learning resources developed represent a significant innovation in terms of pedagogic materials and pedagogic approach to overcome marginalised people's fears, barriers to learning and past negative educational experiences.

2.1. Creating an informal and effective environment for learning

2.1.1. Building positive relationships

Learning is inseparable from its social and cultural context. Marginalised adults, who may have previously had a negative experience with formal education, learn best when they feel accepted, when they enjoy positive relationships with their fellow learners and tutors, and when they are able to be active, visible members of the learning community. Good relationships are the key to making the Elevation mini-learning resource learning experience positive and effective.

2.1.2. Know your learners

Spend some time in the beginning of the Elevation training getting to know the participants using "icebreakers" or discuss TV programmes, games, food, sport, music, etc. as you learn about the learner background, interests, likes and dislikes, find ways to connect them through media-based assignments. And remember to let the learners know who you are.

2.1.3. Let go assumptions

We bring prejudice and bias to every relationship. Be aware of how you judge "marginalised", "low-competence", or "low achiever". As much as possible let your

assumptions go. Let learners be who they are, be supportive and treat all crew members as unique individuals.

2.1.4. Set high expectations

It is important to hold high expectations for all learners, regardless of your preconceptions about their previous experiences or backgrounds. Research shows that tutor expectations are a great predictor of success.

2.1.5. Be a good listener

Use eye-to-eye contact and avoid standing in front of the group in a “sage-on-the-stage” position, rather engage the learners at an equal level and sit side by side when working together. Ask questions and learn about their thinking and problem-solving techniques.

2.1.6. Be honest

If you are unsure of an answer, admit it and work it out together showing that it is okay to make a mistake and to not always be right.

2.1.7. Give positive reinforcement

Give specific praise and provide positive feedback often.

2.1.8. Providing sufficient opportunities to learn

People learn most effectively when they have the time and opportunity to engage with, practice, and transfer new learning. This means that they need to encounter new learning several times and in a variety of different tasks or contexts.

2.2. Making learning more engaging and memorable

The aim of the ELEVATION training is to make learning more engaging and memorable through the use of embedded and enquiry-based techniques. As an adult educator working within the framework of the ELEVATION project, you have a unique opportunity to adapt group activities and lessons to suit individual needs. As you think about how to plan and implement these learning activities, consider the following perspectives on teaching and learning:

2.2.1. Learner's prior knowledge

People learn more effectively when new learning is connected to and builds upon or is related to familiar skills and ideas. The more you get to know your participants, their academic strengths, and interests as well as their personal strengths and interests, the more you can tailor your activities to suit them as learners.

2.2.2. Every learner is unique

The way you learn best might not be the same way that your participants learn best. Try different strategies until you find one (or a few) that seems to work for each individual and the group.

2.2.3. Be creative

When learning is fun, learners are motivated to actively participate and are more likely to remember what they have learned.

2.2.4. Create discussion atmosphere

This allows learners to contribute to, and take an active part in the planning, execution, and delivery of the ELEVATION activities, creating a sense of ownership and involvement in the learning process.

2.2.5. Help the Learners complete assignments independently

Be a resource for the learners while allowing them space to find their own answers. Guide them through the steps so that they can address a similar problem or answer a similar question without help. When the learners first ask for help, try to determine ways in which you can encourage them to help themselves.

2.2.6. Focus on strengths and give positive feedback

It is likely that many learners have had a negative prior educational experience. Counteract those feelings of discomfort with praise and by focussing on skills and assets.

2.3. Providing Learners Positive Discipline

It is important to remember that most discipline problems occur when people are not getting their needs met in some way. You can help learners succeed in learning and education by teaching them how to get their needs met in appropriate ways. To do this, you will need to set guidelines for behaviour. Supporting learners to take an active role in changing their

behaviour helps them learn how to solve problems and to react in ways that will help them get their needs met. Here are some steps you can take to help learners manage their behaviour:

2.3.1. Set expectations

Give clear directions for what you want to accomplish and describe the behaviour you expect from learners throughout the implementation of the ELEVATION activities. Use a professional tone when communicating and leading the training sessions.

2.3.2. Expect respect

Participation in ELEVATION is an exciting opportunity for adults to build their knowledge and should be considered a privilege. Each learner should respect you, other participants, and the equipment they are using.

2.3.3. Provide structure

A well-planned routine with set activities and goals provides fewer opportunities for restlessness.

2.3.4. Be consistent

If you set a limit or a consequence, then follow through. Use eye contact. Direct eye contact lets an individual know you are paying attention to his/her behaviour and that you expect him/her to focus on the task at hand.

2.3.5. Ignore low-level distractions

Proceed as though what you are doing is far more important than a participant's off-task behaviour.

2.3.6. Listen

Find out why the learner is acting out or having trouble focusing. Ask in a non-prying way if something happened that day and if he/she wants to talk about it. Do not let the conversation get too long. The individual may need someone who will listen to him/her before he/she can move on and get to work.

2.3.7. Display a sense of humour

Not to be confused with ridicule, use a laugh or a smile to break the tension or make light of a potential power struggle.

2.3.8. Be positive and enthusiastic

If you want your learners to set the bar high in terms of outputs and achievements, make sure that you provide the positivity and enthusiasm to drive them towards their ambitions.

3. The Process of Adult Learning

The ELEVATION In-service Training Programme and Handbook is designed with a focus of using the resources as a support to adult educators so that they can be leaders of innovation in education for marginalised adults by harnessing the potential of ubiquitous media platforms to develop key transversal competences of the target group, whilst also supporting their re-integration to formal education and their personal progression and continued engagement as valued members of European society. Bearing this in mind, adult educators may wish to add additional resources and learning outcomes to the resources, and this is to be welcomed. The mini-learning resources have been designed and produced for access on smartphones. These resources use inquiry-based and project-based learning embedding the acquisition of key competences into the individual mini-learning resources.

4. Using the Mini-learning resources with Adult Learners

4.1. Why are we using Mini-learning resources?

The ELEVATION compendium brings a wide range of new environments into the learning process, especially smartphones. The mini-learning resources are themed around Europe's rich cultural heritage and challenges set will seek to:

- build a deeper knowledge and understanding about the origins and functioning of the EU
- explore diversity and cultural identities in Europe introducing the main developments in national, European and world history
- promote the multi-cultural and socio-economic dimensions of European societies
- demonstrate how having a national cultural identity is compatible with a European identity.

4.2. What is Embedded learning?

Embedded learning combines the development of basic skills with vocational or other skills, by integrating basic skills within another learning programme. The term embedded

learning does not refer to any use of technology in education, but rather refers to an active form of learning and teaching. The simple use of technology in the classroom is an example of a technology-enriched classroom. Many classrooms are believed to have a computer and a projector as basic inventory. Embedded learning does not simply involve the use of technology to enrich traditional teaching, but already combined learning should enable active teaching. This segment in the form of online learning enables the student to learn independently, at a pace that suits him or her, to choose the content to be taught, to select additional content or content appropriate to his level. These possibilities of implementation are quite challenging. The online segment adds a number of options in addition to introducing active learning, especially in adult education and training programs. For adult learners, their daily schedule of all commitments (work and private) can be quite challenging, which if they fail to reconcile all commitments, will result in a decrease in motivation or even a cancellation of the program. Through online learning, programs can be offered to learners in different parts of the country, which will greatly facilitate the schedule and reduce the number of hours that learners need to set aside to attend classroom education.

4.3. Case study – how to prepare Mini-learning resource in your lesson plan?

A suite of 24 learning resources will be produced as embedded-learning mini-learning-format resources. The resources will focus on the acquisition of competences identified in the Key Competence for Lifelong Learning published by the EU. Individual resources will be media-rich and accessible and usable in a variety of on-line and off-line learning environments.

The 24 resources will be built using the following 4 thematic areas which are likely to be most attractive to learners:

- **Artistic disciplines**
- **Cultural disciplines**
- **Digital and Social media**
- **Sport and hobbies**

The aim of the comprehensive suite of embedded-learning mini-learning-format resources is to help marginalised adults re-engage with lifelong learning to maximize their life potential and achieve social inclusion.

Each resource produced will comprise some or all of the following elements:

- A short video / animation / quiz / puzzle / multi-media presentation
- An adult educator manual in pdf format
- A learner handout
- An online assessment of learning outcomes tool

Within the framework of the ELEVATION project the thematic mini-learning format resources will provide innovative learning approaches where there are currently no materials available. These resources will be developed in line with best practice guidelines for development. This means they will be short and concise with an emphasis on putting the fun into learning and recognizing achievement.

They will focus on the acquisition of competences identified in the Key Competence for Lifelong Learning published by the EU. The complete list of which is as follows:

1. Literacy
2. Multilingualism
3. Numerical, scientific, and engineering skills
4. Digital and technology-based competences
5. Interpersonal skills, and the ability to adopt new competences
6. Active citizenship
7. Entrepreneurship
8. Cultural awareness and expression

The following learning outcomes matrix presents the knowledge, skills and attitudes, which youth workers will achieve through the embedded-learning mini-learning-format resources:

Lesson plan for face-to-face training

Lesson plan 1 - Introductory workshop - 4h

Description of the Learning Activities	Timing (minutes)	Materials/ Equipment Required	Assessment/ Evaluation
<p><u>Workshop Opening:</u></p> <ul style="list-style-type: none"> The facilitator welcomes participants and invites them to complete the session’s sign-in sheet and provides an overview of ELEVATION Project and today’s session using the PPT presentation. 	<u>10 minutes</u>	Short PPT presentation providing an overview of the ELEVATION project, training, and session plans	Participants will engage in all icebreaker and group activities
<p><u>Activity 1: Icebreaker: Speed-dating Circle</u></p> <ul style="list-style-type: none"> As this is the first face-to-face session of the In-service Training Programme, the facilitator asks all participants to introduce themselves with an ice-breaker activity. The participant group is asked to divide into two groups and to form two circles, with one circle inside the other circle. Those in the inner circle are asked to turn to face their partner in the outer circle. This is an adaptation to a ‘speed-dating ice-breaker’ where participants are given 30 seconds each to introduce themselves to their partner. The facilitator keeps time and after 1 minute the facilitator asks participants in the inner circle to take one step left 	<u>30 minutes</u>	<p>Training venue with space for breakout sessions. Flipchart and markers.</p> <p>Sign-in sheet.</p> <p>Pens and note-taking materials for participants</p>	Participants will take notes to support their learning

<p>and to complete the introductions again with their new partner.</p> <ul style="list-style-type: none"> • This activity is repeated several times until participants have been introduced to one another. • After this activity, participants are asked to sit around in a semi-circle and to evaluate if this was an effective icebreaker activity, to list what the advantages and disadvantages of this activity are, and to state whether or not they would use this activity with the Target group. • During this group discussion, the facilitator takes note of the feedback on a flipchart to review later in the session. • The facilitator then introduces the plan for this session and explains that participants will be engaged in a variety of different icebreaker and group activities throughout the session. <p><i>Note for Facilitator - Reflection Activity:</i></p> <ul style="list-style-type: none"> • In order to gain an understanding of what activities really work best for engaging marginalised groups in education activities, at the end of each activity in the session, participants will be asked to evaluate the effectiveness of the activity, to suggest adaptations to the activities for working with marginalised adult learners and to vote on whether or not they would use this activity with them. It is important at this stage to Establish the Ground Rules and Write the Group Contract for the training sessions. 			
<p><u>Activity 2: Defining our target group and the goal of ELEVATION project</u></p>	<p><u>50 minutes</u></p>	<p>Flipchart and markers. Pens and note-taking materials for participants</p>	<p>Participants will engage in the group activity</p>

<p>The trainer facilitates a short discussion with participants defining what we mean by “marginalised adult learners”. The purpose of this discussion is to support participants to share their experiences of working with the project target group and together to agree upon a common definition or appreciate the scope to the target group. This will be important in terms of our work throughout the rest of the training programme.</p> <p>This is an opportunity for participants to share the challenges they face in engaging and supporting this target group and sharing with each other strategies and approaches that they have uses that have been successful.</p> <p>In this activity trainer will explain what is the main goal of the ELEVATION project and will present the learners ways to achieve the goals of the workshops they will be having with Target group.</p>			<p>Participants will take notes to support their learning</p>
<p><u>Activity 3: Learning Styles in the Room</u></p> <p>When working with adult learners, it is important to understand the different learning styles that may be present within the group and also to appreciate how this can impact of lesson planning, learner engagement and didactics.</p> <p>It is important that adult educators understand the purpose of this training: learn how to use different artistic disciplines, cultural disciplines, digital and social media and sport and hobbies to build key competences by maximising the use of embedded learning techniques.</p> <p>In this module each of the four different learning styles should be presented: visual, auditory, tactile and kinaesthetic.</p>	<p><u>60 minutes</u></p>	<p>Pens and note-taking materials for participants</p>	<p>Participants will engage in the group activity</p> <p>Participants will take notes to support their learning</p>

<p><u>Activity 6: Pedagogic strategy presentation</u></p> <ul style="list-style-type: none"> In this activity, facilitator will explain the pedagogic strategy to be used for best practice when working with young adults The building of trust and credible relationships between marginalised adults and the adult educators who work with them is the fundamental objective that has informed the design of the ELEVATION implementation process 	<p><u>60 minutes</u></p>	<p>Training venue with space for breakout sessions.</p> <p>Flipchart and markers.</p> <p>Pens and note-taking materials for participants</p>	<p>Participants will engage in the group activity</p> <p>Participants will take notes to support their learning</p> <p>Participants will engage and take notes on pedagogic strategy when working with Elevation target group</p>
<p><u>Workshop Close</u></p> <ul style="list-style-type: none"> To close the workshop, the facilitator reviews all the activity flipcharts that are displayed around the room and conducts a verbal feedback session with participants on which activities they thought would work best with marginalised adult learners. At this point, if participants would like to share and explain other activities or variations that work well with marginalised learners, they are invited to share this with the learner group. Participants are invited to take some time to review all the flipchart sheets individually and with their notebook and pen to take note of the activities that they will use going forward. The facilitator thanks all participants for their active engagement in the session and closes the workshop. 	<p><u>30 minutes</u></p>	<p>Training venue.</p> <p>Pens and note-taking materials for participants</p>	<p>Participants will engage in the verbal feedback session</p> <p>Participants will take notes to support their learning</p>
<p>Total duration of the module</p>		<p>4 hours</p>	

Lesson Plan 2 – Introduction to Elevation project - Group Dynamics and Didactic Competence - 7h

The lesson plan for this has been designed as 7 hours of instructional content, group work activities and some group discussions and reflections. The aim of this face-to-face lesson is to facilitate introductions between educators participating in the In-service Training Programme. To implement this lesson plan, the content can be divided into shorter training sessions if required, depending on partners' local implementation plan.

Description of the Learning Activities	Timing (minutes)	Materials/ Equipment Required	Assessment/ Evaluation
<u>Workshop Opening:</u> <ul style="list-style-type: none"> The facilitator welcomes participants and invites them to complete the session's sign-in sheet and provides an overview of ELEVATION Project and today's session using the PPT presentation. 	<u>30 minutes</u>	Short PPT presentation providing an overview of the ELEVATION project, training, and session plans	Participants will engage in workshop opening
<u>Activity 1: Mini-learning resources: Key skills and thematic areas</u> <ul style="list-style-type: none"> Before this activity, the facilitator will explain why Mini-learning resources were developed as the best material to combine 4 thematic areas with 8 key competences. He will present all thematic areas and present all the key competences. These thematic areas and key competences will be presented on PPT during this activity. 	<u>170 minutes</u>	Training venue with space for breakout sessions. Flipchart and markers. Pens and note-taking materials for participants	Participants will engage in the group activity Participants will take notes to support their learning

<ul style="list-style-type: none"> • For this activity, the facilitator divides the participants into two/three smaller groups depending on the size of the group and gives them the list with thematic areas and key skills • The facilitator gives a blank flipchart sheet and marker to each group and asks them to divide the sheet into 4 quadrants. • At the top of one square, participants should write 'Visual', on the next they write 'Auditory', on the next 'Tactile' and on the next 'Kinaesthetic'. • Working in their groups, all participants are asked to contribute something to each of the 4 quadrants • Participants should propose which thematic area and key skill is appropriate for each of the learning styles. • After 20 minutes, the facilitator asks all groups to share their list of assets with the other groups. • At the end of this activity, participants are asked to: <ul style="list-style-type: none"> ○ Evaluate the effectiveness of the activity, ○ Suggest adaptations to the activities for working with marginalized learners ○ Vote on whether or not they would use this activity with their target groups 			
<p><u>Activity 2: The ELEVATION E-learning Platform</u></p> <ul style="list-style-type: none"> • The facilitator begins the session by ensuring that all participants have access to a laptop or PC, that they are working correctly and have access to the Internet. 	<p><u>170 minutes</u></p>	<p>Training Venue</p> <p>Access to computers, laptops, and IT equipment for all participants.</p>	<p>Participants will register on the e-learning platform, create their profile and test some of the key features of the platform</p>

<ul style="list-style-type: none"> • The facilitator then provides a short introduction to the Elevation E-learning Platform and the content that can be accessed through the online portal. • The facilitator then demonstrates to learners how to register on the e-learning platform. • The facilitator then invites the participants to complete their registration on the platform and to complete their user profile. • If some participants finish this task sooner than others, they are encouraged to begin testing some of the functions and features of the platform and testing which content they can access. 		<p>Internet access and access to the ELEVATION e-learning platform.</p> <p>Pens and note-taking materials for participants</p>	<p>Participants will take notes to support their learning</p>
<p><u>Workshop Close</u></p> <ul style="list-style-type: none"> • To close the workshop, the facilitator reviews all the activity flipcharts that are displayed around the room and conducts a verbal feedback session with participants on which activities they thought would work best with marginalised adult learners. • At this point, if participants would like to share and explain other activities or variations that work well with marginalised learners, they are invited to share this with the learner group. • Participants are invited to take some time to review all the flipchart sheets individually and with their notebook and 	<p><u>50 minutes</u></p>	<p>Training venue.</p> <p>Pens and note-taking materials for participants</p>	<p>Participants will engage in the verbal feedback session</p> <p>Participants will take notes to support their learning</p>

<p>pen to take note of the activities that they will use going forward.</p> <ul style="list-style-type: none"> The facilitator thanks all participants for their active engagement in the session and closes the workshop. 			
Total duration of the module	7 hours		

Lesson Plan 3 – Using the ELEVATION COMPENDIUM - 7h

The lesson plan for this has been designed as 7 hours of instructional content, group work activities and some assignments. The aim of this face-to-face lesson is to introduce participants to the ELEVATION e-learning platform and to register them on the platform; to develop participant’s didactic competence by introducing them to some of innovative methodologies outlined in the theoretical content and to provide participants with the opportunity to engage with and use resources in the ELEVATION resources. To implement this lesson plan, the content can be divided into shorter training sessions if required, depending on partners’ local implementation plan. If possible, it is recommended that this session is delivered in an IT suite or a room that provides access to laptops and computers for all participants.

Description of the Learning Activities	Timing (minutes)	Materials/ Equipment Required	Assessment/ Evaluation
<p><u>Workshop Opening:</u></p> <ul style="list-style-type: none"> The facilitator welcomes participants and invites them to complete the session’s sign-in sheet and to ensure that they are wearing a name tag. 	<u>10 minutes</u>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers.</p> <p>Sign-in sheet.</p>	Participants will engage in all group activities

<p><u>Activity 2: Developing Didactic Competence</u></p> <ul style="list-style-type: none"> In this activity, the facilitator uses the content on the e-learning platform to introduce participants to the innovative methodology of embedded learning. After embedded learning is introduced through the e-learning platform, the facilitator leads a short group discussion to identify how this methodology could be used and adapted for work with Target group. 	<p><u>120 minutes</u></p>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers.</p> <p>Access to computers, laptops, and IT equipment for all participants.</p>	<p>Participants will engage with the content on the e-learning platform</p> <p>Participants will take notes to support their learning and will take note of topics to be addressed in their self-directed learning</p>
<p><u>Activity 3: ELEVATION Mini learning resources</u></p> <ul style="list-style-type: none"> As part of this activity, participants are introduced Elevation Mini-learning resources To present the Compendium, using PowerPoint slides the facilitator presents a sample of 2-3 Mini-learning resources from the online platform, reviews the content of the resources with participants and leads a group discussion on how participants would support marginalised adult learners using this resource. The facilitator divides the participants into smaller groups or pairs (depending on the number of participants in the group) and gives them the rest of the time in the session to log on to the platform, test out some of the resources and discuss how they would use these resources with adult learners. 	<p><u>150 minutes</u></p>	<p>Training venue with space for break-out sessions.</p> <p>Flipchart and markers.</p> <p>Access to computers, laptops, and IT equipment for all participants.</p> <p>Internet access and access to the Elevation e-learning platform.</p> <p>Pens and note-taking materials for participants</p>	<p>Participants will engage with the content of the Elevation Mini-learning resources</p> <p>Participants will take notes to support their learning and use of the Elevation platform</p>

<ul style="list-style-type: none"> • For the final 15 minutes of the session, the facilitator brings the whole group back together to elicit some feedback on the Mini-learning resources • The facilitator takes note of the feedback on a flipchart. 			
<p><u>Activity 4: Lesson Planning with the Elevation Mini-learning resources</u></p> <ul style="list-style-type: none"> • Once participants have had the opportunity to test out some of the activities in the Elevation Compendium, they are encouraged to develop a short lesson plan that would include how they would use these Mini-learning resources in their work. • Participants will complete a lesson plan template on the PC or laptop they are working on. • In this activity, participants are encouraged to identify which competence(s) they would like to develop with their learner group, and to design a lesson plan around how they would introduce this competence to learners, how they would integrate the Mini-learning resource and how they would evaluate the effectiveness of the resource in developing the competence of marginalised learners • At the end of this activity, participants are encouraged to share their lesson plans with each other and the 	<p><u>90 minutes</u></p>	<p>Training venue with IT equipment for all participants.</p> <p>Flipchart and markers.</p> <p>Access to computers, laptops, and IT equipment for all participants.</p> <p>Pens and note-taking materials for participants</p>	<p>Participants will engage with the content of the ELEVATION Compendium</p> <p>Participants will develop a lesson plan to include the Mini-learning resources they have tested – this will support their use of the resources with their learner groups.</p>

facilitator using Google Drive to encourage peer-review and future collaboration.			
<u>Activity 5: Introduction to Handbooks</u> <ul style="list-style-type: none"> Following a short PPT presentation, the facilitator asks participants to discuss some of the pitfalls of working with learners in online environments. The facilitator takes note of the outcomes of these discussions on a flipchart and invites participants to note down some of the key findings. The facilitator will then use HANDBOOK-s, a part of the Mini-learning resources to introduce participants to some of the other contents of Mini-learning resources. 	<u>30 minutes</u>	Training venue with chairs in a semi-circle. Flipchart and marker. Laptop, projector, and screen if using PPT slides. PPT slides and Handbooks for participants. Pens and note-taking materials for participants	Participants will engage in the group discussion activities Participants will take notes on netiquette and online safety to support their work in collaborative online environments
<u>Workshop Close</u> <ul style="list-style-type: none"> To close the workshop, the facilitator conducts a verbal feedback session with participants on which Compendium resources they felt would work best in their work with marginalised adult learners. The facilitator then leads a verbal feedback session to evaluate the content and delivery of the workshop. The facilitator thanks all participants for their active engagement in the session and closes the workshop. 	<u>20 minutes</u>	Training venue. Pens and note-taking materials for participants	Participants will engage in the verbal feedback session Participants will take notes to support their learning
Total duration of the module	7 hours		

Lesson Plan 4 – Planning and designing Mini-learning resources - 7h

The lesson plan for this has been designed as 7 hours of instructional content, group work activities and some assignments. The aim of this face-to-face lesson is to introduce participants to the techniques they will use to design and produce their own Mini-learning resources. To implement this lesson plan, the content can be divided into shorter training sessions if required, depending on partners' local implementation plan.

Description of the Learning Activities	Timing (minutes)	Materials/ Equipment Required	Assessment/ Evaluation
<u>Workshop Opening:</u> <ul style="list-style-type: none"> The facilitator welcomes participants and invites them to complete the session's sign-in sheet and to ensure that they are wearing a name tag. 	<u>10 minutes</u>	Training venue with space for break-out sessions. Flipchart and markers. Sign-in sheet;	Participants will follow the demonstration given by the facilitator
<u>Activity 1: Introduction to Format of Mini-learning resources</u> <ul style="list-style-type: none"> Using PowerPoint slides, the facilitator introduces participants to the most common format for Mini-learning resources and explains the elements of the format. 	<u>30 minutes</u>	Prepared PPT Slides	Participants will take notes to support their learning
<u>Activity 2: Writing scripts for adult learners own Mini-learning resources</u> <ul style="list-style-type: none"> Participants are invited to think and write a learning outcome for their Mini-learning resources based on presented materials, key skills, and thematic areas Once they have identified which thematic area and key competence will they cover, participants will develop their 	<u>30 minutes</u>	Training venue with space for breakout sessions. Handouts prepared by facilitator to introduce participants for script development.	Participants will develop 1-2 scripts for animation. Participants will take notes to support their learning

<p>script and learning outcomes to be achieved with their script.</p> <ul style="list-style-type: none"> • The facilitator allows 15 minutes for this individual activity – considering that participants may need to complete additional research and brainstorm to plan a resource around their chosen key competence. • The facilitator then brings the group together and invites participants to share their script and their expected learning outcome(s) with their group. • The facilitator can provide feedback to each participant on their quality, relevance and terminology used in their learning outcomes. 		<p>Access to computers, laptops, and IT equipment for all participants.</p> <p>Pens and note-taking materials for participants</p>	
<p><u>Activity 3: Developing your Mini-learning resource</u></p> <ul style="list-style-type: none"> • Now that participants have been introduced to the format, they are each given a blank template, and encouraged to work on their own to research their topic, develop their content and complete the template. • Throughout this activity, the facilitator can move around the room, supporting individual participants to complete this training. 	<p><u>320 minutes</u></p>	<p>Blank ‘Templates’ for each participant.</p> <p>Access to computers, laptops, and IT equipment for all participants to conduct research.</p> <p>Pens and note-taking materials for participants</p>	<p>Participants will research their chosen key competence</p> <p>Participants will complete the session plan template for their digital resource</p>
<p><u>Workshop Close</u></p> <ul style="list-style-type: none"> • To close the workshop, the facilitator conducts a verbal feedback session with participants on how they found the activity of completing their session plan template. 	<p><u>30 minutes</u></p>	<p>Training venue.</p>	<p>Participants will engage in the verbal feedback session</p>

<ul style="list-style-type: none"> • The facilitator then leads a verbal feedback session to evaluate the content and delivery of the workshop. • The facilitator thanks all participants for their active engagement in the session and closes the workshop. 		Pens and note-taking materials for participants	Participants will take notes to support their learning
Total duration of the module		7 hours	

Lesson plan for ON-LINE training

On line training will be held on Zoom platform and all participants will be invited through e-mail. Documents will be shared through Google Drive before on-line training, and all PPT presentations and documents that will be shared during on-line meeting will be shared with all participants on screen.

Lesson plan 1 - Introductory workshop - 2h

Description of the Learning Activities	Timing (minutes)	Materials/ Equipment Required	Assessment/ Evaluation
<p><u>Workshop Opening and Introduction to Training:</u></p> <ul style="list-style-type: none"> The facilitator welcomes participants and invites them to introduce themselves. Facilitator gives the introduction about On-line training that they will be attending and topics that they will cover. 	<p><u>30 minutes</u></p>		<p>Participants will engage in introduction activity</p>
<p><u>Activity 1: Defining our target group and the goal of ELEVATION project</u></p> <p>The trainer facilitates a short discussion with participants defining what we mean by “marginalised adult learners”. The purpose of this discussion is to support participants to share their experiences of working with the project target group and together to agree upon a common definition or appreciate the scope to the target group. This will be important in terms of our work throughout the rest of the training programme. This is an opportunity for participants to share the challenges they face in engaging and supporting this target group and</p>	<p><u>40 minutes</u></p>	<p>Short PPT presentation providing an overview of the ELEVATION project, training, and session plans</p>	<p>Participants will take notes to support their learning</p> <p>Participants will learn about target group of the project and goal of the ELEVATION Project</p>

<p>sharing with each other strategies and approaches that they have uses that have been successful.</p> <p>In this activity trainer will explain what is the main goal of the ELEVATION project and will present the learners ways to achieve the goals of the workshops they will be having with Target group.</p>			
<p><u>Activity 2: Pedagogic strategy presentation</u></p> <ul style="list-style-type: none"> • In this activity, facilitator will explain the pedagogic strategy to be used for best practice when working with young adults • The building of trust and credible relationships between marginalised adults and the adult educators who work with them is the fundamental objective that has informed the design of the ELEVATION implementation process 	<p><u>30 minutes</u></p>	<p>Short PPT presentation providing an overview of the ELEVATION pedagogic strategy</p>	<p>Participants will take notes to support their learning</p> <p>Participants will engage and take notes on pedagogic strategy when working with Elevation target group</p>
<p><u>Workshop Close</u></p> <ul style="list-style-type: none"> • To close the workshop, the facilitator reviews all the topics of this day's lesson and conducts a verbal feedback session with participants on which activities they thought would work best with marginalised adult learners. • At this point, if participants would like to share and explain other activities or variations that work well with marginalised learners, they are invited to share this with the learner group. • The facilitator thanks all participants for their active engagement in the session and closes the workshop. 	<p><u>20 minutes</u></p>		<p>Participants will engage in the verbal feedback session</p> <p>Participants will take notes to support their learning</p>
<p>Total duration of the module</p>	<p>2 hours</p>		

Lesson Plan 2 – Introduction to Elevation project - Group Dynamics and Didactic Competence - 4h

Description of the Learning Activities	Timing (minutes)	Materials/ Equipment Required	Assessment/ Evaluation
<p><u>Workshop Opening:</u></p> <ul style="list-style-type: none"> The facilitator welcomes participants and introduces the topics that will be covered in today’s lesson. 	<p><u>10 minutes</u></p>	<p>Short PPT presentation providing an overview of today’s lesson.</p>	<p>Participants will engage in workshop opening</p>
<p><u>Activity 1: Mini-learning resources: Key skills and thematic areas</u></p> <ul style="list-style-type: none"> Before this activity, the facilitator will explain why Mini-learning resources were developed as the best material to combine 4 thematic areas with 8 key competences. He will present all thematic areas and present all the key competences. These thematic areas and key competences will be presented on PPT during this activity. The facilitator tells participants to take blank sheet and divide it into 4 quadrants. At the top of one square, participants should write ‘Visual’, on the next they write ‘Auditory’, on the next ‘Tactile’ and on the next ‘Kinaesthetic’. All participants are asked to contribute something to each of the 4 quadrants Participants should propose which thematic area and key skill is appropriate for each of the learning styles. 	<p><u>120 minutes</u></p>	<p>PPT presentation about Mini-learning resources, Key skills and thematic areas</p>	<p>Participants will engage in the group activity</p> <p>Participants will take notes to support their learning</p>

<ul style="list-style-type: none"> • After 20 minutes, the facilitator asks all participants to share their list of assets with the other participants. • At the end of this activity, participants are asked to: <ul style="list-style-type: none"> ○ Evaluate the effectiveness of the activity, ○ Suggest adaptations to the activities for working with marginalized learners ○ Vote on whether or not they would use this activity with their target groups 			
<p><u>Activity 2: The ELEVATION E-learning Platform.</u></p> <ul style="list-style-type: none"> • The facilitator provides a short introduction to the Elevation E-learning Platform and the content that can be accessed through the online portal. • The facilitator then demonstrates to learners how to register on the e-learning platform. • The facilitator then invites the participants to complete their registration on the platform and to complete their user profile. • If some participants finish this task sooner than others, they are encouraged to begin testing some of the functions and features of the platform and testing which content they can access. 	<p><u>100 minutes</u></p>	<p>Access to the ELEVATION e-learning platform.</p> <p>Pens and note-taking materials for participants</p>	<p>Participants will register on the e-learning platform, create their profile and test some of the key features of the platform</p> <p>Participants will take notes to support their learning</p>
<p><u>Workshop Close</u></p> <ul style="list-style-type: none"> • To close the workshop, the facilitator conducts a verbal feedback session with participants on which activities they thought would work best with marginalised adult learners. • At this point, if participants would like to share and explain other activities or variations that work well with 	<p><u>10 minutes</u></p>		<p>Participants will engage in the verbal feedback session</p> <p>Participants will take notes to support their learning</p>

<p>marginalised learners, they are invited to share this with the learner group.</p> <ul style="list-style-type: none"> • Participants are invited to take some time to review the activities that they will use going forward. • The facilitator thanks all participants for their active engagement in the session and closes the lesson. 			
Total duration of the module	4 hours		

Lesson Plan 3 – Using the ELEVATION COMPENDIUM - 4h

Description of the Learning Activities	Timing (minutes)	Materials/ Equipment Required	Assessment/ Evaluation
<p><u>Workshop Opening:</u></p> <ul style="list-style-type: none"> • The facilitator welcomes participants and introduces the topics that will be covered in today’s lesson. 	<u>10 minutes</u>		Participants will engage in workshop opening
<p><u>Activity 2: Developing Didactic Competence</u></p> <ul style="list-style-type: none"> • In this activity, the facilitator uses the content on the e-learning platform to introduce participants to the innovative methodology of embedded learning. • After embedded learning is introduced through the e-learning platform, the facilitator leads a short group discussion to identify how this methodology could be used and adapted for work with Target group. 	<u>40 minutes</u>		<p>Participants will engage with the content on the e-learning platform</p> <p>Participants will take notes to support their learning and will take note of topics to be</p>

			addressed in their self-directed learning
<p><u>Activity 3: ELEVATION Mini learning resources</u></p> <ul style="list-style-type: none"> As part of this activity, participants are introduced Elevation Mini-learning resources To present the Compendium, using PowerPoint slides the facilitator presents a sample of 2-3 Mini-learning resources from the online platform, reviews the content of the resources with participants and leads a group discussion on how participants would support marginalised adult learners using this resource. The facilitator gives the time in the session to log on to the platform, test out some of the resources and discuss how they would use these resources with adult learners. For the final 15 minutes of the session, the facilitator asks participants to give some feedback on the Mini-learning resources 	<u>90 minutes</u>	PPT presentation on Mini learning resources	<p>Participants will engage with the content of the Elevation Mini-learning resources</p> <p>Participants will take notes to support their learning and use of the Elevation platform</p>
<p><u>Activity 4: Lesson Planning with the Elevation Mini-learning resources</u></p> <ul style="list-style-type: none"> Once participants have had the opportunity to test out some of the activities in the Elevation Compendium, they are encouraged to develop a short lesson plan that would include how they would use these Mini-learning resources in their work. 	<u>60 minutes</u>		<p>Participants will engage with the content of the ELEVATION Compendium</p> <p>Participants will develop a lesson plan to include the Mini-learning resources they have tested – this will support their use of the resources with their learner groups.</p>

<ul style="list-style-type: none"> • Participants will complete a lesson plan template on the PC or laptop they are working on. • In this activity, participants are encouraged to identify which competence(s) they would like to develop with their learner group, and to design a lesson plan around how they would introduce this competence to learners, how they would integrate the Mini-learning resource and how they would evaluate the effectiveness of the resource in developing the competence of marginalised learners • At the end of this activity, participants are encouraged to share their lesson plans with each other and the facilitator using Google Drive to encourage peer-review and future collaboration. 			
<p><u>Activity 5: Introduction to Handbooks</u></p> <ul style="list-style-type: none"> • Following a short PPT presentation, the facilitator asks participants to discuss some of the pitfalls of working with learners in online environments. • The facilitator takes note of the outcomes of these discussions and invites participants to note down some of the key findings. • The facilitator will then use HANDBOOK-s, a part of the Mini-learning resources to introduce participants to some of the other contents of Mini-learning resources. 	<p><u>30 minutes</u></p>	<p>PPT presentation on Handbooks</p>	<p>Participants will engage in the group discussion activities</p> <p>Participants will take notes on netiquette and online safety to support their work in collaborative online environments</p>
<p><u>Workshop Close</u></p>	<p><u>10 minutes</u></p>		<p>Participants will engage in the verbal feedback session</p>

<ul style="list-style-type: none"> To close the workshop, the facilitator conducts a verbal feedback session with participants on which Compendium resources they felt would work best in their work with marginalised adult learners. The facilitator then leads a verbal feedback session to evaluate the content and delivery of the workshop. The facilitator thanks all participants for their active engagement in the session and closes the workshop. 			Participants will take notes to support their learning
Total duration of the module	4 hours		

Lesson Plan 4 – Planning and designing Mini-learning resources - 4h

Description of the Learning Activities	Timing (minutes)	Materials/ Equipment Required	Assessment/ Evaluation
<u>Workshop Opening:</u> <ul style="list-style-type: none"> The facilitator welcomes participants and introduces the topics that will be covered in today’s lesson. 	<u>10 minutes</u>		Participants will engage in workshop opening
<u>Activity 1: Introduction to Format of Mini-learning resources</u> <ul style="list-style-type: none"> Using PowerPoint slides, the facilitator introduces participants to the most common format for Mini-learning resources and explains the elements of the format. 	<u>30 minutes</u>	Prepared PPT Slides	Participants will take notes to support their learning

<p><u>Activity 2: Writing scripts for adult learners own Mini-learning resources</u></p> <ul style="list-style-type: none"> • Participants are invited to think and write a learning outcome for their Mini-learning resources based on presented materials, key skills, and thematic areas • Once they have identified which thematic area and key competence will they cover, participants will develop their script and learning outcomes to be achieved with their script. • The facilitator allows 15 minutes for this individual activity – considering that participants may need to complete additional research and brainstorm to plan a resource around their chosen key competence. • The facilitator then brings the group together and invites participants to share their script and their expected learning outcome(s) with other participants. • The facilitator can provide feedback to each participant on their quality, relevance and terminology used in their learning outcomes. 	<p><u>60 minutes</u></p>		<p>Participants will develop 1-2 scripts for animation.</p> <p>Participants will take notes to support their learning</p>

<p><u>Activity 3: Developing your Mini-learning resource</u></p> <ul style="list-style-type: none"> Now that participants have been introduced to the format, they are each given a blank template (word document shared through Google Drive), and encouraged to work on their own to research their topic, develop their content and complete the template. 	<p><u>120 minutes</u></p>	<p>Blank 'Templates' for each participant - shared by Dropbox, e-mail or Google Drive</p>	<p>Participants will research their chosen key competence Participants will complete the session plan template for their digital resource</p>
<p><u>Workshop Close</u></p> <ul style="list-style-type: none"> To close the workshop, the facilitator conducts a verbal feedback session with participants on how they found the activity of completing their session plan template. The facilitator then leads a verbal feedback session to evaluate the content and delivery of the workshop. The facilitator thanks all participants for their active engagement in the session and closes the workshop. 	<p><u>20 minutes</u></p>		<p>Participants will engage in the verbal feedback session Participants will take notes to support their learning</p>
<p>Total duration of the module</p>		<p>4 hours</p>	

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