

TRAINING COURSE EXAMPLE/ GUIDELINES

NEW EDUCATIONAL OPPORTUNITIES CREATED BY DIGITAL TECHNOLOGIES AND BARRIERS TO GOING DIGITAL

The present material provides guidelines to perform a training course on new educational opportunities created by digital technologies and barriers to going digital



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Commission. This presentation reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

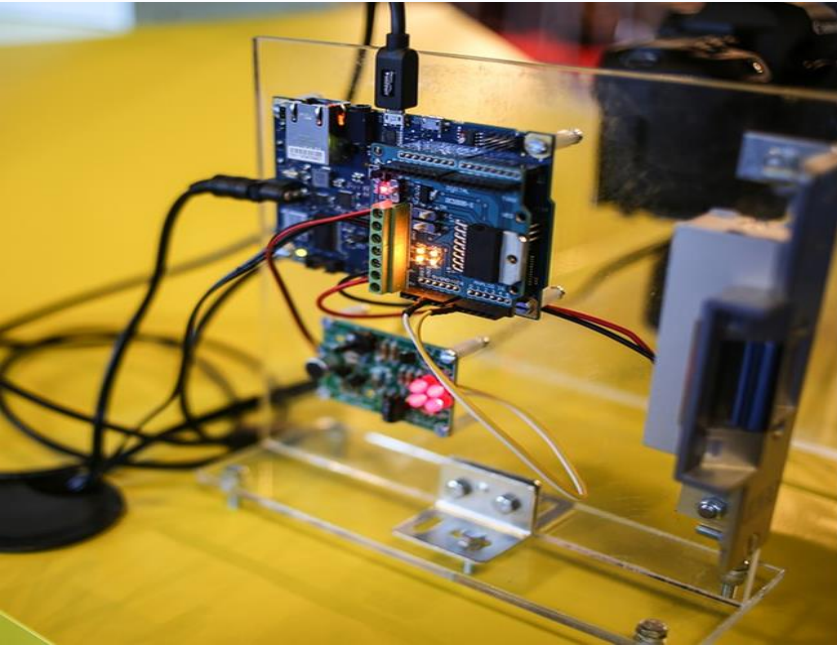


Guidelines for the workshop

| | | |
|--------------------------------------|---|---|
| Objectives | <p>To understand how digital technologies are enabling new educational opportunities</p> <p>To interiorize how the roles of learners and teachers are changing</p> <p>To identify the new opportunities for formal learning</p> <p>To get acquainted with the main tools available to manage, plan, deliver and track the learning process</p> <p>To detect the barriers you may find when going digital</p> <p>To find ways to overcome these barriers</p> | |
| Content | <ul style="list-style-type: none"> § Accessible and flexible educational content § New software and apps to help learning providers to manage, plan, deliver and track the learning process § Barriers to going digital | |
| Teaching/learning methods | Trainer input, exercise, group work, case study, discussion, exchange of experiences | |
| Target group | Education providers, university leaders, university professors | |
| Benefit | <ul style="list-style-type: none"> § To acquire an understanding of how educational content can be offered in different formats through different channels § To know how technology is allowing for educational content to be delivered to students in new and different ways § To know how courses can be organized and delivered in a way that is more relevant for a faster-moving digital generation | |
| Type of event | One-day workshop | In presence and remotely: the workshop will be delivered in a hybrid modality to enable both the presence and remote attendance |
| Duration | 90 min each unit | |
| Group size | 10 participants (max.) | |
| Prerequisite for the lecturer | <ul style="list-style-type: none"> § Teaching experience with a different audience (i.e. graduate, undergraduate, postgraduate and professional) § Moderation skills § Knowledge of multimedia and online resources, digital technologies, collaborative platforms, flipped classrooms | |



Overview of the contents of the workshop



Unit 1: Accessible and flexible educational contents

- 1.1. Massive amounts of information available
- 1.2. Change in expectations of learners
- 1.3. Change in roles of teachers and learners
- 1.4. Trends in education
- 1.5. New learning methods
- 1.6. Access to Lifelong learning

Unit 2: New software and apps to help learning providers to manage, plan, deliver and track the learning process

- 2.1. Digital learning management systems and e-learning platforms
- 2.2. e-learning authoring tools
- 2.3. Communication tools
- 2.4. Assessment tools

Unit 3: Barriers to going digital

- 3.1. Inequalities on access to technology and to digital devices.
- 3.2. Digital skills of educators and learners
- 3.3. Recommendations to overcome barriers

Scheduling

Unit 1: Accessible and flexible educational contents

- 1.1. Massive amounts of information available
- 1.2. Change in expectations of learners
- 1.3. Change in roles of teachers and learners
- 1.4. Trends in education
- 1.5. New learning methods
- 1.6. Access to Lifelong learning



| When? (Time) | Unit 1: Accessible and flexible educational contents | | | |
|--|--|--|---|---|
| 90 min + breaks | What? (Target) | Method | (Technical) Tools | Who? (Responsibility) |
| The schedule will include: a welcome and opening session (10min) | Arrive: Getting to know the participants, creating trust. to profile participants and get each other start in knowing as part of a team | Group presentation | | The person in charge to schedule the delivery of this unit will evaluate how to manage the 90 min |
| A phase of main contents delivery (30min) (Followed by a 15min break) | In addition to the session of content delivery the schedule will include the following phases. | | During the workshop will be adopted tool propaedeutic to perform in presence frontal class (i.e. pin board, moderation cards, power point presentation, link sharing) and for remotely attendance modality (i.e Gmeet, Google Jamboard, Zoom, Mentimeter) | Trainer, lecturer |
| A session for discussion* between participants (30min) *for shortness we entitled session D | The session "D" is dedicated to discussion in group. It aims at fostering critical thinking and learning from peer dynamics | Discussion Brainstorming Questioning | | All participants. Trainer will moderate the debate |
| A session for exercise or practices (30 min) (Followed by a 10 minute break) *Entitled session E | The session "E" is dedicated to the exercises. It aims at complementing the theoretical background with practical exercise | Group work | Jambord, Mentimeter, wooclap, Google, e-forms, analysis softwares | All participants |
| A conclusive session* dedicated to the lesson learned by the unit (20min) *Entitled session C | The conclusive session "C" is dedicated to an overview of the main topics and issues touched across previous sections. It aims at consolidating the awareness of participants about the contribution of the unit to their knowledge | Brainstorming Questioning | | All participants. Trainer will moderate the debate and proposes a synthesis of the main contributions. |

Scheduling

Unit 2: New software and apps to help learning providers to manage, plan, deliver and track the learning process

- 2.1. Digital learning management systems and e-learning platforms
- 2.2. e-learning authoring tools
- 2.3. Communication tools
- 2.4. Assessment tools



| When? (Time) | | Unit 2: New software and apps to help learning providers to manage, plan, deliver and track the learning process | | | |
|--|--|--|---|--|--|
| 90 min + breaks | What? (Target) | Method | (Technical) Tools | Who? (Responsibility) | |
| The schedule will include: a welcome and opening session (10min) | Arrive: Getting to know the participants, creating trust. to profile participants and get each other start in knowing as part of a team | Group presentation | | The person in charge to schedule the delivery of this unit will evaluate how to manage the 90 min | |
| A phase of main contents delivery (30min) (Followed by a 15min break) | In addition to the session of content delivery the schedule will include the following phases. | | During the workshop will be adopted tool propaedeutic to perform in presence frontal class (i.e. pin board, moderation cards, power point presentation, link sharing) and for remotely attendance modality (i.e Gmeet, Google Jamboard, Zoom, Mentimeter) | Trainer, lecturer | |
| A session for discussion* between participants (30min) *for shortness we entitled session D | The session “D” is dedicated to discussion in group. It aims at fostering critical thinking and learning from peer dynamics | Discussion Brainstorming Questioning | | All participants. Trainer will moderate the debate | |
| A session for exercise or practices (30 min) (Followed by a 10 minute break) *Entitled session E | The session “E” is dedicated to the exercises. It aims at complementing the theoretical background with practical exercise | Group work | Jambord, Mentimeter, wooclap, Google, e-forms, analysis softwares | All participants | |
| A conclusive session* dedicated to the lesson learned by the unit (20min) *Entitled session C | The conclusive session “C” is dedicated to an overview of the main topics and issues touched across previous sections. It aims at consolidating the awareness of participants about the contribution of the unit to their knowledge | Brainstorming Questioning | | All participants. Trainer will moderate the debate and proposes a synthesis of the main contributions. | |

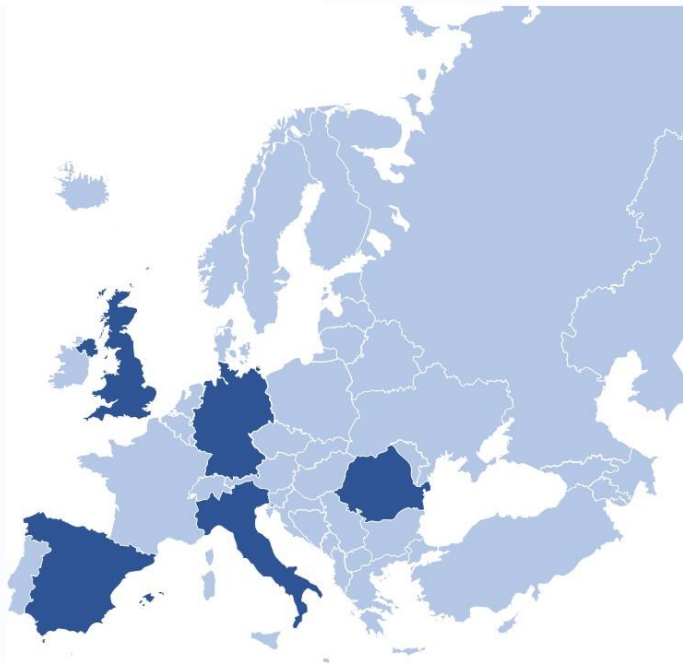
Scheduling

Unit 3: Barriers to going digital

- 3.1. Inequalities on access to technology and to digital devices.
- 3.2. Digital skills of educators and learners
- 3.3. Recommendations to overcome barriers



| When? (Time) | Unit 3: Barriers to going digital | | | |
|--|--|--|---|---|
| 90 min + breaks | What? (Target) | Method | (Technical) Tools | Who? (Responsibility) |
| The schedule will include: a welcome and opening session (10min) | Arrive: Getting to know the participants, creating trust. to profile participants and get each other start in knowing as part of a team | Group presentation | | The person in charge to schedule the delivery of this unit will evaluate how to manage the 90 min |
| A phase of main contents delivery (30min) (Followed by a 15min break) | In addition to the session of content delivery the schedule will include the following phases. | | During the workshop will be adopted tool propaedeutic to perform in presence frontal class (i.e. pin board, moderation cards, power point presentation, link sharing) and for remotely attendance modality (i.e Gmeet, Google Jamboard, Zoom, Mentimeter) | Trainer, lecturer |
| A session for discussion* between participants (30min) *for shortness we entitled session D | The session "D" is dedicated to discussion in group. It aims at fostering critical thinking and learning from peer dynamics | Discussion Brainstorming Questioning | | All participants. Trainer will moderate the debate |
| A session for exercise or practices (30 min) (Followed by a 10 minute break) *Entitled session E | The session "E" is dedicated to the exercises. It aims at complementing the theoretical background with practical exercise | Group work | Jambord, Mentimeter, wooclap, Google, e-forms, analysis softwares | All participants |
| A conclusive session* dedicated to the lesson learned by the unit (20min) *Entitled session C | The conclusive session "C" is dedicated to an overview of the main topics and issues touched across previous sections. It aims at consolidating the awareness of participants about the contribution of the unit to their knowledge | Brainstorming Questioning | | All participants. Trainer will moderate the debate and proposes a synthesis of the main contributions. |



ERASMUS+ ESCALATE PROJECT

www.escalate.projects.uvt.ro
@DigitalEscalate



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Commission. This presentation reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.