

# DAE

STRATEGIES  
TO DIGITALIZE  
ADULT EDUCATION



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# Toolkit for developing digitalisation strategies

Strategies to Digitalise Adult Education  
2017-1-ES01-KA204-037991



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## Introduction

In a changing world where we are speaking about a new human revolution, education has to evolve at the same pace. When we work with adult learners, it is important that they see the usefulness, the necessity and the importance of technological progress.

**Strategies to Digitalise Adult Education** aims to provide adult education centres with the skills necessary to implement a strategy that allows them to go from analogical, old-fashioned techniques to a modern-day approach with the use of the new technologies available to educators.

With a partnership of 7 partners coming from 5 different countries, **Strategies to Digitalise Adult Education** is funded under the Erasmus+ Programme of the European Union, in the Key Action 2 for development of innovation in adult education. The partnership is comprised of Inercia Digital (coordinators, Spain), Sinergia Società Cooperativa Sociale (Italy), Consorzio Lavoro e Ambiente (Italy), Akademia Humanistyczno-Ekonomiczna w Lodzi (Poland), Casa Corpului Didactic Teleorman (Romania), IES Jacarandá (Spain) and Oltu Public Education Center (Turkey).

This guide, the main result of the project, covers the training needed for leaders of an adult education centre on how to train both their administrative staff and their teachers to plan and implement a strategy of digitalisation.

For more information visit the website at <https://digitaladulthoodeducation.eu>



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# Strategy Development

**“Communities of practice” – developing strategy of managing the technological change within the institution**

Strategies to Digitalise Adult Education

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## Strategy development

The aim of this training is to help the administrative staff of the centre develop a plan on how to digitalise the school. It allows them to identify the current resources they have, and to create a reachable scenario where they can take their organisation to.

By the end of the training, the participants will be able to use several tools to analyse their current situation and plan how to digitalise their centre.

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## Session 1: Integration

### Introduction

A 5-day workshop / training sessions in groups - day 1

Soft skills trainings are useful for all employees of all levels and are an extremely effective way to build an efficient, collaborative work team.

Training is a great way for managers at all levels to improve their ability to inspire and motivate individuals and teams to achieve outstanding results.

These kind of training programs shows how important is:

- to be a part of the project,
- to know what its overall goal
- to know what part of a project we are,
- to take responsibility for the project
- to see what is our final product

These kind of training programs requires the following:

- searching for innovative ways of developing and managing people.
- finding new opportunities.
- preparing for difficulties
- knowing company's mission, vision, and values

Integration -Training sessions for managers helping to recognize organizational potential of the institution. Recognizing participants' beliefs, intentions and resources as the learners come with beliefs about the role of technology in learning which impacts upon the way they use technology.

Next assignments are planned for recognizing your co-workers assets, your strengths and resources as an institution, and, at last to set the goals that are possible to reach for your team in terms of digitalizing education. We propose a sequence of exercises that were run as a strategy training for managers in Lodz, January 2019:

Start your training welcoming participants, introducing them to the goals of the training. Some nice exercises, commonly known as Ice-breakers create a good atmosphere and help to work on different issues.

Our approach to changing classroom dynamics for the use of ICT has an impact on the effectiveness in supporting the development of ICT technology. Managers will be most successful when they try to develop strategies, beginning with answers to the questions:

- do I have clear reasons as well as a plan for using the technology?
- are trainers able to encourage learner's autonomy (through managing activities, extending activities, discussion and reducing tutor presentation time)?

Building strategy consists of training sessions in groups. It is necessary to have 5 sessions.

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### Methodology

Session is face-to-face with an approximate duration of 3,5 hours. Approach should be as practical as possible. Methodology of the training is work in groups.

Tasks for the workshop aim to prepare the answers for the questions:

- What do we have? - knowing the resources of the institution and how to use them (make them useful)
- What do we want to do?
- What do we need in addition to what we already have?
- Where can we get it?
- How can we cooperate?

After completing the set of tasks and analyzing them an action plan can be developed.

Methods: group work, brainstorming, discussion, debate on why new technologies should be implemented in the institution, team building and strategy games.

### Learning objectives

- To understand how to develop your confidence in managing and integrating ICT in your institution
- To know what kind of actions are necessary
- To prepare way of developing and implementing ICT technology in the institution (Action plans)

### Learning outcomes

**LO1:** learners will know how to organize a structure of co-working team supporting the technological change

**LO2:** learners will know how to recognise their own potential and the resources of their institution

**LO3:** a road map of intended activities and the schedule will be designed. New quality of participation oriented communication within the institution will be established and understanding the needs will be emphasized

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## Activity 1: Juggling items

### Juggling items

Equipment required: Juggling balls, bean bags (or even a rolled up sock).

Space required: Small. Delivered either indoors or outdoors.

Group Size: 8 to 14 ideally (however is still works with slightly larger or smaller groups).

Total Time: 20-30 minutes

### **Ice breaker game (Juggling items) integration and soft skills training**

1. Organise the group into a circle, and set up a juggling system that processes juggling balls by throwing them across the circle of team members from one person to the next.
2. When a ball is thrown the thrower must shout the name of the recipient
3. They catch it and throw to another group member. This continues until each group member has caught & thrown the ball just once. (it should have eventually ended back at the start point).
4. Ask each group member to identify who they received the ball from and who they threw it to.
5. Test this out by throwing the ball in the same original order until it arrives back at the start point.
6. The next stage is to introduce more balls and see how many you can get moving round the circle in the original order. As many balls as people is extremely difficult. You can also add another ball to be sent in reverse order to add a bit confusion to the mix.



This is illustration for integration part: Juggling items **Good practice (DAE Strategy training in Lodz, January, 2019)**

"the training conducted by Inercia Digital opened us to the opportunity to increase the infrastructure of our training activities through a Moodle platform; if we started already to use some ICT tools for training activities we are not yet structured to organize in an effective way a distance learning course. The test on their platform and on the potential in terms of creating contents, maintaining contacts with trainees, submitting evaluation tests, etc. was really inspiring for us. We also considered funny and stimulating the experience trough Kahoot, also its application to topics that usually are not interesting for the trainees".

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## Activity 2: Team building game (Tower)

**Purpose of the activity:** This exercise gives participants first-hand experience of how management style affects the performance of a team. It shows different styles in action, demonstrating, for example, that what managers intend is not always what comes across. This is a chance for participants to think about what makes a great leader, and it provides rich data upon which to draw important conclusions about leadership behaviour and its impact.

1. Divide your participants into groups, each containing one manager and three team members.
2. Give them instructions: As a group, they have to build a tower using the blocks. Sounds easy – until you tell them that team members must be blindfolded and use their non-dominant hand.
3. Managers cannot touch either the blocks or their team members.
4. Discuss some of these important messages



This is illustration for „Tower” game, Good practice (DAE Strategy training in Lodz, January, 2019)

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## Post-Activity Discussion

### Presentation of the conclusions

As a team members answer and discuss the questions:

- What a manager intends is not always what comes across to others.
- How can managers make a difference by providing a perspective on what the team is trying to accomplish?
- What did you learn about others in your group?
- What did you learn about how you can influence your team?
- Did you notice different managerial styles in action?



This is illustration for Post-Activity Discussion, Good practice (DAE Strategy training in Lodz, January, 2019)



## Session 2: What opportunities does ICT bring?

### Introduction

Notes on the choice: A 5-day workshop / work in groups with trainers – day 2

Tasks for the workshop - Prepare the answers for the questions:

- What do we have?
- knowing the resources of the institution and how to use them (make them useful)
- Both: people and equipment

### Methodology

Session is face-to-face with an approximate duration of 3,5 hours. Interaction between ICT and other elements, issues arising from the physical location of technology– do we have enough space?

Methods: group work, brainstorming, discussion.

Materials: Flip chart, paper, markers.

### Learning objectives

- Recognizing strong and weak sides of the plan
- Working on weak sides of the digitalization plan
- To be able to create next strategy steps

### Learning outcomes

**LO1:** Managers will be able to define needs in regards to implementation of digitalisation strategy

**LO2:** Managers will be able to find strong and weak sides of the plan

**LO3:** Managers will be able to understand the needs to better implement next strategies steps





## Activity 1: Nail Balance

### Team building game (Nail Balance)

You are conducting this exercise to help your colleagues to pen up to new ways of thinking, to recognise their creative potential. The task seems to be impossible to complete at first glance which is similar to many problems we encounter at work. The participants experience the moment of „aha!“ when they realise that solution is possible though.

Group Size 1 - 5

Time: 5 - 60 minutes

To use this activity with larger groups you must first get them into smaller sub groups (3-4 people works well). Supply each group with their own Nail Balance set.

The objective is to balance a bunch of nails on the head of a single nail. All of the nails have to be balanced at the same time and cannot touch anything but the top of the nail that is stuck in the base.

1. Hand each group a piece of wood with a nail hammered into it (see photo) and 8 nails.
2. Ask them to balance all the supplied nails on the head of a single nail. Only the supplied equipment can be used (no tape, string, glue, etc. allowed). The supplied materials may not be altered. Ask the participants not to use mobile devices, as the solution is available on the Internet.



This is illustration for „Nail balance“ game. Good practice (DAE Strategy training in Lodz, January, 2019)

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## Activity 2: SWOT analysis

In most cases, SWOT analysis is sufficient for your purposes, but you can additionally apply PEST analysis if you want to deepen the insight.

SWOT analysis is a strategic planning technique used to help a person or organization identify strengths, weaknesses, opportunities, and threats related to project planning. It is an incredibly simple tool to help organization develop business strategy.

The name is an acronym for the four parameters the technique examines: SWOT – **S**trengths, **W**eaknesses, **O**pportunities, **T**hreats

**S**trengths: characteristics of your team and institution that you consider as assets.

**W**eaknesses: characteristics of your team and institution that you consider a disadvantage.

**O**pportunities: elements in the environment that your team and institution could exploit to its advantage.

**T**hreats: elements in the environment that could cause trouble for the project.

### Sources

Wikipedia (2019) SWOT analysis. Available from [https://en.wikipedia.org/wiki/SWOT\\_analysis](https://en.wikipedia.org/wiki/SWOT_analysis)

### Work in groups

Group work depending on how big your institution is:

Groups of 4-5 persons or one group in case of smaller organization

### Materials:

Flip chart paper, markers

Hand each group a big sheet of paper (flip chart paper will do)

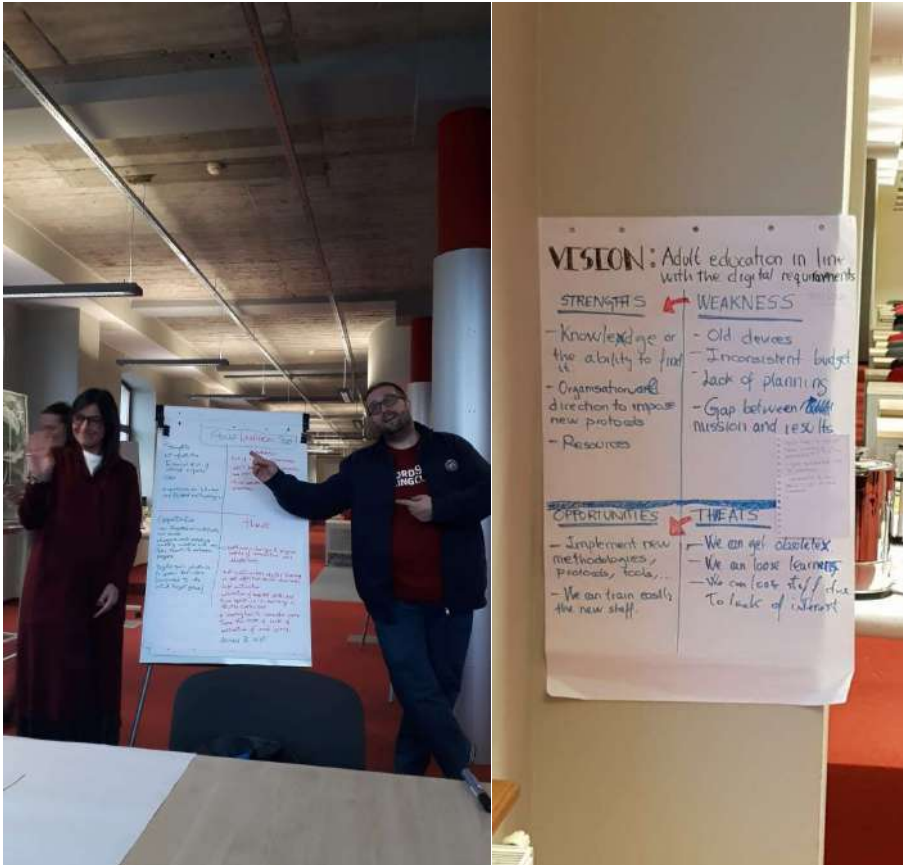
Tasks for the workshop:

Divide your paper in four parts by drawing horizontal and vertical line. Mark them as:

S (strengths), W (weaknesses), O (opportunities), T (threats).

Prepare the answers for the questions and write them down in proper spaces. (see the attachment-Annex I).





This is illustration for presentation of SWOT , **Good practice (DAE Strategy training in Lodz, January, 2019)**

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### Post-Activity Discussion

Read and discuss each group's answers.

The next stage of the analysis is to take the highest ranking strengths, weaknesses, opportunities and threats.

Groups try to answer the following questions:

1. How do you use your strengths to take advantage of opportunities?
2. How do you overcome weaknesses preventing you from taking advantage of opportunities?
3. How can your strengths reduce the probability of threats?
4. What can you do about your weaknesses to make the threats less likely?

For a SWOT analysis to be effective participants need to be deeply involved. This isn't a task that can be delegated to others. Select people who can represent different aspects of organization.



## Session 3: Prototyping the strategy

### Introduction

Notes on the choice: A 5-day workshop / work in groups with trainers – day 3

#### **Why building strategy is important?**

Strategic planning provides your institutions the opportunity to prioritize goals and action items to focus time and resources on key initiatives.

#### **How to structure strategy training?**

It is very important to work directly with participants of training, get them involved in tasks or collect their ideas, so the form of a workshop is recommended.

#### **Description of goals**

A set of actions and procedures recommended for the institution should be developed as a product of the common strategy training for necessary changes and implementation of new technologies. Such a package needs to be outlined and endorsed by the whole community of the institution. Information about activities for all stakeholders should be planned on each stage of the implementation of the new technologies.

### Methodology

Session is face-to-face with an approximate duration of 3,5 hours. To work effectively as a team you have to develop cooperation and communication skills. Methods: group work, brainstorming, discussion.

### Learning objectives

- Developing communication and cooperation skills
- Recognizing institution's mission, vision, values and goals (VMOSA tool)
- A better understanding of the strategy

### Learning outcomes

**LO1:** Managers will be able to prepare next steps of digitalization strategy

**LO2:** Managers will be able to define institution's mission, vision, values and goals

**LO3:** Managers will be able to define needs in regards to implementation of digitalization strategy

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## Activity 1: Zoom

Objective: Problem-Solving, Communication

Best for (group size): Small or large group

Time: 30 minutes

Materials needed: Zoom by Istvan Banyai

Hand out to each participant one picture from Istvan Banyai's book, Zoom. Explain that participants can only look at their own picture and keep it hidden from others. Participants must study their pictures and do their best to describe it to others, as the teams work together to put the pictures in the correct sequence.

This activity focuses on fostering problem-solving skills by pushing participants to work together and communicate with one another to achieve the common goal. It also allows for natural leaders to emerge and take charge in completing the task most effectively.

This problem-solving exercise teaches participants to work in a team and demonstrates "departmental" working: the concept that each individual contributes to a larger team effort, even though their contribution may not always be apparent. The exercise works best when it involves participants from multiple organizational departments who perform a variety of roles.

Using Zoom by Istvan Banyai is only an example, you can use similar in the same way.

<https://www.smartsheet.com/top-team-building-games-experts-share-their-favorites>



This is illustration for presentation of Zooms activity summary, good practice (DAE Strategy training in Lodz, January, 2019)

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## Activity 2: VMOSA tool

Discuss and decide on specific topics in your institution:

What is your vision, mission, core values, goals and objectives?

- **Vision**

A vision statement is a mental picture of what you want to achieve. Don't make it cluttered or complicated. A vision statement should be simple enough so you can hold the meaning of it in your "mind's eye".

- **Mission**

A mission statement defines how you will achieve your vision. It is an action statement and often begins with the word "to".

Once again it needs to be simple so that you can easily hold the idea in your mind.

- **Core Values**

Core values are standards you place on your business activities. Examples include ethics, environmental issues, labour standards, etc.

In addition to the mission statement you may want to state your goals and objectives for the project.

- **Goals**

A goal is a general statement of what you need to achieve to accomplish the vision of your business project.

- **Objectives**

An objective is a specific time-sensitive milestone used to measure your progress towards achieving your goals and vision.



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## Post-Activity Discussion Presentation of conclusions



This is illustration for presentation of VMOSA , Good practice (DAE Strategy training in Lodz, January, 2019)

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## Session 4: Action plan for implementation of ICT

### Introduction

Notes on the choice: A 5-day workshop / work in groups with trainers – day 4

An objective is to develop specific time-sensitive plan used to measure your progress towards achieving your goals and vision.

### Methodology

Session is face-to-face with an approximate duration of 3,5 hours. Methods: group work, brainstorming, discussion.

### Learning objectives

- To plan a strategy of introducing ICT
- Developing the tools of implementation ICT strategy
- Developing an action plan for introducing ICT in the institution

### Learning outcomes

**LO1:** Managers will be able to define needs in regards to implementation of digitalization strategy.

**LO2:** Managers will be more conscious strategy

**LO3:** Managers will be able to design activities to implement in the institution





### Activity 1

Work as a group: all co-workers elaborate the action plan for your institution/organization.

After you give a set of instructions, give participants buddies time to go over the instructions to make sure that everyone understands what they are to do.

Action plan (what change will happen; who will do what by when to make it happen)

- Action step(s): What will happen
- Person(s) responsible: Who will do what
- Date to be completed: Timing of each action step
- Resources required: Resources and support (both what is needed and what's available)
- Barriers or resistance, and a plan to overcome them!
- Collaborators: Who else should know about this action

An Ambassador responsible for implementation of digitalization strategy should be appointed in each educational centre.





### Post-Activity Discussion

Space for discussing case studies and best/ good practices

STEP	Exp.	Date	Resources	Barriers	Collaborators
1) Training Trainers	ICT expert	3 Months	40 hours	Lack of time resources	-
2) ICT Online Course	ICT expert	1 Month	22 working days	Not available technologies or tools	-
3) Moodle Platform	technician	1 week	1500 €	need to customize	Training Manager
4) 2) Training Courses	Trainers	2 months ↑ same period	64 working days	Lack of motivation of learners	ICT expert + technician
5) Motivational Programme	#		300€	ICT Tools of learners non updated	

This is illustration showing how an action plan looks like: ideas and crucial decisions are written down, easy to elaborate in details. Good practice (DAE Strategy training in Lodz, January, 2019)



## Session 5: Cooperation and follow up activities

### Introduction

Notes on the choice: A 5-day workshop / work in groups with trainers – day 5

In this session, we are going to summarize the entire workout and create final strategy  
A package of actions and procedures recommended for the institution should be developed as a product of the common strategy developed for the necessary changes and implementation of new technologies. Such a package should be outlined and endorsed by the whole community of the institution. Information about activities for all stakeholders should be planned on each stage of the implementation of the new technologies.

### Methodology

Session is face-to-face with an approximate duration of 3,5 hours. Training sessions for managers: recognizing organizational potential of the institution. Recognizing participants' beliefs, intentions and resources - Learners come with beliefs about the role of technology in learning which impacts upon the way they use technology.

Methods: group work, discussion.

### Learning objectives

- To plan a strategy of introducing ICT (Action Plan)
- To structure future cooperation and follow up activities
- To understand the final strategy

### Learning outcomes

**LO1:** Managers will be able to plan and execute the actions necessary to implement digitalization strategy

**LO2:** Managers will be able to set goals of each activity

**LO3:** Managers will be able to create final strategy



## Activity 1

Each participant presents the strategy developed during the 5-days workshop.

Is really important to create the space for presentation all the work (SWOT, VMOSA, Action plan) in the workshops room.



This is illustration for presentation and summary of SWOT and VMOSA conclusions. Good practice (DAE Strategy training in Lodz, January, 2019)

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## Post-Activity Discussion

Space for discussing future cooperation and planning follow up activities.

Have participants write down their thoughts about one or two things they have learned that had an impact on them. In other words, is there something that was learned in workshop that changed the way they view things? Or was there something that surprised them? Or was there something that altered the way they think about things? Etc.

In small groups or with a partner participants should respond to the following...

- A pleasant surprise...
- Something that you had to struggle with to understand
- Something you don't agree with
- Something that you agree with strongly
- Something you thought was particularly interesting
- Something you didn't expect
- Something you want to know more about
- A question that you have



This is illustration for presentation and summary of training outcomes and conclusions. Good practice (DAE Strategy training in Lodz, January, 2019)

Here are some other questions that have generated related to forum discussion

- What is the power of the strategy?
- Why my participation is so important?
- What I would do better?

**Enjoy your training!!**

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Annex I: SWOT template

<p style="text-align: center;"><b>Strengths</b></p>	<p style="text-align: center;"><b>Weaknesses</b></p>
<p style="text-align: center;"><b>Opportunities</b></p>	<p style="text-align: center;"><b>Threats</b></p>

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## Annex II: SWOT theory

SWOT analysis is a strategic planning technique used to help a person or organization identify strengths, weaknesses, opportunities, and threats related to business competition or project planning. Is an incredibly simple tool to help organization develop business strategy?

The name is an acronym for the four parameters the technique examines:

SWOT – **S**trengths, **W**eaknesses, **O**pportunities, **T**hreats

- **Strengths:** characteristics of the business or project that give it an advantage over others.
- **Weaknesses:** characteristics of the business that place the business or project at a disadvantage relative to others.
- **Opportunities:** elements in the environment that the business or project could exploit to its advantage.
- **Threats:** elements in the environment that could cause trouble for the business or project.

Created in the mid-20<sup>th</sup> century by Albert Humphrey, a business consultant, SWOT analysis is one of the most used self-improvement methods in the business world nowadays. SWOT analysis aims to identify the key internal and external factors seen as important to achieving an objective. SWOT analysis groups key pieces of information into two main categories:

**Internal factors** — the *strengths* and *weaknesses* internal to the organization

**External factors** — the *opportunities* and *threats* presented by the environment external to the organization

The degree to which the internal environment of the firm matches with the external environment is expressed by the concept of strategic fit. Identification of SWOTs is important because they can inform later steps in planning to achieve the objective. First, decision-makers should consider whether the objective is attainable, given the SWOTs. If the objective is *not* attainable, they must select a different objective and repeat the process.

SWOT analysis examples to download, print or modify online from [www.creately.com](http://www.creately.com)

There are many more SWOT analysis templates ready to use.

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SWOT analysis can be used effectively to build organizational strategy. Typically, it is used in a strategic planning process to effectively evaluate where the company stands before moving forward with an opportunity or managing a limitation.

How TO DO a SWOT Analysis?



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To help you to carry out your analysis:

1. **Decide who should be involved**
2. **Designate a Facilitator**
3. Download/print off/draw template - (using the popular 2x2 matrix)
4. **Brainstorm** - one of the best ways to do this is to have a flipchart and write down everyone's responses there.
5. Write down answers to the following questions
6. **Remove Duplicate** - after this process, the main ideas and points should be the only ones still on the flipchart.
7. **Clarify and Identify**
8. **Assign Next Steps**

**Ideas** frequent SWOT analysis questions regarding/ questions are asked to identify/ questions that one must ask to find:

- Strength
- Weaknesses,
- Opportunities,
- Threats.

Strengths

- What advantages does your organization have?
- What do you do better than anyone else?
- What is the unique thing about your company?
- What unique or lowest-cost resources can you draw upon that others can't?
- What do people in your market see as your strengths?
- What are your assets?
- Which one of those assets is the strongest?
- Do you have a strong customer base?
- How skilled are your co-workers?
- What are the things that other people say you do well?
- Do you have experience in this task (mission)?
- What are the advantages you have over your rivals?

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#### Weaknesses

- What could you improve?
- What are people in your market likely to see as weaknesses?
- What are the things you need to avoid?
- What areas do your competitors have an advantage on?
- Are you lacking in knowledge?
- Are your employees not skilled enough?
- Do you have enough investment to start such a project?
- Is your customer base too low?
- Are you making enough profit?
- Is your competitor running miles ahead of you?

#### Opportunities

- What good opportunities can you spot?
- What interesting trends are you aware of?
- What external changes will bring your opportunities?
- What are the current ongoing trends?
- Will these trends affect you in a positive manner?
- Can you take advantage of the local market?
- What is the market missing?
- Can you provide that missing link for the consumers?
- Is your rival company failing to satisfy their customer base?
- Is your brand name helping you to get finance easier?

#### Threats

- What obstacles do you face?
- What are the obstacles you are facing in the current mission?
- What are your competitors doing?
- Are quality standards or specifications for your job, products or services changing?
- Is changing technology threatening your position?
- Could any of your weaknesses seriously threaten your business?
- What are the negative aspects in the current market?
- Are there potential competitors who can give you a competition in the future?

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- Are your key staff members satisfied with their wages and other benefits?
- Do you see them being poached by your rivals?
- Are the government regulations going to affect you?
- Will political instability hurt you?

**For a SWOT analysis to be effective participants need to be deeply involved. This isn't a task that can be delegated to others. Select people who can represent different aspects of organization.**

*Sources*

*Wikipedia (2019) SWOT analysis. Available from [https://en.wikipedia.org/wiki/SWOT\\_analysis](https://en.wikipedia.org/wiki/SWOT_analysis)*

*Mind Tools, SWOT Analysis (2019) Available from: [www.mindtools.com/rs/SWOT](http://www.mindtools.com/rs/SWOT)*

*PESTLEAnalysis.com. (2019). Using SWOT in Business Analysis. [Online]. Available from:*

*<http://pestleanalysis.com/swot-business-analysis/>*



### Annex III: VMOSA theory

The VMOSA process grounds your dreams. It makes good ideas possible by laying out what needs to happen in order to achieve your vision.

By creating this process in a group effort (taking care to involve both people affected by the problem and those with the abilities to change it), it allows your organization to build consensus around your focus and the necessary steps your organization should take.

The process gives you an opportunity to develop your vision and mission together with those in the community who will be affected by what you do. That means that your work is much more likely to address the community's real needs and desires, rather than what you think they might be. It also means community ownership of the vision and mission, putting everyone on the same page and greatly increasing the chances that any effort will be successful.

VMOSA allows your organization to focus on your short-term goals while keeping sight of your long-term vision and mission.

**SMART goals** - defining goals to be specific, measurable, attractive, realistic, time-based

Ideally speaking, each corporate, department, and section objective should be:

- *Specific* – target a specific area for improvement.
- *Measurable* – quantify or at least suggest an indicator of progress.
- *Assignable* – specify who will do it.
- *Realistic* – state what results can realistically be achieved, given available resources.
- *Time-related* – specify when the result(s) can be achieved.

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## **Vision**

A vision statement is a mental picture of what you want to achieve. Don't make it cluttered or complicated. A vision statement should be simple enough so you can hold the meaning of it in your "mind's eye".

## **Mission**

A mission statement defines how you will achieve your vision. It is an action statement and often begins with the word "to".

Once again it needs to be simple so that you can easily hold the idea in your mind.

## **Core Values**

Core values are standards you place on your business activities. Examples include ethics, environmental issues, labor standards, etc.

In addition to the mission statement you may want to state your goals and objectives for the project.

## **Goals**

A goal is a general statement of what you need to achieve to accomplish the vision of your business project.

## **Objectives**

An objective is a specific time-sensitive milestone used to measure your progress towards achieving your goals and vision.

## **Action plan** (what change will happen; who will do what by when to make it happen)

- Action step(s): What will happen
- Person(s) responsible: Who will do what
- Date to be completed: Timing of each action step
- Resources required: Resources and support (both what is needed and what's available)
- Barriers or resistance, and a plan to overcome them!
- Collaborators: Who else should know about this action

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Strategies to Digitalize Adult Education  
2017-1-ES01-KA204-037991



# ICT Training

Strategies to Digitalise Adult Education

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## ICT Training

The ICT Training module allows the leader of the digitalisation activity to train the trainers and teachers of the centre in several technologies that should help them deliver their lessons in a more effective way.

The sessions of this module cover aspects like document maintenance, improving the accuracy when searching for information, creating new multimedia lessons, e-learning and copyright and open licenses.

The sessions can be used independently as needed, and can be easily adapted to the needs of the centre.



## Session 1: Creating and maintaining documentation

### Introduction

The first session covers the usage of an office suite, including both word processor, spreadsheets and slides, as well as collaborative working. For that, we will be using Google Drive, which is a popular, free and scalable complete office suite available online.

### Methodology

Session is face-to-face with an approximate duration of 3,5 hours. Approach should be as practical as possible, rounding the 80/20 percent of the time in practice and theory, respectively.

Learners need a computer with Internet access, and should work individually, as this session emphasises on working collaboratively through an online platform.

### Learning objectives

- To understand the necessity of proper content maintenance
- To have a competent knowledge of the use of an office suite
- To be able to create and share documentation

### Learning outcomes

**LO1:** learners will be able to create efficiently documents, slides and spreadsheets

**LO2:** learners will be able to reuse and update documentation created with an office suite

**LO3:** learners will be able to review, track changes and comment documents for sharing with other people



## Lesson 1: Navigating through Google Drive

First of all, we will need a Google account. It may be an already existing email that we sign up with in Google, or an account we create for Gmail in <https://mail.google.com>.

Our working space will be located in <https://drive.google.com>. From here we will access all of our documents, as well as manage all of the shared files.

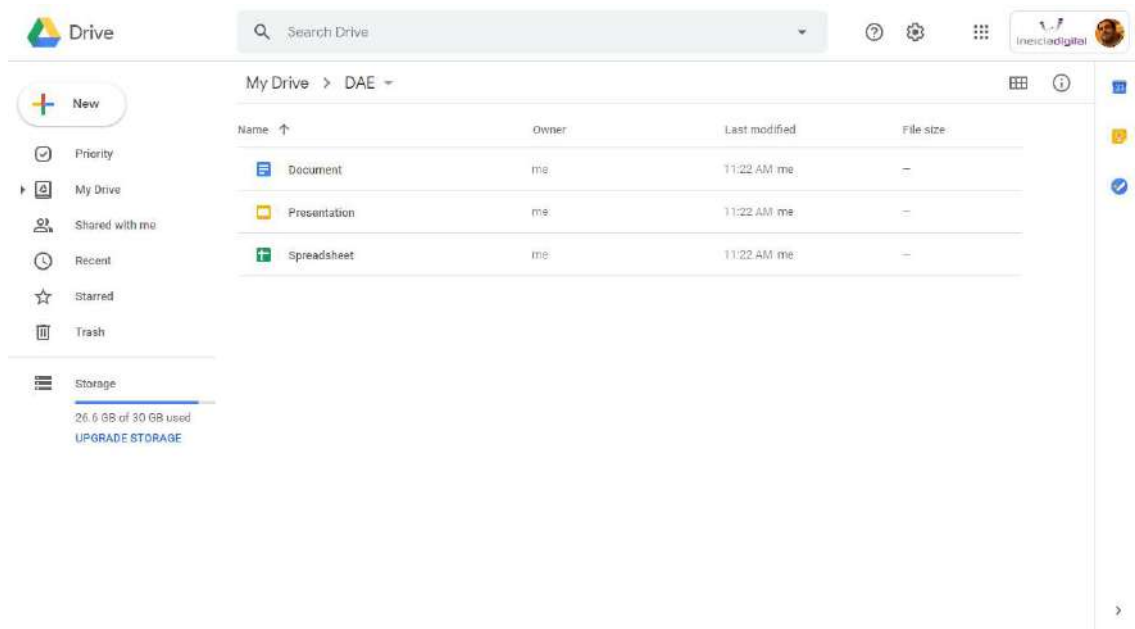


Figure 1: Google Drive main screen

From here we can right click a document a choose *Share* to change the sharing options of the file. This is where we'll invite people to work with.



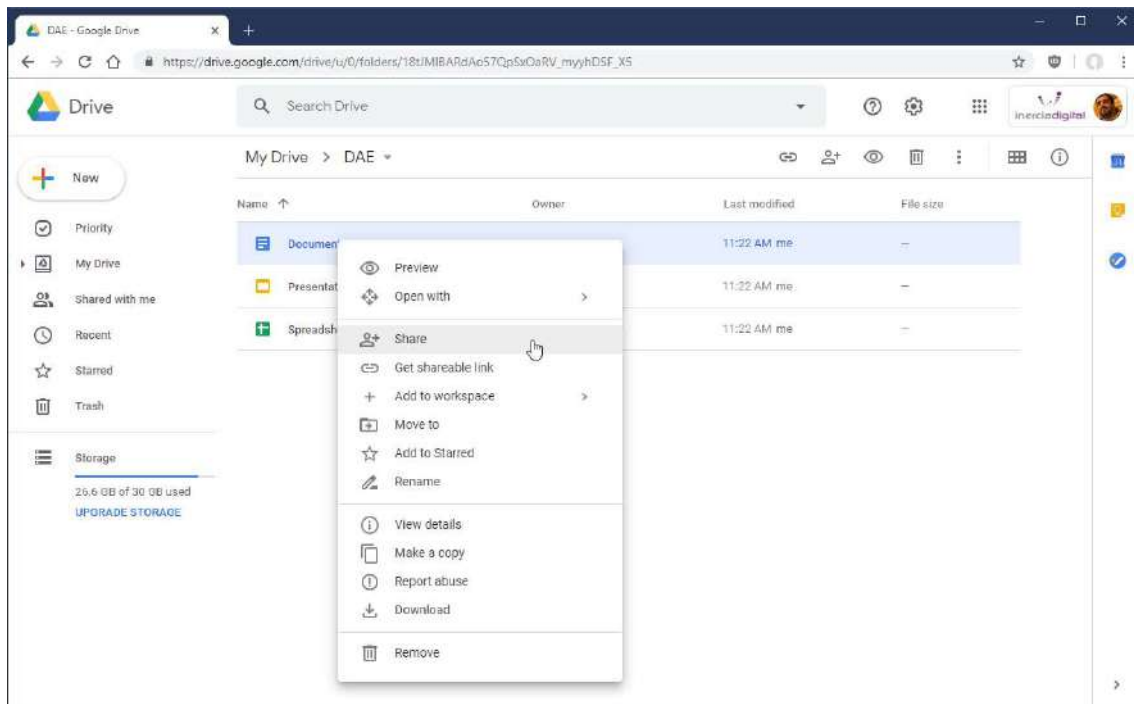


Figure 2: Sharing a file

**Activity 1:** Have your class sign up with an account. Create a folder and share it with your learners.

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## Lesson 2: Maintaining documents with Google Docs

### Table of contents

The table of contents allows us to automatically create a list of headings and sections under the document. This is helpful (and almost mandatory) in documents with several modules and multiple pages. In addition, when exported to format like PDF or website, the references of the table become clickable links to their sections.

**Activity 1:** First, we identify one or more participants that do not know how to create a table of content, and ask them to describe the process they are using to generate an index in their documents. Understanding what is wrong and what can be improved is essential for this training.

To insert a table, we need to go to **Insert -> Table of contents**.

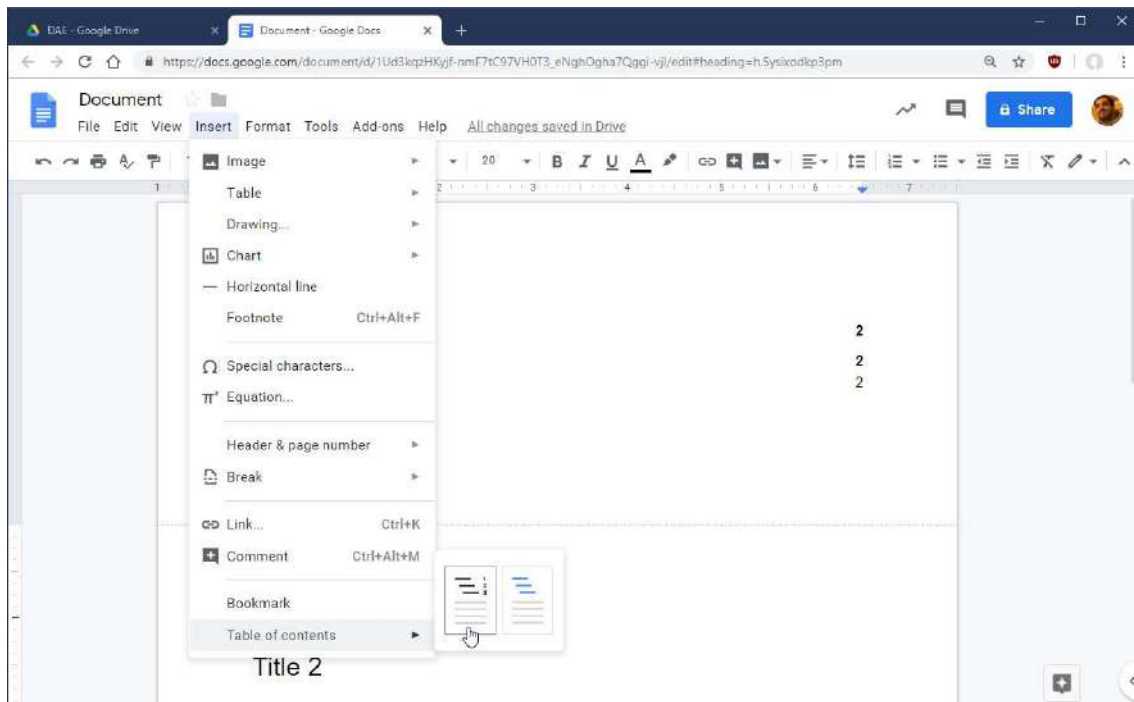


Figure 3: Inserting a table of contents in Google Docs

An empty table of contents will appear. To fill it with links, each section of our document has to be titled with a heading. Headings are special paragraphs that identify the different sections of our document, and are used by the TOC to create the reference list. To select a heading level, put the cursor on the title text and choose a heading in the **Styles option**:

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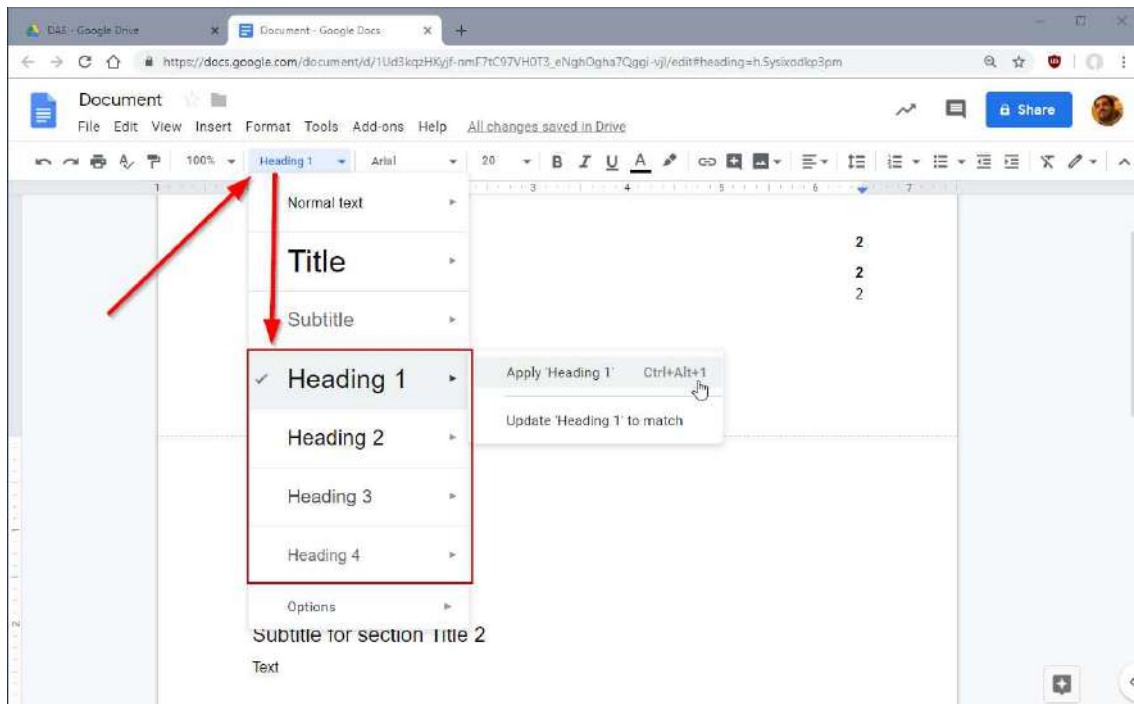


Figure 4: Choosing the header level

Then we will need to update our table of contents. Click on the reload button:

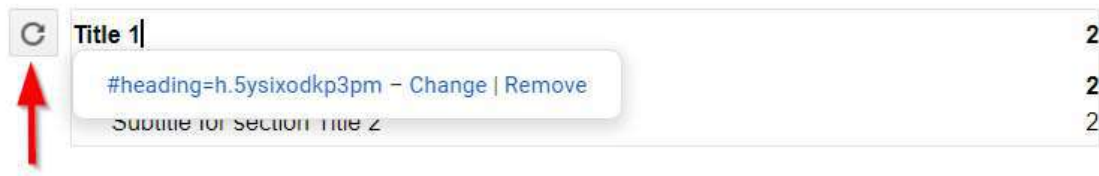


Figure 5: Updating the table of contents

The resulting table of contents will have the headers as indexes, and will show the number of the page the content is (depending on the type of table of contents we chose).

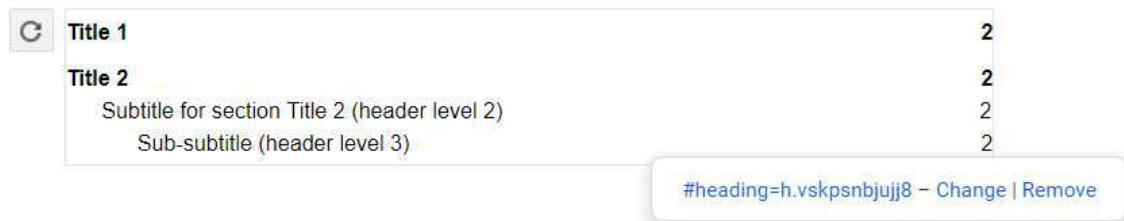


Figure 6: Resulting table of contents

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## Styles

It is obvious that we can format our document the way we want, and completely change the appearance of it from the default style.

We have two ways to do it: the manual way, individually changing the colours, sizes, margins and rest of properties of every chunk of text, or we can define the default style of our document and let Google Docs format the content for us.

The advantage is obvious: not only we save a lot of time by not having to edit every paragraph manually, but also it allows us to create templates and reuse the same style for multiple documents. For example, if we want to author the content of a full course and every document has to have the same style, this is the way to go.

Google Docs has style definitions for the paragraphs, the titles and the headings.

We find the section to apply and modify the styles under **Format -> Paragraph styles**. We can apply a define style here, or we can change its default appearing with "Update to match". This way we'll modify how every one of those sections look like in the document.

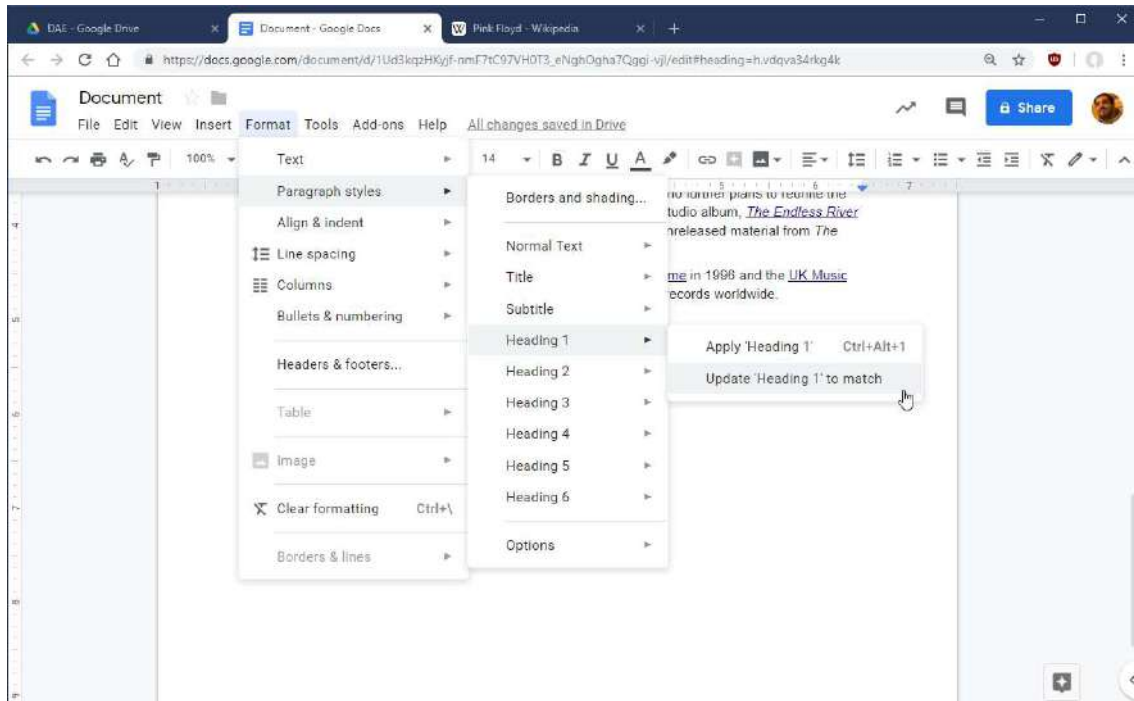


Figure 7: Updating a paragraph style

**Activity 2:** Ask the participants to change the highlight colour of the headings by using styles.

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### Working collaboratively

What if several people want to work on the same file at the same time? Just sharing the file will allow every user to access the file and modify it. The changes made by them will be seen by everybody in real time.

In addition to this feature, we can add comments to the document – that is, without really modifying the document. For that, we select the piece of text we want to comment and we click on the floating button on the right.

Pink Floyd were founded by students [Syd Barrett](#) on guitar and lead vocals, [Nick Mason](#) on drums, [Roger Waters](#) on bass and vocals, and [Richard Wright](#) keyboards and vocals. They gained popularity performing in London's underground music scene during the late 1960s, and under Barrett's leadership released two charting singles and a successful debut album, [The Piper at the Gates of Dawn](#) (1967). Guitarist and vocalist [David Gilmour](#) joined in [December](#) 1967; Barrett left in April 1968 due to deteriorating [mental health](#). Waters became the primary lyricist and conceptual leader, devising the [concepts](#) behind their albums [The Dark Side of the Moon](#) (1973), [Wish You Were Here](#) (1975), [Animals](#) (1977), [The Wall](#) (1979) and [The Final Cut](#) (1983). [The Dark Side of the Moon](#) and [The Wall](#) became two of the [best-selling albums of all time](#).

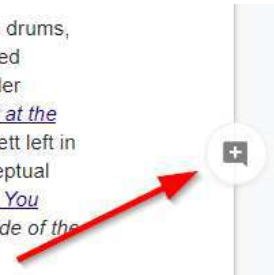


Figure 8: Adding a comment

The result will be visible to the right side of the document. Other users can then reply to this comment, or resolve and close it.

[Roger Waters](#) on bass and vocals, and [Richard Wright](#) on keyboards and vocals. They gained popularity performing in London's underground music scene during the late 1960s, and under Barrett's leadership released two charting singles and a successful debut album, [The Piper at the Gates of Dawn](#) (1967). Guitarist and vocalist [David Gilmour](#) joined in [December](#) 1967; Barrett left in April 1968 due to deteriorating [mental health](#). Waters became the primary lyricist and conceptual leader, devising the [concepts](#) behind their albums [The Dark Side of the Moon](#) (1973), [Wish You Were Here](#) (1975), [Animals](#) (1977), [The Wall](#) (1979) and [The Final Cut](#) (1983). [The Dark Side of the Moon](#) and [The Wall](#) became two of the [best-selling albums of all time](#).

Following creative tensions, Wright left Pink Floyd in 1979, followed by Waters in 1985. Gilmour and

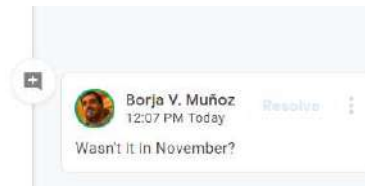


Figure 9: Adding a comment

Additionally, we can suggest edits to the document.

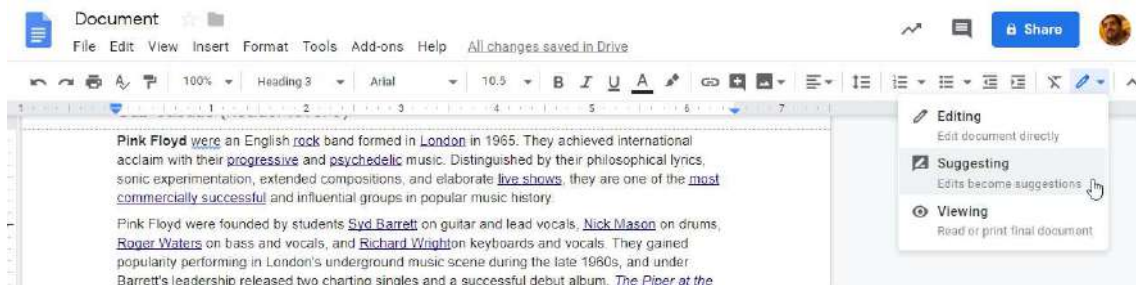


Figure 10: Changing to suggestion mode

This way, any modification we make will be seen as a suggestion, and not a change. Someone will have to manually accept it to be inserted in the document.

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*Momentary Lapse of Reason* (1987) and *The Division Bell* (1994)—and toured through 1994. In 2005, after nearly two decades of enmity, Gilmour, Wright, Mason and Waters reunited as part of the global awareness event [Live 8](#); Gilmour and Waters stated that they had no further plans to reunite the band. Barrett died in 2006, and Wright in 2008. The last Pink Floyd studio album, *The Endless River* (2014), was recorded without Waters and based almost entirely on unreleased material from *The Division Bell* recording sessions.

Pink Floyd were inducted into the American [Rock and Roll Hall of Fame](#) in 1996 and the [UK Music Hall of Fame](#) in 2005. By 2013, they had sold more than 250 million records worldwide.

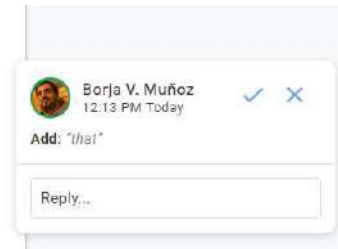


Figure 11: Suggesting a modification

**Activity 3:** Create the structure for a weekly plan. Choose one learner as the main editor. Give the rest of the learners access only to suggest edits. Now, let the whole class fill the whole plan by using comments and suggestions.



### Lesson 3: Working with a spreadsheet

#### Filtering and sorting data

Even though it is easy to use the formulas in a Google Spreadsheet, to compute almost any kind of operation with the data, there are still some features to make our life even easier. For example, let us imagine this shopping list:

	A	B	C
1	Date	Item	Price
2	1/1/2019	Toilet paper	3
3	1/2/2019	Toothpaste	4
4	1/3/2019	Popcorn	5
5	1/4/2019	Beer	1
6	1/5/2019	Minced meat	2
7	1/6/2019	Ham	5
8	1/7/2019	Vegetables	3
9			

Figure 12: Example of data in a spreadsheet

**Activity 4:** Let the learners inspect the interface and find their way. Ask them to sort the data by price (Hint: put the cursor on column C, and go to Data -> Sort sheet by Column C).

But what if we need to sort the data multiple times? How can we order it by price? How can we reverse the date order? How can we show only some data? Easily: by creating a **filter**.

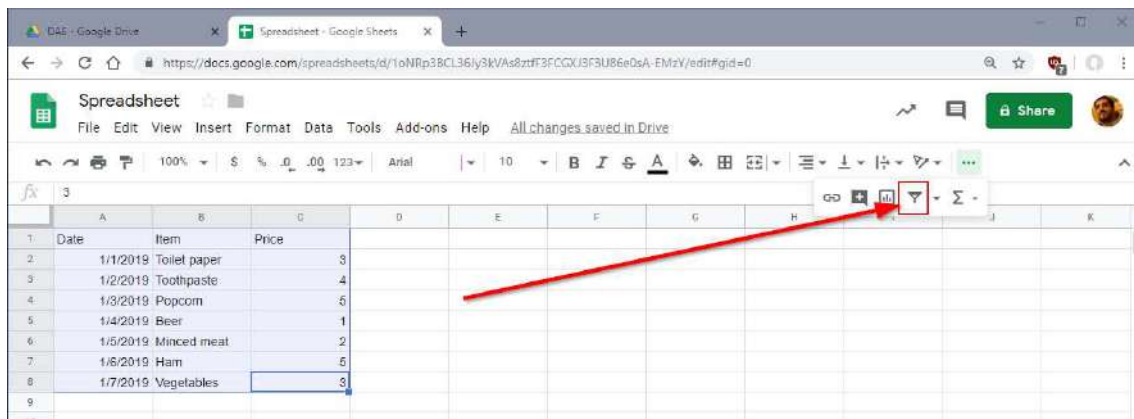


Figure 13: Creating a filter

To create a filter we should select our data and click on the **Create a filter** button. It automatically detects if it has headers.

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	A	B	C
1	Date	Item	Price
2	1/1/2019	Toilet paper	3
3	1/2/2019	Toothpaste	4
4	1/3/2019	Popcorn	5
5	1/4/2019	Beer	1
6	1/5/2019	Minced meat	2
7	1/6/2019	Ham	5
8	1/7/2019	Vegetables	3

Figure 14: Resulting filter. Note the icons to the right of the headers.

Now it's easy for us to sort or filter the data of our table. In the Figure 15 we can see how we can sort in an ascending or descending way (1), we can filter by a condition (i.e. the value is greater than other, or the date is previous to another) (2) or we can filter by the values (3).

Price

	A	B	C
1	Date	Item	Price
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			

Sort A → Z (1)

Sort Z → A

Filter by condition...

Greater than (2)

Value or formula

Filter by values... (3)

Select all - Clear

1

2

3

4

Cancel OK

Figure 15: Filtering

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*Converting text into data*

Sometimes we have data in a spreadsheet that we cannot work with, because it's not numeric or it has more than one piece of information in one cell. For example:

	A	B	C	D
1	Name		Age range	
2	Smith, James		20-25	
3	Carter, John		23-26	
4	García, María		19-21	
5				

Figure 16: Example of overcrowded cells

In Figure 16 we have a column (Name) where the names are separated by a comma, and another column (Age range) indicating the estimated minimum and maximum of their ages. We cannot work with this data: we cannot sort by first name and we cannot make calculations by minimum or maximum values.

**Activity 5:** Ask your learners how they would solve this problem. See how many alternative solutions are.

We have the possibility to **split text into columns**. It's important to leave as many blank columns to the right as new columns we will need. Then we go to **Data -> Split text to columns** and select the separator. In the column A, the separator will be a comma, where as in column C we'll separate by a dash.

	A	B	C	D	E	F
1	Name		Age range			
2	Smith	James	20	25		
3	Carter	John	23	26		
4	García	María	19	21		
5						
6						

Separator: Custom... |

Figure 17: Splitting into columns

Now we can change the headers of the new columns and work with the new data.

**Activity 6:** Make a similar file with different columns to separate and allow your learners some minutes to practice.



## Lesson 4: Working with slides

### *Editing the masters*

**Activity 6:** *Make them understand the problem: ask a volunteer to create a presentation, with a certain design where a logo is present in all of the slides. After creating several slides, ask the learner to change that logo from all of the slides, and ask them if they know how that could have been prevented.*

Similar to Docs, Google Slides allows creating templates for the slides, so that every time you create a new slide it appears with a style we have defined. In addition, the objects (images, texts, etc.) that we insert into the slide will be blocked, so they will not be moved or removed accidentally while creating our content.

Let us put us into situation: imagine we have to create a presentation. By default, it will have a cover slide, several content slides and a closing slide. For the content slides, we will have two different types: one with the images on the left, and one with the images on the right. So, how can we automate these slides without having to use the rudimentary procedure of duplicating slides and removing the content of the previous one? By using the Slide Master.

The Slide Master allows the author to modify the layouts, the slides that will serve as templates for the real slides we will use in our presentation, with their own style and content blocks. Once edited (or created) a layout, we can apply it to the slides we are using or create new ones using it.

To access the Slide Master for our current slide, we need to go to **Slide -> Edit master**.

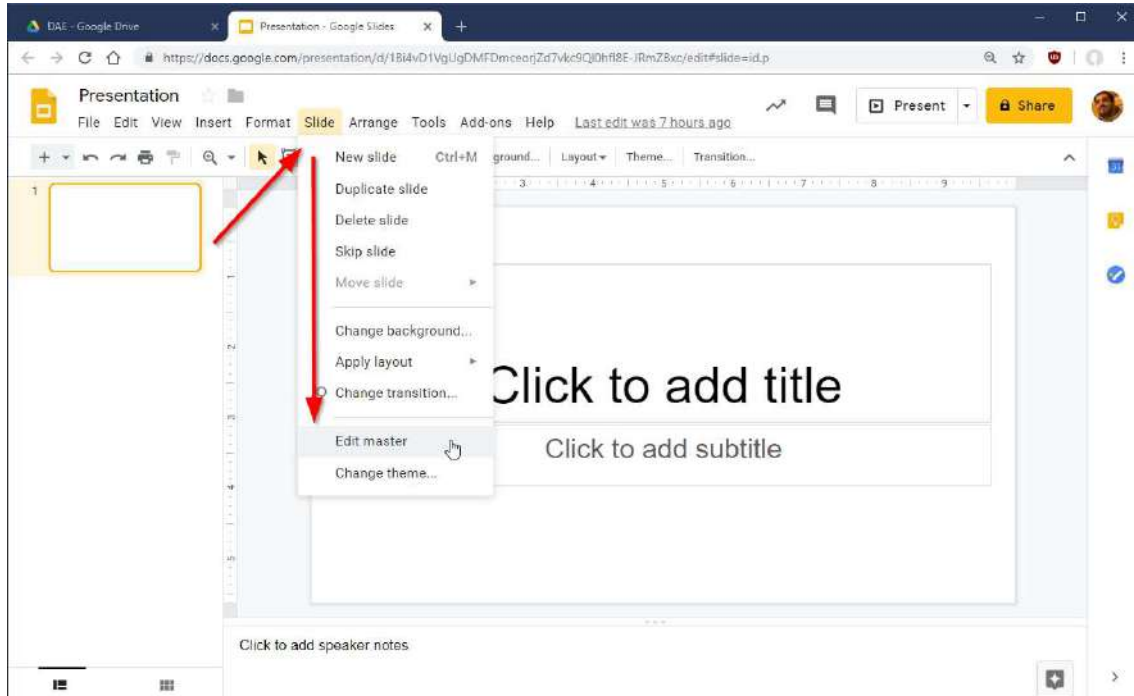


Figure 18: Entering the editor of masters

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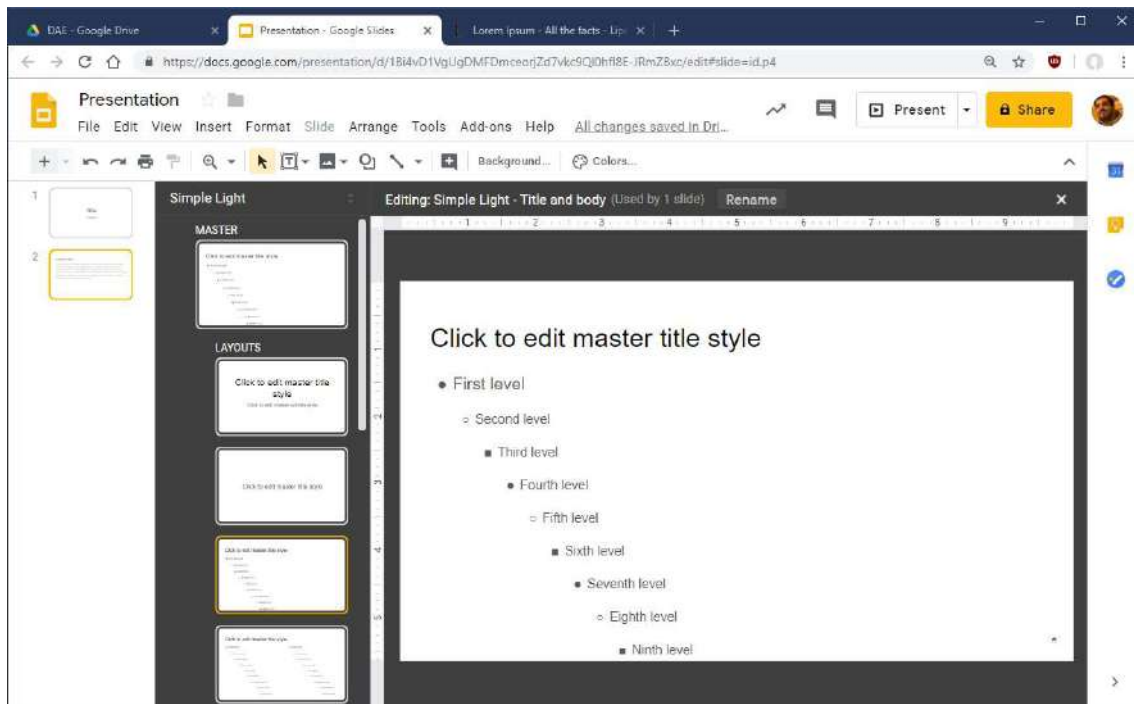


Figure 19: Slide master editor

On the black sidebar, we see the master slides and the layouts. On the top of the right widget, you can see the name and how many slides are using this layout. On the Insert menu, you will be able to add images and other objects as you would normally would. However, one of the extra things you can do here is to add a placeholder. A placeholder is a box with dotted borders that will allow the author to add specific content in the layout. For example, imagine we are creating a presentation template for a conference where multiple speakers will participate, and each of them will use the same template. We can add a placeholder in the cover slide for the speaker to add their name and organisation in a position we decide (like on a side, or in a corner).

After modifying a layout, it is possible that we need to reapply the layout to some of the slides. For this, right click on the slide -> Apply layout -> choose the layout.

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## Session 2: Creating educational content

### Introduction

Having a textbook with the lessons and the exercises is good, but it doesn't derive much from the traditional way of delivering teaching content.

Nowadays most of the students have computers, tablets or smartphones where they already look for resources and external information to complete their knowledge and improve their homework, and they're not only looking in the Wikipedia. Video lessons on media platforms like YouTube are quite popular as they provide a direct visual explanation to the learner.

If you had to choose between reading a lesson for an hour and watching a video lesson for 15 minutes, what would you choose?

In this session, we are going to focus on learning how to easily create multimedia lessons, and publish them and get the maximum out of our e-learning platform.

### Methodology

Session is face-to-face with an approximate duration of 3,5 hours. Approach should be as practical as possible, rounding the 80/20 percent of the time in practice and theory, respectively.

Learners need a computer with Internet access, and they will work in small groups (2-3 people) for some of the activities.

### Learning objectives

- To broaden the knowledge on available tools and options
- To be able to create educational content using a variety of visual tools
- To encourage the teacher to discover new tools to better present their content

### Learning outcomes

**LO1:** learners will be able to generate immersive multimedia lessons

**LO2:** learners will be able to find and adapt to new authoring tools

**LO3:** learners will be able to understand the needs of their students to better implement their lessons

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### Lesson 1: Creating interactive lessons with Edpuzzle

Edpuzzle is an online tool that allows you to grab a video from several sources (like YouTube, National Geographic or Khan Academy) and convert it into an interactive lesson.

Imagine that you have a video about physics in YouTube, and a chunk of 4 minutes of it is just what you need to explain the lesson to your students. With Edpuzzle you can crop those 4 minutes out of the video, create audio notes (or even replace the full audio track) and insert evaluable quizzes in specific points.

Edpuzzle allows a teacher to create up to 10 lessons for free, and encourages schools to contact them in order to agree on the price of the premium version.

**Activity 1:** First things first: <https://edpuzzle.com>. Let your learners get inside and create an account.

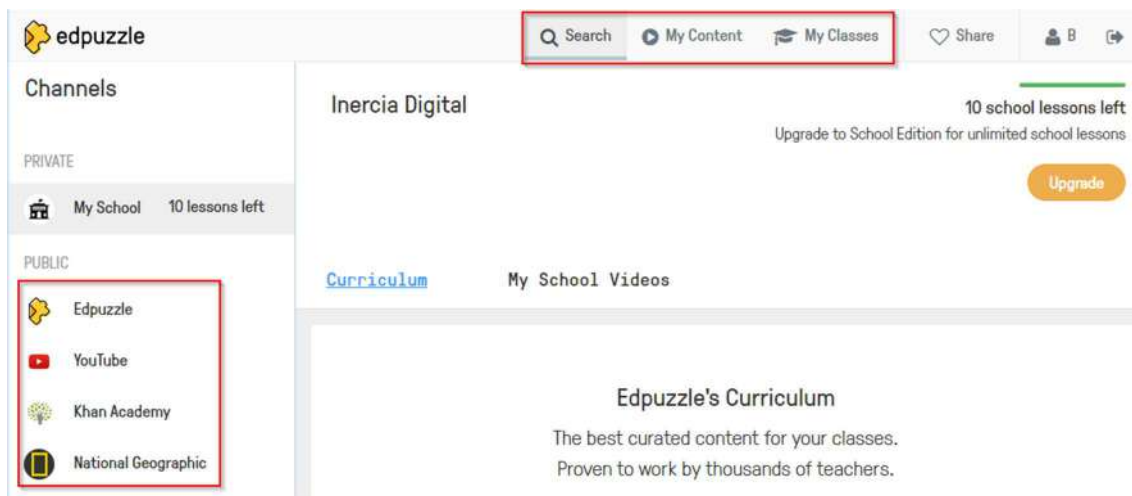


Figure 20: To the left, the sources for the videos. On top, the different sections to search videos, manage your lessons and manage your classes

To create a lesson, go to the **Search** tab and select a source in the left sidebar, like YouTube. Put your keywords in the search bar and choose a video by hovering the mouse over it and clicking on **Use it**.

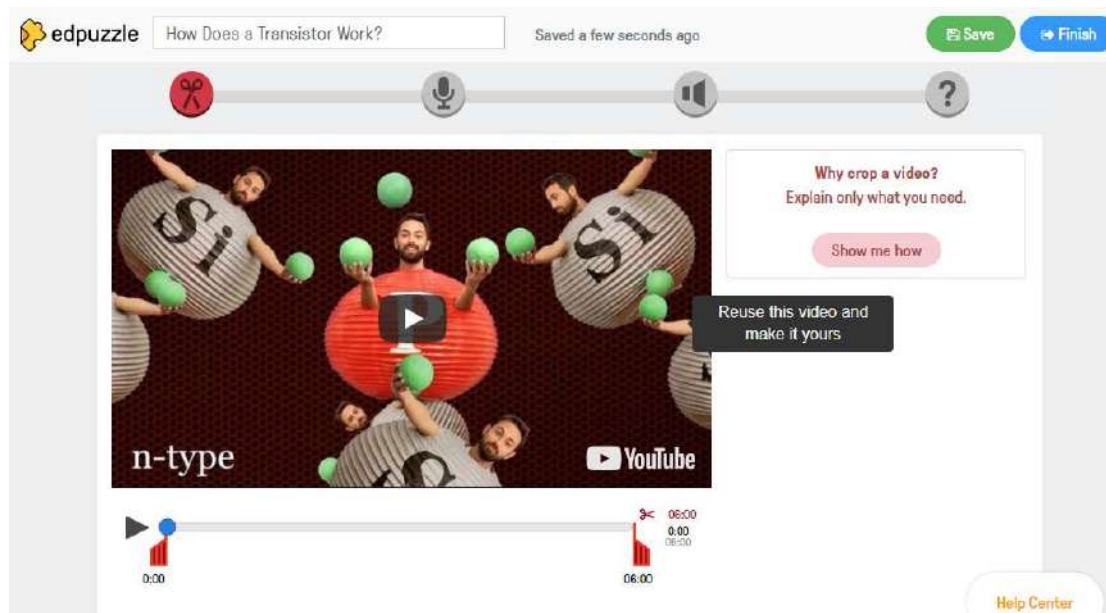


Figure 21: Editing our lesson

There are four tools we can use while editing our lesson, to be selected from the bar over the video. First one allows us to **crop** the video, in case we don't want to use the full video. The second tool allow us to remove the original **audio track** and replace it with our own recording. Third tool will insert an **audio note** that we will record in a specific point of the video (by default where the cursor is, but we can move it afterwards). And the last but not least lets us create a quiz in a specific time, with an open question, a multiple choice or just inserting a comment. Later we'll be able to check and grade the answers of our students.

We can periodically save the lesson by clicking on **Save** on the top, and hit **Finish** once the lesson is ready.

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**Assign to a class** or **Share with anyone**

Track your students' answers, who viewed your video and how many times!

Who is going to do it

<b>+ Add class</b>	<input checked="" type="checkbox"/> <b>test</b>	<b>0</b>
--------------------	---	----------

Superpowers

<input type="checkbox"/> <b>Prevent skipping</b>	
<input type="checkbox"/> <b>Due date</b>	

**Later** **Assign**

Figure 22: Finishing our lesson

If it's our first time creating a lesson, Edpuzzle will ask us to create a course. A course will allow us to organise our lessons better, as well as to add our students. Once our students are inside our class in Edpuzzle they'll be able to access all of the lessons.

If in the same window we click on **Share with anyone** we'll get the following options:



Assign to a class

or

Share with anyone

**Progress won't be saved** but there will be immediate feedback anyway!

**Link** Perfect for sharing with your colleagues!

<https://edpuzzle.com/media/5a4d1ff3bfc52e40e2e213bd>

**Embed Code** For embedding on your website or blog

Medium

```
<iframe width="470" height="402"  
src="https://edpuzzle.com/embed/media/5a4d1ff3bfc52e40e2e213bd"  
frameborder="0" allowfullscreen></iframe>
```



Figure 23: Sharing our lesson

This way we can distribute the **link**, use the **embed code** to insert it into another channel, like our e-learning platform or a website, or share it through **social networks and email**.

**Activity 2:** Divide your class in small groups (2-3 people max) and assign a topic to each one. Give them 10 or 15 minutes to develop a short lesson and allow them to show it to the class.





## Lesson 2: Recording our own lessons with Screencast-O-Matic

Sometimes, to prepare a lesson, we need to show what we're working on at the same time. It's typical in ICT related courses where the teacher has to show the students step by step how to do something, but not exclusive. A geography teacher could use Google Maps to talk to the students about the borders, or a math teacher could use Mathematica to solve integrals. Or they can just write the steps and record themselves doing it.

Screencast-O-Matic allows you to record your screen and your microphone so that you can make video lessons showing exactly what you need to do. The free version allows you to record up to 15 minutes, but the premium version removes this limitation and allows you to also record the system sound (i.e. the sound that the applications are emitting). You can download Screencast-O-Matic from <https://screencast-o-matic.com/>



Figure 24: Screencast-O-Matic Screen

Screencast-O-Matic is very simple to use. Top bar will make us choose what to record: our screen, our webcam or both. If we choose both, our screen recording will have our webcam occupying part of the screen.

Then we can modify the **maximum time** we can record (only in the paid version), the **size** (we can choose to only record the active window, or the full screen, or just part of it) and choose whether it should record our microphone (**narration**) and our **computer audio** (only in the paid version). When we have chosen our options, we shall click on the **Rec** button.

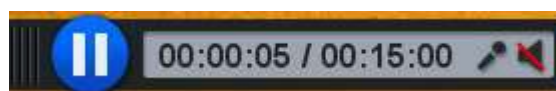


Figure 25: The interface while we are recording

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Figure 26: The interface while the recording is paused

We can pause the recording once it has started, and from the paused screen we can preview what we've done, resume it, discard it or finish it. Once we hit **Done** we can save the video to our computer or **publish** it.

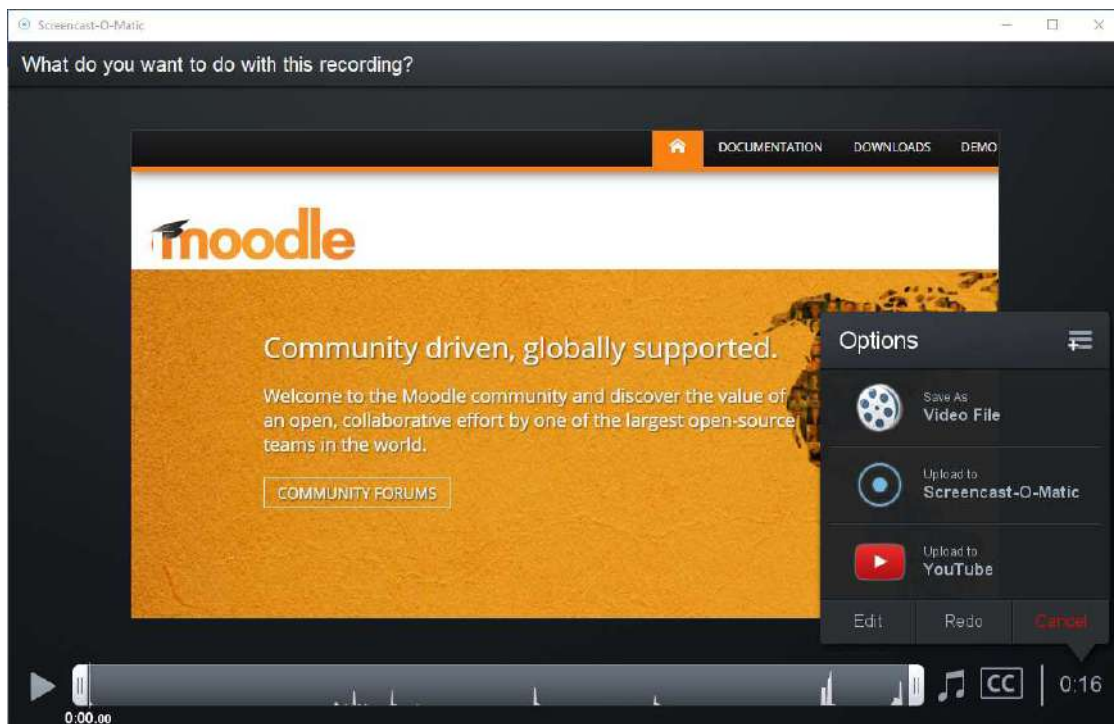


Figure 27: Finishing our recording

The free version will allow you to upload it directly to your YouTube channel, while the paid version will also add Google Drive to the publishing services. For that, you will need to allow Screencast-O-Matic access to your account by following the instructions it will give you.

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### Lesson 3: Publishing our content in YouTube

YouTube is, as of today, the multimedia social platform with the biggest user base, the biggest impact and the biggest library. Because of this, having a YouTube channel can make your video lessons more accessible to your students, as well as helping them find related content.

To access YouTube as content creators we just need a Google account. To upload a video, click on the upload button at the right side of the top bar.

**Activity 4:** Let's start by uploading the video we've created with Screencast-O-Matic.

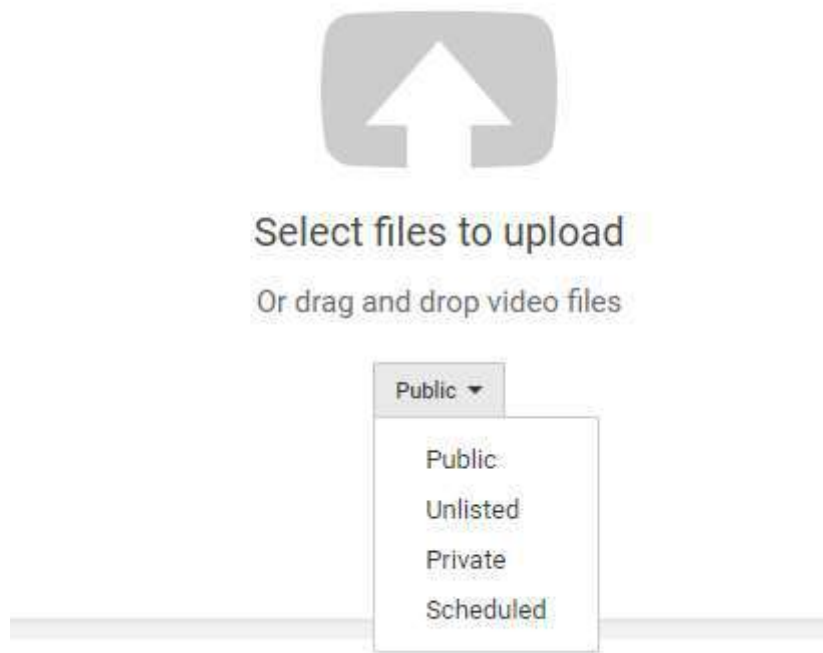


Figure 28: Uploading a video in YouTube

Uploading a video is as easy as it gets. Just drag and drop the video file into the browser window or click on the image and select it. It's also important to set the **privacy** right. A **public** video will be available for everybody, and will appear in the search if someone looks for the correct keywords. An **unlisted** video won't appear in any search, but will be accessible by those who have the link. A **private** video will only be visible for the specific users we've manually allowed.

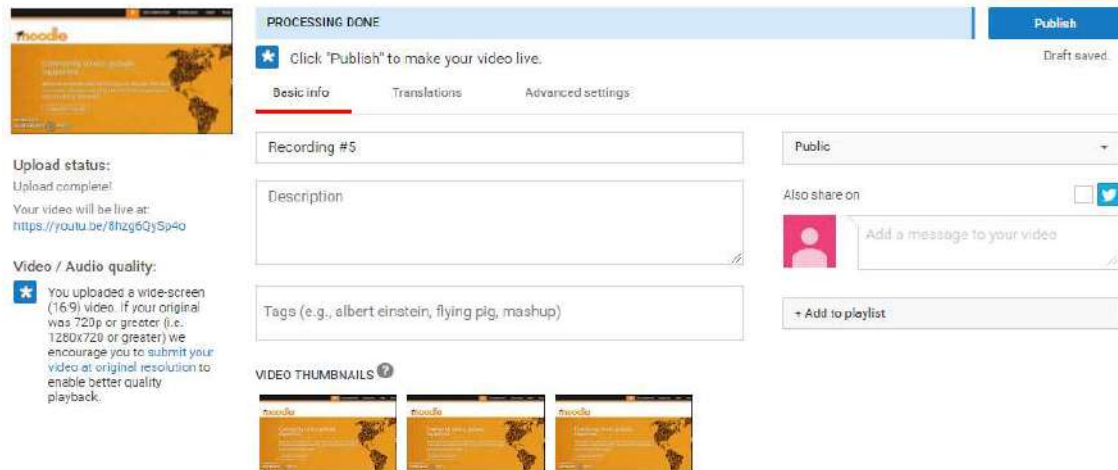


Figure 29: Uploading a video to YouTube and adding information

In the next screen we'll see the progress of the upload. We'll also be able to edit the information of our video. This is important: a video with the correct description and tags will be more visible when someone is searching for something related. We finish the upload by clicking on the blue **Publish** button.

Now that we have our first video, there are two more things we can do: **manage our channel** or further edit the video in the **Creator Studio**.

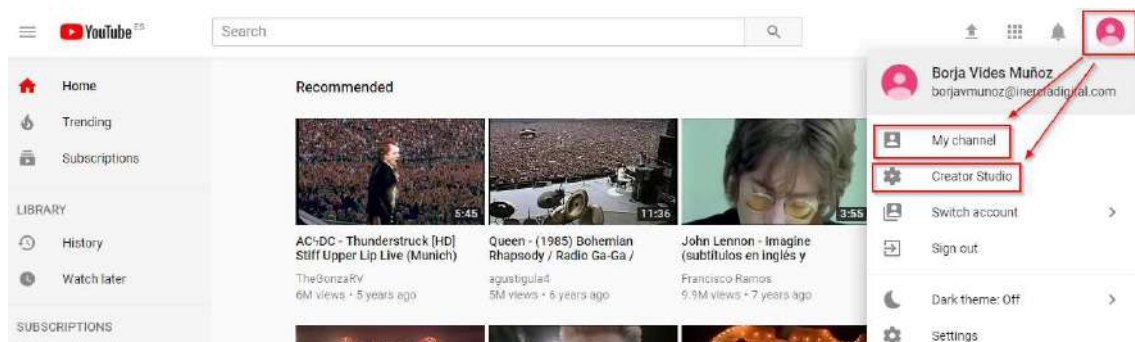


Figure 30: My Channel and Creator Studio locations

The **Creator Studio** allows you to modify the **info** of the video we previously entered, but also lets you **enhance** the image and the audio, replace the **audio track** for stock music, add **annotations and cards** and one of the most important features: add or create **subtitles** to the video.

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Info & Settings   Enhancements   Audio   End screen & Annotations   Cards   Subtitles/CC

### Transcribe and set timings: English

All changes saved in D

Actions ▾

[Type subtitle here then press Enter] +

0:00.0	hello
0:00.5	
0:00.5	first sentence
0:01.5	

Figure 31: Creating new subtitles for our video

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#### Lesson 4: Creating interactive lessons with Uduu

Uduu is an online web-based application that allows us to create interactive presentations – slides that can contain quizzes, galleries, questions or even decisions, making it ideal for branching games.

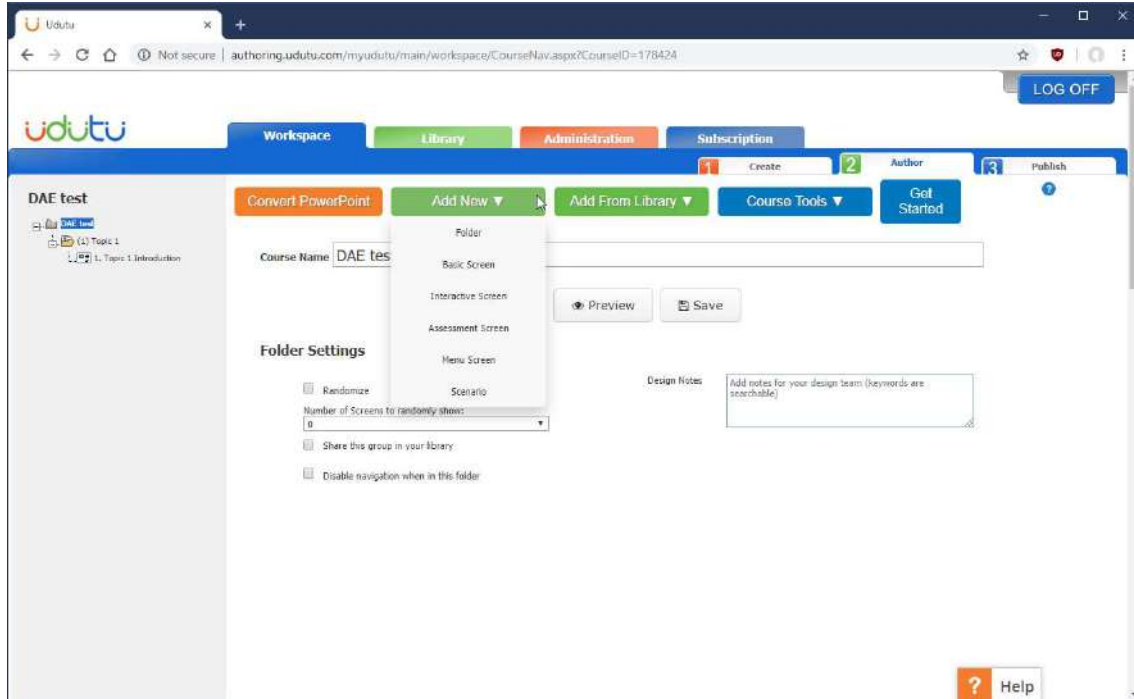


Figure 32: Uduu

In the Figure 32 we can see the different kind of items we can add:

- A **folder**, where we can group slides of the same purpose (imagine a branching game where we can group different paths in folders).
- A **basic screen** containing content and a possible **jump**. A jump is a question where the choice will take you to a different slide (for branching games, this is what we want).
- An **interactive screen**, like image rollovers, galleries, etc. with a possible jump.
- A **menu screen** with buttons.
- A **scenario**, a set of slides already built to follow a pre-defined structure.

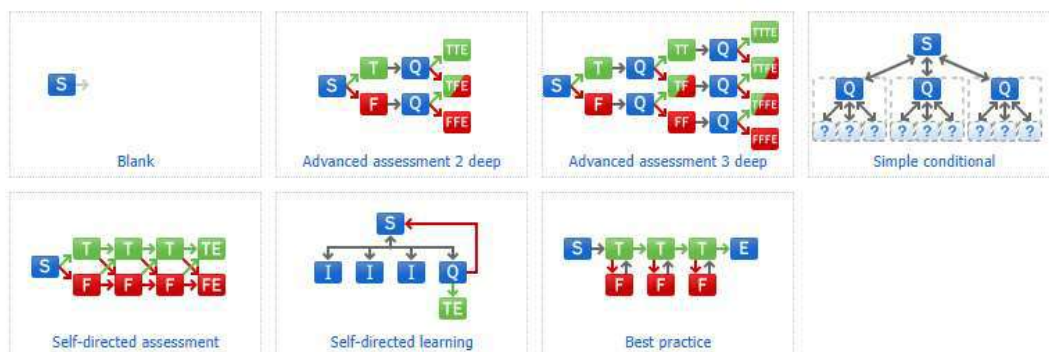


Figure 33: Inserting a scenario

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**Activity 5:** *Create a branching game with your learners. First, allow your learners to think about a starting point: i.e. “someone enters a bar”. Then think about each possible choice and scenario. After it, bring volunteers to make each of the stages.*

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## Session 3: E-learning

### Introduction

Even though e-learning is not a new concept, there is still a mystery cloud surrounding the term. Used by teachers and trainers all around the world and being implemented in most Higher Education Institutions, an e-learning platform offers educators and learners alike a common working ground.

*Note: in annex I you can find a Moodle's usage tutorial, in case you need to better familiarize with a learning platform.*

### Methodology

Session is face-to-face with an approximate duration of 3,5 hours. Approach should be as practical as possible, rounding the 80/20 percent of the time in practice and theory, respectively.

Learners need a computer with Internet access, and they will work in small groups (2-3 people) for some of the activities.

### Learning objectives

- To understand the necessities and rationale behind online and blended learning
- To analyse and implement the needs of the teachers and learners into a virtual environment
- To adapt and create lessons for an e-learning capacity

### Learning outcomes

**LO1:** learners will be able to assess the best way to deliver a lesson through an e-learning platform

**LO2:** learners will be able to access, create, edit and deliver lessons online

**LO3:** learners will be able to evaluate, monitor, mentor and grade students online





### Lesson 1: Understanding the different types of learning

We can divide the teaching/training methods depending on the availability of the teacher and the learners. **Traditional learning** would refer to the classical approach of the learners attending physically (or even virtually through a camera) the classroom. **E-learning or distance learning** implies the opposite: learners don't have to attend the class at all, and instead they'll take the class through a **virtual learning environment (VLE)**, usually with the freedom of choosing when and where.

There's still a third choice, which we'll focus on this guide: **blended learning**. Blended learning mixes both of the previous approaches into one: part of the learning will require the learner to attend to class, and the other part the learner will have to complete through a VLE. The usual case for schools in blended learning is when the learners have to access the VLE after the class to make the homework online, or to submit an essay, or to participate in discussions.

For easiness and because we'll only focus on the online part, we'll focus on the e-learning part of our teaching approach.

### Lesson 2: How does it change from traditional approach?

There's a common fear from the teachers and trainers to move from traditional learning to any form that implicates online learning.

First thing we have to understand is that the transition is not dramatic at all, and doesn't really imply a change of paradigm. Whoever is a good teacher when the learners are in front will also be a good teacher when they're learning across a screen. Whoever is a terrible teacher will still have problems transferring knowledge to its learners. E-learning is not going to change that.

E-learning will, however, give you a huge set of tools to publish, author and distribute your content, homework, exercises and media to your learners in the most convenient ways.

**Activity 1:** *Ask the classroom: Do they usually engage their students with any learning environment? How?*

The advantages of e-learning under a blended learning approach comes in its versatility. Traditionally you would create a lesson and teach it in your classroom. Sometimes you'd even share it with your learners to take it at home. In e-learning you do the same. But in e-learning you can complement this lesson with other resources: you can create a self-assessment quiz for the learner to evaluate their own knowledge, you can design the lesson as a branching game/serious game with ramifications and multiple paths, you can deliver the lesson as a video or a podcast or even as a videogame, you can deliver the lesson as a focus group through a communication tool (i.e. a forum). You have a plethora of tools to use and it's up to you to deliver the course in the most dynamic way you think will be beneficial for your learners.

It's an error to have an e-learning platform available and use it only to store files and links as if it were just a Dropbox folder. Maximize the use of activities, **gamify** your course through badges, user levels and points and engage your learners with collaborative tools. But do **not** fill your course with PDF and PowerPoint files and links to other websites. E-learning platforms have their own internal tools to create lessons, use them.

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### Lesson 3: What choices do I have?

There are several choices for e-learning platforms available, some of them are free and some of them are not (though some of them will give your organisation a discount if you're a public or non-profit education institution).

**Activity 2:** *Ask around: Do they use any e-learning platform? Which one? What's their opinion about it?*

One of the most popular pieces of software is **Moodle**, used by schools, VET, HEIs and overall any kind of organisation. Moodle is free, open source and actively developed, supported and extended by third-parties. Google has its own popular solution called **Google Classroom** which integrates easily with the rest of the Google Suite tools. **Edmodo** and **Canvas** are other very popular solutions too.

**Activity 3:** *Choose one e-learning platform, create a course for your learners and make them enrol themselves into it.*

**Activity 4:** *Let's them learn by experimenting. Divide the class in groups of maximum 3 people, choose a general topic for a subject (i.e. Biology) and assign each group a subtopic (i.e. Blood flow, Nervous System, etc.). Have each group create, inside the same course and under their subtopic, a lesson about it, with quizzes, surveys, a glossary and external resources. Let them familiarize with the interface for a few minutes before you help them find the way.*



## Session 4: Finding OER, improving our searches

### Introduction

With an almost infinite amount of resources available on Internet, we don't need to create everything from scratch. Multiple sources for educational repositories exist and allow us to use and even modify and adapt their resources.

Also, not everything is in the first page of our Google searches. Sometimes we are not searching correctly or we could make a more accurate search by filtering in or out what we want. In this lesson we will see how to use Google in our advantage.

### Methodology

Session is face-to-face with an approximate duration of 3,5 hours. Approach should be as practical as possible, rounding the 80/20 percent of the time in practice and theory, respectively.

Learners need a computer with Internet access, and they will work in small groups (2-3 people) for some of the activities.

### Learning objectives

- To understand what are OER and their benefits in education
- To learn how to search and reuse OER content
- To work more efficiently by using advanced searches

### Learning outcomes

**LO1:** learners will be able to find information in a more efficient way

**LO2:** learners will be able to use specialised content databases to find and share educational material

**LO3:** learners will be able to reutilise and import their educational content in e-learning platforms



## Lesson 1: Class Resources

### *Alison*

As we never stop learning, Alison is an e-learning provider with thousands of free (and not free) courses in many categories, from IT to health care, that you can take and use either for yourself or for your students. Some of the courses of Alison will even provide you with a certification.

**Website:** <https://alison.com>

### *ClassFlow for interactive whiteboards*

ClassFlow is a free service made for interactive whiteboards. It consists in a web-based application that allows you to create interactive presentations, assign them to a class, and then have your learners join it and deliver the lesson in your interactive whiteboard. Your students will follow from their computers and from the IWB, and you can do quizzes and activities that each student have to answer on their own.

Another strong point of ClassFlow is the resources repository it has. You can find hundreds of lessons already finished for you to reuse, modify and deliver.

**Website:** <https://classflow.com/>

**Activity 1:** *Group the learners by 2 or 3 and have them create a lesson. Then, play some of them for everybody.*



## Lesson 2: Fine-tuning our Google searches

Google allows many parameters to fine-tune our searches in every product: Google Search, Google Mail, Google Drive, Google Images...

We will refer to search term or simply **term** to every keyword that we introduce in a search. It can be a single word or a sentence.

Some of these parameters are:

Parameter	What does it do?	Example
"search term"	When we put a sentence between quotation marks, we convert the whole sentence in a search term. This way, Google will show only the results that contain the exact sentence in the proper order.	<b>"Hello, how are you?"</b> Shows results containing the exact sentence.
- (minus)	In front of a term, Google will remove every result that contains it.	<b>cars -mercedes -bmw</b> Shows the results containing the term "cars" but not the terms "Mercedes" and "bmw".
site:	Google will show all of the results that exist inside of that website	<b>site:http://reddit.com</b> Shows only results coming from reddit.com
intitle:	Shows the results containing the term in the title of the website.	<b>intitle:wireless home</b> Shows the results containing the term "wireless" in the title, but may contain "home" in other parts (the URL or the page content).
allintitle:	Shows the results containing all of the terms in the title of the website.	<b>allintitle:wireless home</b> Shows the results containing the terms "wireless" and "home" in the title of the page.
inurl:	Shows the results containing the term in the URL of the website. As with intitle, <b>allinurl</b> exists.	<b>inurl:camera online</b> Shows the results containing the term "camera" in the URL, but may contain "online" in other parts.
intext:	Shows the results containing the term in the page content. As with intitle, <b>allintext</b> exists.	<b>intext:secure wifi</b> Shows the results containing the term "secure" in the page content, but may contain "wifi" in other parts (URL or title).
filetype:	Filters the results by the type of the file. Very useful to find PDF or Word documents.	<b>moodle guide filetype:pdf</b> Looks for PDF files containing the terms "moodle" and "guide".
define:	Returns the definition of a word or expression.	<b>define:operator</b> Returns the meaning of "operator".
link:	Shows the results that contains a given link. Useful to check who's	<b>link:https://blog.inerciadigital.com</b> Shows the results that links to blog.inerciadigital.com

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	talking about us or linking to our websites.	
related:	Returns websites with similar content that the one you're pointing at.	<b>related:https://elpais.com</b> Shows similar websites (newspapers).



## Session 5: Copyright and Intellectual Property

### Introduction

Most of the teachers are also, sometimes without realising, authors. We have to create our lessons, contents and workbooks for our students. Then we have to distribute them, to our students, to the other teachers, or even to the public domain if we decide so.

But we have to be careful, especially if we decided to reutilise resources from other authors. Can we do it? How does the copyright exactly work? To what extent can we use these contents?

In this session, we are going to explore the concepts of copyright and licensing to make sure that our content is well protected.

### Methodology

Session is face-to-face with an approximate duration of 3,5 hours. Approach should be as practical as possible, rounding the 80/20 percent of the time in practice and theory, respectively.

This session is the most theoretical of all, and probably the most boring. A good way to present it is to make a quiz (for example with Kahoot! or Quizizz) and progress through the content while the learners assess their own knowledge about the topic.

### Learning objectives

- To know about the common legal framework for intellectual property
- To understand the use of open licenses
- To understand the possibilities of reutilisation of other's materials

### Learning outcomes

**LO1:** learner will know when they can reuse other's materials and in which conditions

**LO2:** learner will be able to protect their intellectual property



## Lesson 1: Copyright: What it is and what does it imply?

The Wikipedia<sup>1</sup> has an excellent definition for it that covers most of the points that we are going to treat:

*Copyright is a legal right created by the law of a country that grants the creator of an original work exclusive rights for its use and distribution. This is usually only for a limited time. The exclusive rights are not absolute but limited by limitations and exceptions to copyright law, including fair use. A major limitation on copyright is that copyright protects only the original expression of ideas, and not the underlying ideas themselves.*

The moment the author stamps the name into the creation, he/she automatically reserves all of the rights for use, modification and distribution. That easy. Even though each country has specific laws and rules for copyrights, most of the countries work under the same copyright frameworks such as the [Berne Convention](#) which recognises the author with the exclusive rights of authorisation for<sup>2</sup>:

- the right to translate,
- the right to make adaptations and arrangements of the work,
- the right to perform in public dramatic, dramatico-musical and musical works,
- the right to recite literary works in public,
- the right to communicate to the public the performance of such works,
- the right to broadcast (with the possibility that a Contracting State may provide for a mere right to equitable remuneration instead of a right of authorization),
- the right to make reproductions in any manner or form (with the possibility that a Contracting State may permit, in certain special cases, reproduction without authorization, provided that the reproduction does not conflict with the normal exploitation of the work and does not unreasonably prejudice the legitimate interests of the author; and the possibility that a Contracting State may provide, in the case of sound recordings of musical works, for a right to equitable remuneration),
- the right to use the work as a basis for an audiovisual work, and the right to reproduce, distribute, perform in public or communicate to the public that audiovisual work.

When some creation is copyrighted then we understand that **all rights** are reserved by the author. For any use we want to make with its property we'll need explicit permission of the copyright holders.

Now we find ourselves making a lesson and we want to reutilise content we've found in a book, or a website, or a video or any other place. What should we check? How should we proceed?

---

<sup>1</sup> Copyright article on Wikipedia: <https://en.wikipedia.org/wiki/Copyright>

<sup>2</sup> Berne Convention - The minimum standards of protection relate to the works and rights to be protected: [https://en.wikipedia.org/wiki/Berne\\_Convention](https://en.wikipedia.org/wiki/Berne_Convention)









## Lesson 2: Licensing and Terms of Use

If the only reference about the licensing terms in the source we're checking is a "All rights reserved", or the copyright symbol, then we need to ask for permission to the author to reuse, modify or distribute any part of it.

However, the author may have written or referred to a copyright license that his/her work may fall under, and such license will explain us how we can use the work in terms of reusing, distribution and modification.

It is impossible not to mention here [Creative Commons](#), a collection of public copyright licenses that enable the free distribution of copyrighted work. Most of the open resources are licensed under Creative Commons, as their licenses (and the ability to remix their licenses to obtain the one that suits us most) cover most of the copyright restriction for the works that fall into public domain.

The rights managed by the CC licenses are:

 Attribution (BY)	<p>You may copy, distribute, display, perform and make derivative works only if you credit the original author.</p> <p><i>You get a math book under CC and you decide to update the chapter about integrals with better examples. You need to credit the original author of the book.</i></p>
 Share-alike (SA)	<p>You may distribute derivative works only under a license identical to the license of the original work. You can't relicense it with more restrictions.</p> <p><i>The updated math book needs to have the same license than the original (or one with the same restrictions).</i></p>
 Non-commercial (NC)	<p>You may copy, distribute, display, perform and make derivative works, but you can't profit on it.</p> <p><i>You can't sell the new math book, nor charge anyone for using, distributing or modifying it.</i></p>
 No Derivative (ND)	<p>You may copy, distribute, display and perform, but you cannot modify it.</p> <p><i>The maths book will have to keep the original chapters.</i></p>

### *Should we license our content with an open license?*

It's up to you, and how much you want to participate in the community. There are lots of open educational resources (OER) available (like the content of this guide, for example), and you have to take into account something very important: if you share, you may take, but if you don't share then you can't take much. That's how open licenses work most of the time.

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You can take a look at how compatible are the licenses in the following table3:

	PUBLIC DOMAIN	PUBLIC DOMAIN	BY	BY SA	BY NC	BY ND	BY NC SA	BY NC ND
PUBLIC DOMAIN	✓	✓	✓	✓	✓	✗	✓	✗
PUBLIC DOMAIN	✓	✓	✓	✓	✓	✗	✓	✗
BY	✓	✓	✓	✓	✓	✗	✓	✗
BY SA	✓	✓	✓	✓	✗	✗	✗	✗
BY NC	✓	✓	✓	✗	✓	✗	✓	✗
BY ND	✗	✗	✗	✗	✗	✗	✗	✗
BY NC SA	✓	✓	✓	✗	✓	✗	✓	✗
BY NC ND	✗	✗	✗	✗	✗	✗	✗	✗

### What about fair use?

*Fair use* is the possibility to use copyrighted material for a limited purpose, such as to comment, criticise or parody. For example, if we get the paragraph of a book as a citation. Now, can we do it?

Fair use is an established doctrine in the United States, but it's not under any common legal framework in the European Union. Even though some members have special copyright exceptions that work similarly to that of fair use, it doesn't exist in Europe.

In other words, if the license of the work doesn't allow us to do it, then we need to ask for permission.

<sup>3</sup> Creative Commons: Can I combine material under different Creative Commons licenses in my work?: <https://creativecommons.org/faq/#can-i-combine-material-under-different-creative-commons-licenses-in-my-work>



## Annex I: Moodle tutorial

Moodle (Modular Object-Oriented Dynamic Learning Environment) is one of the most used learning management system in the educative world. As open source software, it allows us to adapt it to our needs.

One of its main advantages reside in its vast community support and its extensible system that provides the institutions with a huge amount of resources to adapt and improve their courses.

Under this section we will observe Moodle from the teacher's perspective.

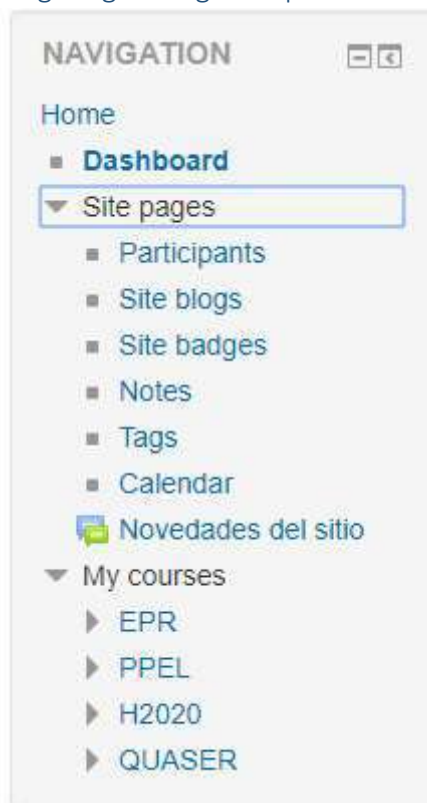
### Minimum requirements

The requirements to access a Moodle platform (from the side of the teachers and students) are quite simple:

- Have an active internet connection
- Use an updated browser (Microsoft Edge, Google Chrome, Mozilla Firefox)
- Have a username and password to access the virtual platform

Given these conditions, users should not have any problem to access the resources of the e-learning platform.

### Navigating through the platform

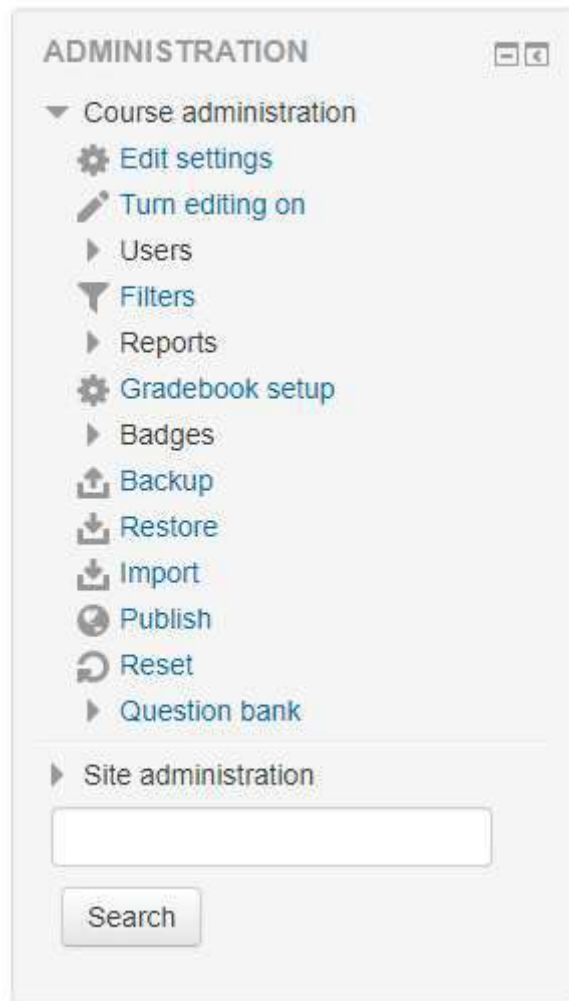


The left **navigation** menu allows for quickly moving between the main sections of the platform, such as:

- **Home:** the homepage of the platform. Usually hosts the course lists and the news and announcements.
- **Dashboard:** Private area of the user. It can be customised to show different aspects of the platform (like the calendar or the private files).
- **My courses:** Courses where the user is enrolled (either as teacher or as student).



When a teacher is inside of the course, another navigation module will appear called **Administration**. This menu will allow modifying any aspect of the course.





## Creating and managing activities and resources

Activities and resources compose the content of the courses. Whether it is a block of text, a quiz, a video or a link, every activity or resource is managed from the same place.

Some of the most common ones are the following:

### *Assignment*

Allows the teacher to communicate tasks, collect work and provide grades and feedback. It is usually the main tool for grading the students.

It can ask the students to upload files (like PDF or Word documents), and to add a text commentary to it. A deadline can be set under which no more submissions will be allowed.

### *Forum*

A common place for the students and teachers to communicate. Usually it is common to have a forum for the entire subject, but if the content is very diverse a forum for each section can prove to be more useful.

### *Glossary*

A list of definitions. Can have images and files attached, and can accept comments from the students or other teachers.

### *Lesson*

A lesson is composed of several pages with text, images, videos and quizzes. It allows for non-linear lessons, meaning that depending on the choice of the student it can lead to different path. It's useful to create **branching games**.

### *Quiz*

Enables the teacher to create quizzes and exams with various types of questions, including multiple choice, matching, short-answer and numerical.

### *File*

Serving a file for the student to download. Usually for content that cannot be seen directly through the platform, like PDF or ZIP files.

### *URL*

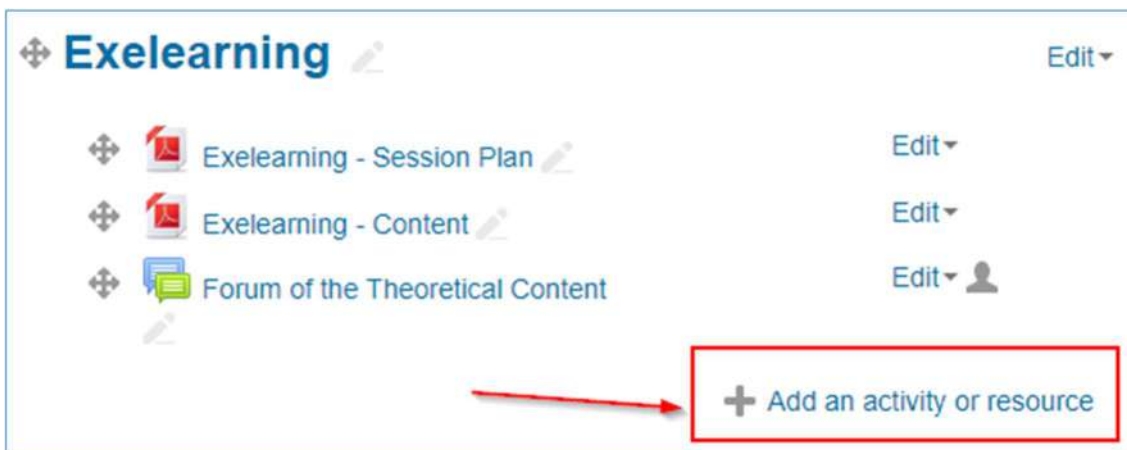
Similar to file, allows the teacher to add a link to another website.



To start adding content to the course, the teacher needs to enable the **editing mode**. For that, the option to *Turn editing on* must be selected.



Under **editing mode**, we can add, edit, reorder and remove the content. To add new content, the teacher needs to select to *Add an activity or resource*.



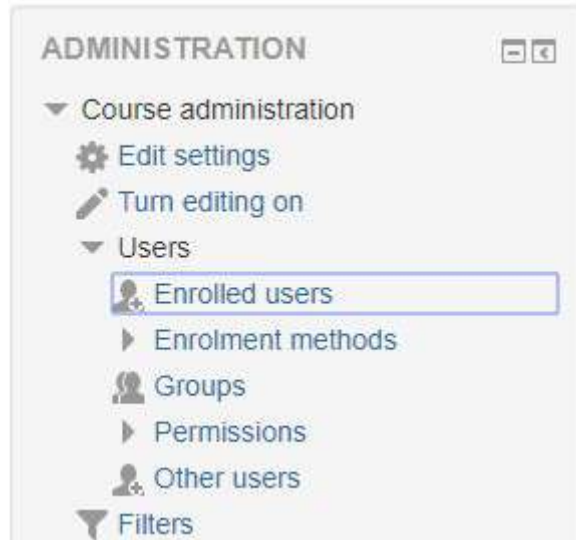
A new window with the different activities available in the platform will appear, as well as the description of it.



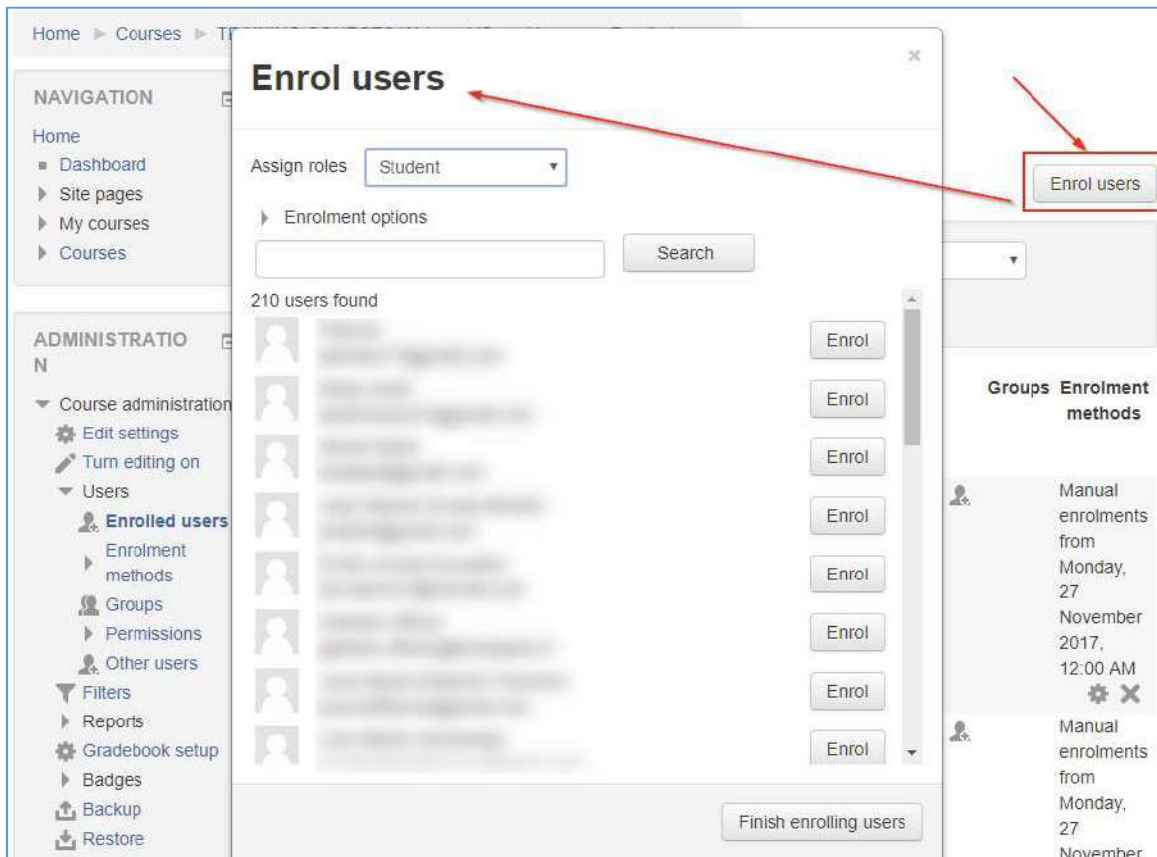


## Enrolling your students

We can enrol new users in their course through **Course administration -> Enrolled users**. First, the student must exist as a user in the platform.



We'll find the list of already enrolled users there, and a button that invites us to enrol more users.



Where the teacher can assign the role and manually add as many users as needed.

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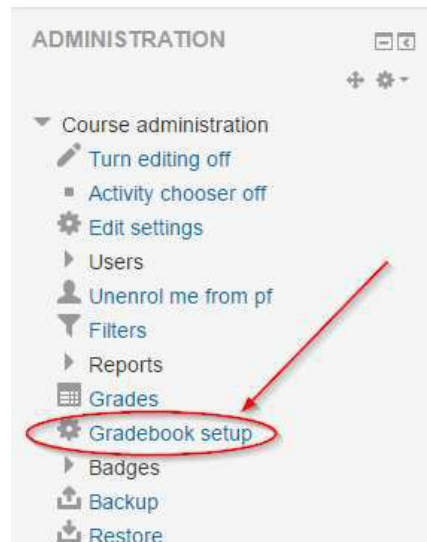




### Grading the students with the gradebook

We can automate the evaluation of the students through the **Gradebook**. The gradebook allows setting the weight that each activity will have on the final mark.

After generating all of the activities that are going to be measured for the grading, the teacher can access the gradebook setup from the administration module.



By default, the weights are distributed evenly, so that every activity has the same impact towards the final mark. We can modify it by checking the checkbox and manually typing the weight (as percentages).

Final Exams	<input type="checkbox"/>	0.0	-
Exam about green energies	<input type="checkbox"/>	50.0	10.00
Exam about Green Energy pp	<input type="checkbox"/>	50.0	10.00
<b>Final Exams total</b>			<b>20.00</b>
Idei principale - Modulul 2	<input type="checkbox"/>	0.0	10.00
final exams 2	<input checked="" type="checkbox"/>	33.752	-
exam about sustainable development	<input type="checkbox"/>	100.0	10.00
<b>final exams 2 total</b>			<b>10.00</b>
Test de evaluare finală	<input type="checkbox"/>	0.0	10.00
Examen final	<input checked="" type="checkbox"/>	27.002	-
Exercise of plastic recyclig	<input checked="" type="checkbox"/>	100.0	100.00
Test topic 1	<input type="checkbox"/>	0.0	10.00

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We can also change the evaluation system by finding the course name in this page (the first line of the table) and clicking **Edit**.

Name	Weights ?	Max grade	Actions	Select
Plastics Free Main Course			Edit	All / None
Test de evaluare inițială	0.0	10.00	<b>Edit settings</b>	
exercise of plastic	0.0	15.00	Hide	
Test de autoevaluare - Modulul 1	0.0	10.00	Reset weights	

Inside we can change the aggregation of the grades (mean, median, lowest or highest grade, etc.) as well as the grade type and the maximum and minimum grade.

In the case of blended learning where face-to-face exams may happen, we can add its grades and weights through the **Add grade item** button at the bottom. The gradebook will then considerate it when calculating the final mark.