



Equality in Digitalisation – A Train the Trainer Qualification

Trainer's manual



Pirkanmaan muotoilu- ja taideteollisuusyhdistys Modus ry (Finland), Tartu Oskar Lutsu nimeline Linnaramautokogu (Estonia) Media Partners (Romania) and FrauenComputerZentrumBerlin e.V.



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Preface

The Erasmus+ project “Equality in Digitalisation – A Train the Trainer Qualification” (EQUALDIGITAL) is a collaborative project which aims to contribute to solve the problem that we are lacking Information and Communication Technology trainers who can provide easily accessible low-threshold further education, particularly for vulnerable target groups with fewer opportunities. The four partners collaborating in this programme are: FrauenComputerZentrumBerlin e. V. (FCZB) from Germany, Pirkanmaan muotoilu- ja taideteollisuusyhdistys Modus from Finland, Media Partners SRL from Romania and Tartu city library (Tartu Oskar Lutsu nimeline Linnaraamatukogu) from Estonia.

The ICT world is male-dominated and technically driven. The Equal Digital project enhances inclusion and diversity in the digital world by improving the competences of educators and breaking old stereotypes. Equal and inclusive education makes it possible for everyone to learn digital skills no matter their background or gender. Tackling exclusion from digital education is also a gender issue: there is a digital divide between genders in every European country, especially amongst the older generations and adult education.

The Equal Digital project created a “Train the trainer” self-study online course with a variety of learning materials and a manual in five European languages: English, Estonian, Finnish, German and Romanian. Our online course is accessible via the e-learning management system MOODLE. In the online course you will find learning materials to improve trainers’ skills in developing more inclusive training methods. The materials are designed specifically for ICT-trainers in adult education – for beginners in training as well as for experienced trainers. Educators will learn new approaches to consider the individual needs of people who start to learn with few digital skills. The trainers’ skills are updated with inclusive, accessible and participatory methods.

Gender- and diversity-sensitive learning materials are available as online Open Educational Resources (OER). The project also provides digital Open Badges to certify the course. Local pilot trainings were tested with 33 trainers and 256 participants to optimize the final training. The time required for completing the activities proposed in the lesson plans may vary on participants and their previous knowledge.

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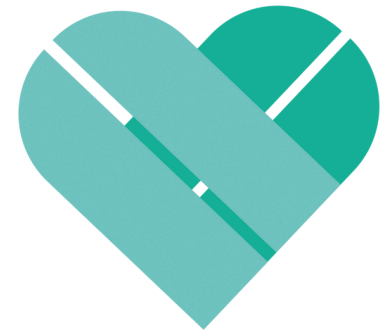
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Introduction

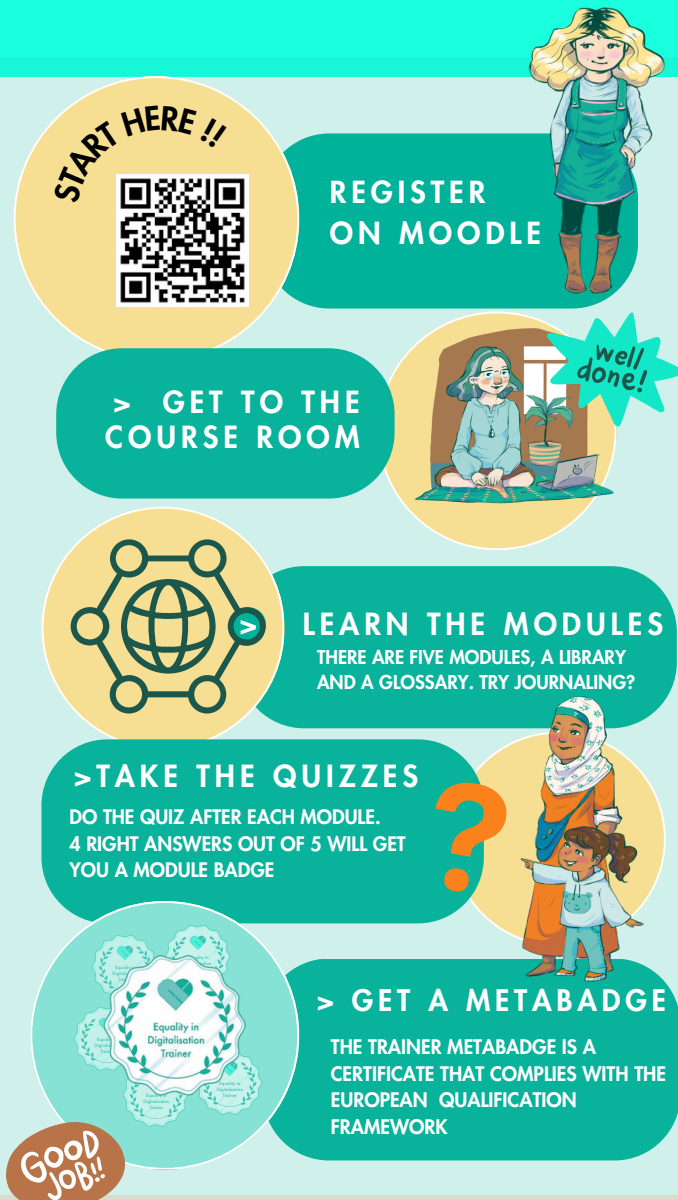
Welcome to our Train the Trainer qualification manual. This manual is designed to help ICT trainers develop and conduct gender and diversity-sensitive training courses. It serves as a supplement and orientation guide to the online course available on a Moodle e-learning platform.

Our training course in Moodle consists of an introductory module and 5 content opening modules, which aim to support ICT trainers to become skilled and confident to work with diverse groups, by using gender and diversity-sensitive methods. Every module contains the explanation of the topic, activities and examples relevant to the module, quizzes at the end of every module to conclude it and to receive a badge. This manual complements the learning materials and guides the trainer through the Moodle course. To close the digital gap, the course will cover the following main topics, each being dedicated a specific module:

- ▶ Training requirements
- ▶ Gender and diversity sensitive training
- ▶ Developing training content
- ▶ Facilitation skills
- ▶ Evaluation



5 STEPS TO NAVIGATE THE COURSE



START HERE !!

REGISTER ON MOODLE

> GET TO THE COURSE ROOM

well done!

LEARN THE MODULES
THERE ARE FIVE MODULES, A LIBRARY AND A GLOSSARY. TRY JOURNALING?

> TAKE THE QUIZZES
DO THE QUIZ AFTER EACH MODULE. 4 RIGHT ANSWERS OUT OF 5 WILL GET YOU A MODULE BADGE

> GET A METABADGE
THE TRAINER METABADGE IS A CERTIFICATE THAT COMPLIES WITH THE EUROPEAN QUALIFICATION FRAMEWORK

Good Job!!

Remember, taking part in education is an act of self-care! It can help to maintain well-being and get more economic safety. It's important to prioritize taking care of yourself in your daily routine.

START ON THE FCZB WEBSITE <https://self-study.fczb.de>

Structure and Content of the training course

Our training course is delivered in an online format. It is self-paced and includes the following material:

- Background material and case-studies
- Templates
- Good practice examples
- Step-by-step instructions
- Exercises and reflection tasks
- Quizzes
- Initial tests for the self-assessment of:
 - digital skills
 - experience as a trainer
 - acceptance of gender and diversity



The introductory module

This module aims to familiarise trainees with the following:

- Concept and meaning of Train the Trainer (TTT)
- Overview of the central training content
- Knowledge, skills, and abilities of a trainer of diverse groups
- Training as a career

This introductory module includes the following teaching methods:

- Exercises
- Reflection
- Case-studies

At the end of this module, you will know more about what it takes to be a skilled ICT-trainer who is able to work with vulnerable target groups in an appropriate manner. And you will have an overview of the learning content of our Train the Trainer (TTT).



Module 1: Training requirements

This module of the training course includes:

- The 5 steps of the training cycle (identify training needs, plan training, implement training, assess learning, and evaluate training)
- Identify training needs (Define the Who, What, Where, Why, When and How)



1. Stage one – Planning

2. Stage two – Train the Trainer (TTT)

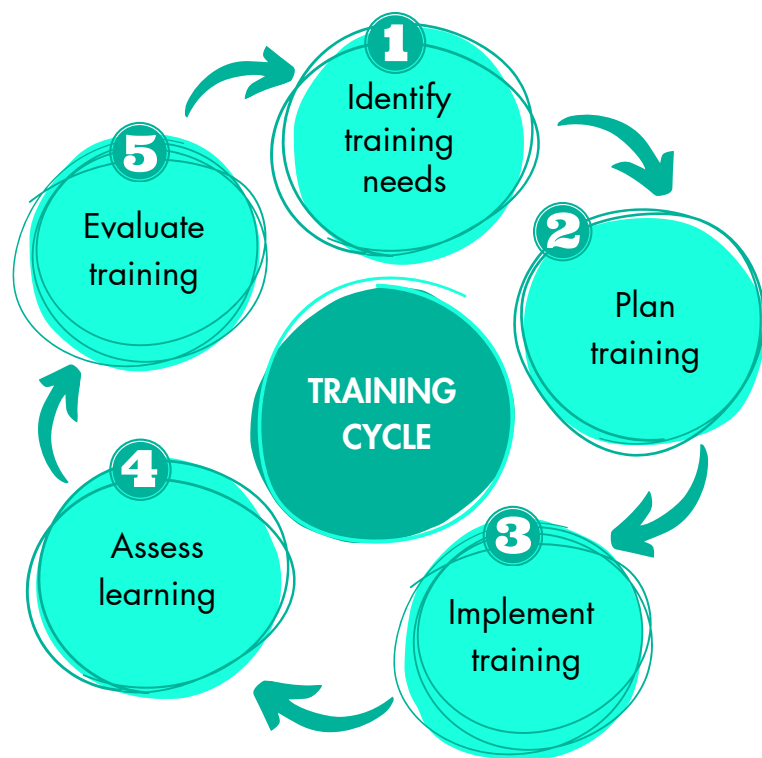
3. Stage three – Delivery

4. Stage four – Assessment

5. Stage five – Evaluation

By learning this module, learners will be able to draft their own needs analysis, after considering theoretical aspects and a filled-in example. Reflection tasks and exercises are also included.

At the end of this module, learners can correctly name and use the 5 steps of the training cycle of preparing a training course and will be able to correctly perform a needs analysis.





▶ CHECKLIST

- I have carried out a needs analysis using the questionnaire provided.
- I have formulated the specific training needs of my future participants.
- I have written down a rough structure of my training content.
- I have developed a rough schedule for my training (number of training dates and duration). The time, duration and break times of the training fit the life situation and attention span of my participants.
- I have developed an idea of when and where the training should take place. I have checked that the training rooms are easily accessible for my participants.

Module 2: Gender and diversity sensitive training

In this module on gender and diversity sensitive training courses, the main focus is on the individual level of the trainer – their background knowledge and their awareness of the topic.

- What's the meaning of terms like diversity, intersectionality, discrimination and social construction of gender?
- How can I become aware of my own biases and privileges?

Other important aspects like inclusive language or diversity sensitive didactics and methodology will be focused on in the respective modules (see introduction, module 3).

The main methods used in this module are reflection and self-reflection activities.

At the end of this module, you will be able to comprehend the meanings of terms, be self-aware of personal biases and privileges, engage in reflection and self-reflection activities to enhance understanding of personal and professional attitudes towards gender and diversity and lay the foundation for further exploration of inclusive language and diversity-sensitive didactics and methodology in subsequent modules.





► CHECKLIST

- I have familiarized myself with the concept of intersectionality, with terms like privilege, bias, prejudice, stereotypes and with different kinds of discrimination like sexism, ageism, racism, ableism etc.
- I have reflected on how language can shape our reality and what I can do to be more inclusive in my communication.
- I have developed an awareness of my own privileges and disadvantages, my values and biases.
- I have noted down of my insights/ realizations in my learning journal.

Module 3: Developing training content

The module tackles the following content:

- Defining training goals and learning outcomes
- The ROPES model for organising training content
- Drafting a lesson plan
- Diversity-sensitive didactics and methodology



At the end of the module, participants correctly define learning goals and outcomes, use the ROPES model for organising training content and draft their own diversity-sensitive lesson plans. They know about methods that are suitable for a diverse learning group.

The main methods used include examples, reflection and practical exercises.

In module 3 you will use the ROPES model for organising training content. The acronym ROPES stands for Review, Overview, Presentation, Exercise and Summary. It offers a structured method for making training efficient and effective and achieving the learning goals you set.

Leslie Rae developed the ROPES model and described it in his book "Effective Planning in Training and Development", The Peak Performance Center, 2000 (Open Library).

At the end of the module, learners can correctly define learning goals and outcomes, use the ROPES model for organising training content and draft their own diversity-sensitive lesson plans. Learners will know about methods that are suitable for a diverse learning group.



• Review

• Overview

• Presentation

• Exercise

• Summary



▶ CHECKLIST

- I have formulated the learning goals and learning objectives for the training.
- I have taken into account that when planning and formulating the learning objectives, they can be individually adapted according to the needs and prerequisites of the participants.
- I have created detailed lesson plans (content and timing) for at least two training sessions based on the ROPES model. The content and time structure are chosen in such a way that they can be flexibly adapted.
- I have discussed the feasibility of my lesson plans with another person – ideally someone with teaching experience.
- I have tried out at least one training session with friends or fellow learners to check how realistic my planning is.



Module 4: Facilitation skills

The module presents different training methods, as well as techniques for developing communication skills among future trainers. Special sessions are dedicated to preparing training materials and managing challenging situations and group dynamics.

The module is self-paced. The main methods include practical exercises, presentations, and reflection tasks. At the end of the module you will be able to select suitable training methods for your program, have a clear speech, correctly prepare support materials and successfully deal with challenging situations which might appear in the classroom.



▶ CHECKLIST

- I have taken into account that I may use and adapt training materials from others that are licensed under the CC SA license. I will remember giving the name of the author and indicate any major changes.
- I have selected appropriate training methods for at least two training sessions.
- I have thought about having different methods ready so that my participants can learn well with their different needs, feel noticed and dare to actively participate and allow mistakes.
- I have discussed my training materials and methods with experienced teachers or fellow learners.

Module 5: Evaluation

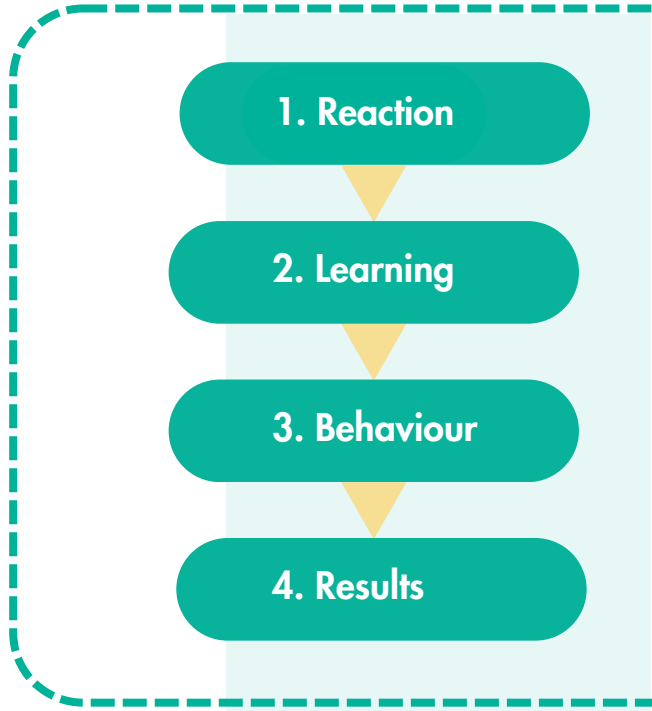
Module 5 deals with evaluation of learning. Learners will discover Kirkpatrick's model for evaluating learning as well as the difference between formative and summative assessment. The main teaching methods include reflection tasks, exercises etc.

The Kirkpatrick's model is a central framework in organising our training content. This model is used for evaluating the effectiveness of training programs. It was developed by Donald Kirkpatrick in the late 1950s.

This model was chosen for our training because of its holistic approach, and its adaptability. You can find out more about how to use the Kirkpatrick model in the online course.

At the end of this module, learners will be able to identify learning levels to be evaluated with the help of Kirkpatrick's model, use summative and formative assessment in their courses correctly, and issue completion course badges.







▶ CHECKLIST

- I have developed a survey of the participants, based on the Kirkpatrick model, and I can use it to evaluate the following: the well-being of the participants during the training, the quality of my design and implementation of the training and the practicability of the content.
- I have developed a questionnaire etc. tool, which I can use to measure the learning gains of the participants.
- I have an idea of how I can find out how well the participants' learning gains are incorporated into their everyday lives.
- I have thought about how to design the assessment in a way that suits all participants and their different needs and learning goals.

Assessment of the self-study course

Each module is completed with a short summative quiz. The main objective of the quiz is to test the extent to which learners absorbed and understood the information provided. Each quiz comprises five multiple choice questions, with only one correct answer per question. The minimum passing score is 80%, or four questions answered correctly out of five. If the learner does not achieve the minimum score, she/he is invited to consolidate learning and retake the quiz. The quiz can be repeated two times.



Train the Trainer course on Moodle

You are welcome to use the e-learning course on our Moodle learning platform.



The Train the Trainer course on the Moodle learning platform. The course is a systematic familiarisation in the planning and implementation of gender- and diversity-sensitive ICT training. An e-learning course is a type of digital classroom that is made available on an e-learning platform. Our digital classroom provides you with everything that is needed to design and deliver an ITC training in a gender- and diversity-sensitive way.

The e-learning platform is the responsibility of the Equal Digital project partner FrauenComputerZentrumBerlin e. V. (FCZB). We use the Moodle e-learning system – Moodle is an acronym for *Modular Object-Oriented Dynamic Learning Environment*.

Moodle self-registration



How the registration process works

You can register for the course at <https://self-study.fczb.de>



The self-enrollment website is in German. This is why, on the following pages, you will find detailed instructions on what to fill in and where to click. Don't worry, everything is translated for you!

This is what you see, when you enter the web-address <https://self-study.fczb.de>.

Startseite | FCZB: E-Learning Pla... +

← → ↻ 🔍 https://self-study.fczb.de ← URL

Startseite Dashboard 🔍 🔒 👤

FCZB

Willkommen auf der Elearning-Plattform des FCZB - Welcome to the FCZB elearning platform

Login

Anmeldename - user name

Kennwort - password

Login

Click here → **Neues Konto anlegen** - create new account
Kennwort vergessen? - forgot your password?

Kursliste

Suchen | Geschlossene Straße 1... | 11:59 11.07.2024

Now, you have to create your account. Fill in the required information as presented on the next screenshot:

Neues Nutzerkonto

Anmeldename !

Kennwortregeln:
mindestens 8 Zeichen, 1 Ziffer(n), 1 Kleinbuchstabe(n), 1 Großbuchstabe(n), 1 Sonderzeichen, z.B. *, -, oder #

Kennwort !

E-Mail-Adresse !

E-Mail-Adresse (wiederholen) !

Vorname !

Nachname !

Stadt

Land

Land auswählen ▾

▼ Infos zum Datenschutz

[URL zu den Datenschutzinfos](#)

Ich habe den Text gelesen und stimme ihm zu !

Neues Nutzerkonto anlegen **Abbrechen**

! notwendig

- New User Account

- user name

- password rules

at least 8 characters, 1 digit(s), 1 lowercase letter(s), 1 uppercase letter(s), 1 special character, e.g. *, -, or #

- password

- email address

- email address (repeat)

- first name

- last name

- city

- country

Pick a country from the drop down menu.

English	German
Estonia	Estland
Finland	Finnland
Romania	Rumänien

- data protection information

If you click on the drop down menu, you will find a link to the data protection information.

- You need to tick the box to confirm: „I have read the text and agree with it.“

- click here

- necessary information

The privacy policy is available in English, Estonian, Finnish, German and Romanian. Please scroll down until you find your language.

After that you will be sent a confirmation e-mail:



Thank you

The registration has been confirmed.

Click „continue“

Danke, [your name](#)

Die Registrierung wurde bestätigt.



This is the notification you will receive via email.
You can find the translation on the next page.

FCZB: E-Learning Plattform: Zugangsbestätigung



Administrator/in Nutzer (über FCZB: E-Learning Plattform) <noreply@elearning.fczb.de>

To: You



Thu 7/11/2024 2:22 PM

Guten Tag,

mit Ihrer E-Mail-Adresse wurde ein neues Nutzerkonto für 'FCZB: E-Learning Plattform' angefordert.

Um das Nutzerkonto zu bestätigen, müssen Sie zur folgenden Webadresse gehen:

[https://self-study.fczb.de/login/confirm.php?data=5jzGluVw8j7TQmd/ ...](https://self-study.fczb.de/login/confirm.php?data=5jzGluVw8j7TQmd/)

Click here. If the link does not work, please copy the web address into the address bar of your browser window.

In den meisten E-Mail-Programmen ist der Link aktiv und muss einfach angeklickt werden. Sollte das nicht funktionieren, kopieren Sie bitte die Webadresse in die Adresszeile des Browserfensters.

Falls die Anmeldung nicht von Ihnen stammt, können Sie diese E-Mail ignorieren. Das Nutzerkonto wird automatisch gelöscht, wenn es nicht über den obigen Link bestätigt wird.

Bei Problemen wenden Sie sich bitte an die Administrator/innen der Website.

Viel Erfolg!

Administrator/in Nutzer

Translation of the e-mail you will receive:

Good day,

A new user account for 'FCZB: E-Learning Platform' has been requested with your e-mail address.

To confirm the user account, you need to go to the following web address:

<https://self-study.fczb.de...> (incomplete link)

In most e-mail programs, the link is active and simply needs to be clicked. If this does not work, please copy the web address into the address bar of the browser window.

If the registration is not from you, you can ignore this e-mail. The user account will be automatically deleted if it is not confirmed via the link above.

If you have any problems, please contact the website administrator.

Good luck!

Administrator User

Thank you for confirming your e-mail address.

E-Learning Plattform

Startseite > Die Registrierung wurde bestätigt.

Thank you

The registration has been confirmed.

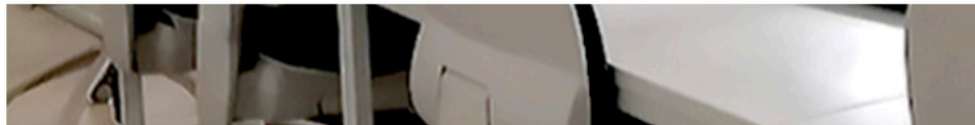
Click „continue“

Danke, *your name*

Die Registrierung wurde bestätigt.

Weiter

Now you can login to the FCZB elearning platform:



Willkommen auf der Elearning-Plattform des FCZB - Welcome to the FCZB elearning platform

Login

Anmeldename - user name

Kennwort - password

[Neues Konto anlegen](#)
[Kennwort vergessen?](#)

Fill in your login data and click Login.

Now you have to choose your course room:

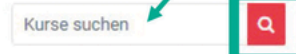


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Willkommen auf der Elearning-Plattform des FCZB

Now you will have to look for the equal digital course room.
Type in: „equal digital“ and click on the magnifying glass icon.

search for courses -





E-Learning Plattform

Startseite > Kurse > Suchen

1

Kurse suchen



search for courses

Look for the equal digital course room.
Type in: „equal digital“ and
click on the magnifying glass icon.

2

Choose your course room.

equal digital



Suchergebnisse: 6



EQUAL DIGITAL Deutsch

Course modified date: 11 Jan. 2024



Manager/in: Ines Said

Manager/in: Sibylle Würz

Kursensteller/in: Kerstin Dankwerth

Eingeschriebene Teilnehmer/innen: 18

Kursbereich: Weiterbildungen

Enter this course



EQUAL DIGITAL english

Course modified date: 31 Jan. 2024



Manager/in: Elisa Marchese

Manager/in: Ines Said

Manager/in: Sibylle Würz

Kursensteller/in: Kerstin Dankwerth

Trainer/in: Sanda Anca

Trainer/in: Madalina Cotiu

Trainer/in: Annika Hramov

Trainer/in: Taina Laaksonen

Trainer/in: Janna Paivaniemi

Trainer/in: Mai Pölsdas

Eingeschriebene Teilnehmer/innen: 22

Kursbereich: Weiterbildungen

2 continued...

Choose your course room.



EQUAL DIGITAL Estonia

Course modified date: 2 Okt. 2023



Manager/in: Ines Saidi
Manager/in: Sibylle Würz
Kurssteller/in: Kerstin Dankwerth
Trainer/in: Annika Hramov
Trainer/in: Mai Pöldaas
Eingeschriebene Teilnehmer/innen: 9

Kursbereich: Weiterbildungen

Enter this course



EQUAL DIGITAL Finland

Course modified date: 2 Okt. 2023



Manager/in: Ines Saidi
Manager/in: Sibylle Würz
Kurssteller/in: Kerstin Dankwerth
Trainer/in: Taina Laaksonen
Trainer/in: Janne Paivaniemi
Trainer/in: Abigel Varuhin
Eingeschriebene Teilnehmer/innen: 10

Kursbereich: Weiterbildungen

Enter this course



EQUAL DIGITAL Romania

Course modified date: 2 Okt. 2023



Manager/in: Ines Saidi
Manager/in: Sibylle Würz
Kurssteller/in: Kerstin Dankwerth
Trainer/in: Sanda Anca
Trainer/in: Madalina Cotiu
Eingeschriebene Teilnehmer/innen: 19



Kursbereich: Weiterbildungen


Enter this course

You will land on the overview page of the FCZB Moodle. To access your course, click on the course tile...






... and enroll.

-  TUTORIAL: How to create a moodle QUIZ
-  Announcements
- SECTION 2 **Introduction to TTT** >
- SECTION 3 **Module 1 - Training Requirements** >
- SECTION 4 **Module 2 - Gender and diversity sensitive training** >
- SECTION 5 **Module 3 - Developing training content** >
- SECTION 6 **Module 4 - Facilitation skills** >
- SECTION 7 **Module 5 - Evaluation** >
- SECTION 8 **training materials - library** >
- SECTION 9 **Links** >
- SECTION 10 **Module 1 - additional material** >
- SECTION 11 **Module 3 - additional material** >








Enrol now

This course includes

- Assignments
-  Forums
-  Quizzes
-  Resources

SHARE THIS COURSE

Enrolment options

▼ Self enrolment (Student)

No enrolment key required.

Enrol me

Click here

The EQUAL DIGITAL course room

You will then get to the course room of your EqualDigital course.

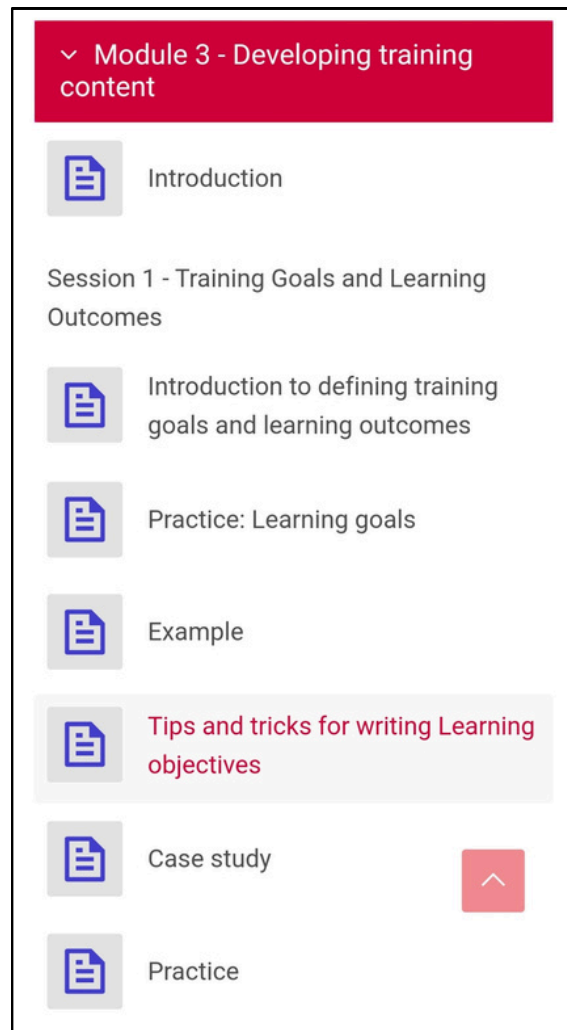
The screenshot shows the user interface of the EQUAL DIGITAL course room. At the top left is the FCZB logo (Frauen Computer Zentrum Berlin). To the right are navigation links for 'Startseite' and 'Dashboard', along with icons for notifications, messages, search, and a user profile. Below the navigation is a dark blue header with the text 'EQUAL DIGITAL english'. Underneath is a breadcrumb trail: 'Dashboard > My courses > EQUAL DIGITAL en'. The main content area features a welcome message: 'Welcome to our train the trainer qualification!' followed by a brief description of the course and a 'Train the Trainer (TTT) qualification'. Below this is a control bar with 'Open all' and 'Close all' options. The course content is organized into an accordion menu with the following items: 'Module 1 - Training Requirements', 'Module 2 - Gender and diversity sensitive training', 'Module 3 - Developing training content', 'Module 4 - Facilitation skills', 'Module 5 - Evaluation', 'training materials - library', 'Module 1 - additional material', 'module 2 - additional material', and 'Module 3 - additional material'.

Welcome to your
equaldigital course
room!

The course is divided into nine subject areas. These include the five course modules, a library and additional materials for modules 1–3.

The subject areas are structured using accordion menus. The module headings are displayed in a bar. If you click on this bar, the respective module opens. You can also close the accordion menu by clicking on the heading bar again. With the accordion menus closed, you have a good overview of the training content.

This is what an expanded accordion menu looks like:



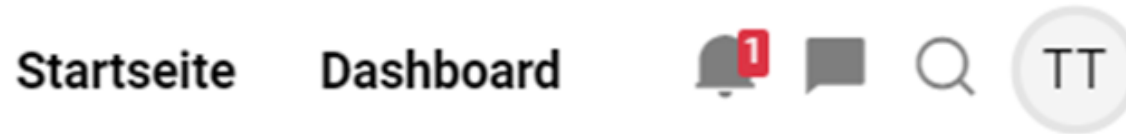
In the individual modules you will find


- an introduction
- background information on the respective topics
- exercises
- materials to help you organize, plan and carry out your training.
- a final quiz with which you can test your newly acquired knowledge and which is the basis for acquiring a competence badge.


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In the library and in the additional materials, you will find in-depth background information on the individual modules as well as good practice examples for the implementation of ITC training courses on various topics.

In the header of the Moodle course room you will find two important symbols:



	<p>The profile menu</p> <p>Unless you upload a profile picture, the profile menu will contain the initials of your name. If you click on it, you will find, for example, the button to log out and the option to set your preferred language and manage your badges.</p>
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	<p>The notification symbol</p> <p>As soon as you have been awarded a badge, a small red box with a number will appear. If you click on the notification symbol, you will receive the message about your badge.</p>
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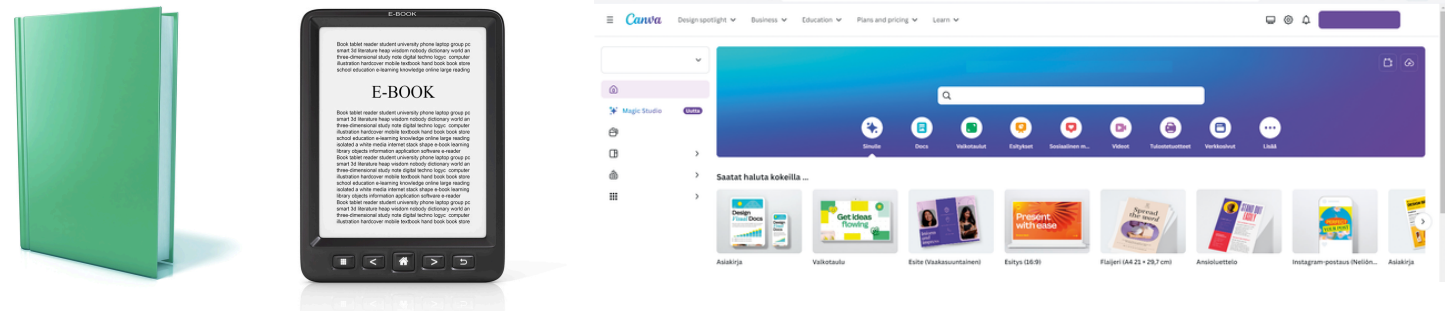
The Learning Journal

While taking the Moodle course, you will be asked to use a learning journal to write down your answers to the different exercises, activities or self-reflection tasks.

What kind of learning journal is this supposed to be?

This depends on your own studying habits. You could use

- a paper notebook
- a Word document (or any other text processing program)
- a PowerPoint template
- a Canva template



You can design your learning journal the way you like, the way it suits your learning habits. You can also not design it at all.

However, we recommend the use of a digital learning journal as this will make it easier to go back to things you worked on and revise or restructure them or use them for different purposes.

Badges

For each successfully completed quiz you will automatically be awarded a digital Open Badge. In the next chapter you'll find all the relevant information about badges.

What's a badge?

Badges are digital representations of competence. They are used to visualize and value a person's skills and knowledge. A badge is always a combination of image and text. The badge text describes

1. what the badge was awarded for
2. to whom it was awarded
3. by whom it was awarded
4. when it was awarded

This is what a badge that you can earn in the "EqualDigital" project looks like:



EqualDigital: Module 1 - Training requirements

This badge describes the knowledge developed by a participant in "Equality in Digitalization - A Train the Trainer Qualification" in Module 1 "Training requirements". This includes the 5 steps in the training cycle: (1) Identify training needs, (2) Plan training, (3) Implement, (4) Assess learning, (5) Evaluate training. Special emphasis is placed on the creation of a detailed needs analysis of the respective target group. [[less](#)]

Awarded to tamara.tugendreich@web.de

Issued on: 31.01.2024 at 5:24 PM

Badge Details

EARNING CRITERIA

Recipients must complete the earning criteria to earn this badge

Users receive the badge when they fulfil the following conditions:

- the following activity must be completed "Test - Quiz Training Requirements"

[View External Criteria](#) 

We Issue [Open Badges](#) 

Badges were created against the backdrop of the European Qualifications Framework. This framework allows people to collect digital badges of competence over the course of their working life, to reflect their formal but above all non-formal and informal skills. This gradually leads to the development of skills profiles that can be used for professional development and positioning, e.g. through publication in professional networks or application portfolios.

Below we provide an overview of how badges can be acquired in EqualDgital, how they can be collected in a digital backpack and published in a professional network.

Earning badges in Moodle

You can earn a total of 6 badges in our self-study course. There is a quiz in each of the five modules. You can use the quiz to check your understanding of the key training content. As soon as you have answered 80% of the questions correctly, you will automatically be awarded a badge for the respective module. You can take each quiz a maximum of three times. Once you have earned the badges for all five modules, you will automatically receive the Equal Digital meta badge.



The Moodle notifications will show you that you have been awarded a badge. You can always find all your badges on Moodle in your “preferences” in your profile menu.

Collecting badges in your digital backpack

Badges are collected in a digital backpack. Moodle is closely associated with the US organization Badgr. Badgr provides a free digital backpack that you can connect to Moodle as soon as you have created an account there. You can then store your badges from Moodle in your digital backpack with just one click.

Publishing badges

From your digital backpack, you can publish your badges in your social media profiles, e.g. on LinkedIn, Facebook or in your Europass CV. To do this, go to your digital backpack and click on the badge you want to publish. Use the share button to add your badge to your social/professional network or your Europass CV.

You can find step-by-step instructions for receiving, collecting and publishing badges in our self-study course in Module 5.

Open Educational Resources OER

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“Open Educational Resources (OERs) are any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt and re-share them. OERs range from textbooks to curricula, syllabi, lecture notes, assignments, tests, projects, audio, video and animation.”

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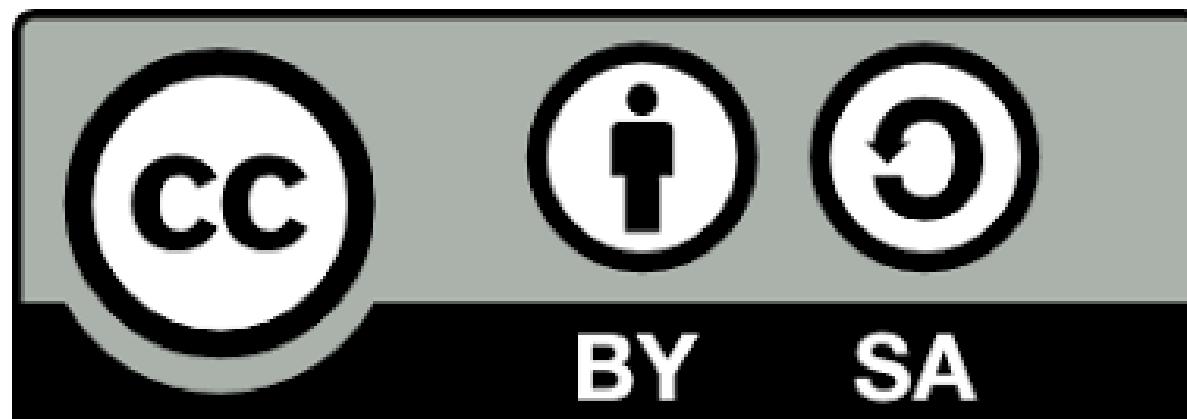


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- We want to make the project and Erasmus+ program widely known, and allow the distribution and sharing of our material as widely as possible.
- We want to allow for commercial use as this also includes some public education centers, e.g. for adult education.
- We would like our participants to be able to adapt our materials to their specific target group and then license the modified material under identical terms.



How to apply a CC license to your materials?



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- Decide on which CC license you want to use – there are six different licenses
- Go to the CC website and activate the license chooser:
<https://chooser-beta.creativecommons.org/>
- Follow the instructions. Find step-by-step instructions in module 3 additional materials on Moodle
- A license code will be generated automatically
- Insert this code via copy and paste to your learning material

Example of a copyright notice:

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Glossary

Activity – the learner(s) usually have to be active in some way – move, think, draw, discuss ... - in order to raise their awareness with regard to a certain topic. Some activities are for group settings but can be adapted to SOL.

Badge – digital badges indicate an accomplishment or skill that can be earned in various learning environments.

Brainstorming – the trainer asks the group a specific question and gathers all answers. No judgements are made on the answers received. Once all answers have been gathered, the trainer can use them to start their lesson, clarify terms, build on the responses to introduce the topic of the session, etc.

Case-study – participants are given information about a situation and instructions for making-decisions or solving the case presented to them. Case-studies may vary in length from shorter ones (approx. 0.5–1 page long) to longer and more complex ones (approx. 4–5 pages long).

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Course plan – the course plan contains the contents of the training course and the order in which the topics are covered, building on each other.

Demonstration – participants are presented with the exact steps to take for completing a certain task/activity, or they are presented with an example of a correctly completed task.

Digital backpack – like an actual backpack, a digital backpack contains – among other things – the badges that a person has received.

Example – an example is given to illustrate the content of the training course.

Exercise – participants take part in an exercise which allows them to practice the new skills they are developing.

Group discussion – the trainer facilitates a conversation with the participants based on a topic. This method is also an effective instrument of participatory learning, whereby the trainer acts as a group adviser, a group facilitator and a group mentor.

Learning goal – the overall desired outcome of the training.

Learning journal – a journal where the learner writes down tasks, thoughts, ideas etc.; this journal can be physical, like a paper notebook, or digital, like a simple word document or a document with an elaborate design from Canva; we advise to use a digital journal as it's more flexible and at hand when working at the computer.

Learning objectives – the things that participants need to know and be able to do to reach that goal – the subordinate goals, the little steps, they have to take towards the goal.

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Lesson plan – a lesson plan is a trainer's guide for facilitating a lesson. It typically includes the learning goal, the content and the methods chosen.

Needs analysis – a structured approach aimed at identifying the gap between what participants know and can do and what they need to know and do to deliver successful training courses.

OER – open educational resources are freely and publicly available for teaching, learning, and research resources.

Presentation – the trainer orally presents new information.

Quiz – at the end of a module, learners take a quiz to test their knowledge. Attaining a result of 80%, they are awarded a digital badge.

Reflection task – participants individually or in groups consider a certain aspect mentioned by the trainer and write down their views on the matter.

Role-play – some of the participants “interpret a role” while others observe and analyse what is happening. This is one of the most effective training methods of participatory learning where future trainers put into action the skills learned throughout the training. A fictional scenario is created. Every trainee is then assigned a role which they enact to demonstrate the skills learnt during the training course.

Self-reflection activity – the learner usually has to reflect on their attitude towards a certain topic and take notes in their learning journal.

Soft skills – refer to a set of personal traits and abilities that enable someone to interact effectively with those around them.

SOL – self-organised learning

Task /reflection task /practice – an assignment – the learner usually has to (reflect on a certain topic/ question and) write something into their learning journal.

TTT – Train the trainer – completing a training program at teaching someone how to teach a subject they are experts in, to someone else.

Pirkanmaan muotoilu- ja taideteollisuusyhdistys Modus ry (Finland), Tartu Oskar Lutsu nimeline Linnaramautokogu (Estonia) Media Partners (Romania) and FrauenComputerZentrumBerlin e.V.



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