



Erasmus+



INTELLECTUAL OUTPUT 3

GUIDE FOR SENIOR EDUCATORS WITH THE ADAPTION OF FREIRE METHODOLOGY IN THE ICT LEARNING

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Authors: Vasilis Rafail, Mustafa Erdoğan, Yusuf Altunhan, Zeynep Türksoy, İlknur Dinç

Designer: Yusuf Altunhan

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This guide is intended for Adult Educators to assist them in implementing IT programs for senior citizens on a national and European level. The **Digital Competences Area** will give concrete directions to the Adult Educator about the competences map of senior learners.

This Guide also provides in-depth information, core concepts, definitions, and creative methodological approaches for Educators to use, as well as supporting adult educators' personal learning as adult workers.

Under this concept, the Guide is divided in two parts: a) One part with **5 Chapters** (Chapters 1-5) to provide knowledge to the Adult Educators, regarding their work with the Senior Learners and b) Another with **3 Chapters** (Chapters 6-8) for the self-directive learning and self-development of the professionals themselves

The Guide concludes with the **Freirean Reflection Matrix**, which provides additional information about the activities and tools presented in this book, including potential adaptations, tips, and possible questions posed by trainees during training, as well as possible answers provided by the trainer.

Finally, **trainers implemented local Freirean Educational JCT activities and reached 240 people**. You can learn more about the Inspiring Stories that occurred from the local implementation at the end of this Guide.



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APPLYING THE FREIREAN LITERACY APPROACH IN ICT EDUCATION

PREPARED BY

DeM Experiential Training Center / Turkey

Applying the Freirean Literacy Approach in ICT Education

"Dialogue", which is defined as a process where the teacher and learner investigate knowledge together, has a very important place within Freire's educational theory. In a dialogue-based educational approach, the teacher's domination of being the sole authority over the student disappears and education turns into a process where knowledge is shared.

Educators and learners experience the dialogue environment together. They take place as discoverers with a critical point of view, without establishing power over each other. The educator conducts research in the thematic universe in which the learners live and reveals their linguistic universes. They start a process based on dialogue with learners to elaborate a social analysis. For this reason, creating a learning environment based on dialogue in the educational environment and throughout the process will enable you to explore the thematic universe of seniors.

How to Discover Learners' Universe?

When we join their universe, the words in their world will give us clues about what they went through in their experiences in the digital world. You will discover what challenges they are facing; in which field they need digital competencies and what skills they want to develop. Finding out which words they concentrate more on will guide you in creating the framework of your educational design. These words that we encounter in linguistic universes will not only help design the training process but also open the doors of a new phase based on their own experiences. The best way to explore the thematic and linguistic universes of seniors depends on the efficient operation of the dialogue process. The exploration of the thematic and linguistic universe will continue before and throughout training.

Suggestions

It is important to find out the concepts to be presented to the learners in the context of digital literacy correspond to their linguistic universe. For example, what does "search" mean for someone who has spent his life farming? or what does "safety" mean for a housewife who has been taking care of her husband and children all her life? In the digital world, there are terms such as filtering, searching, mailing, safety, storage, memory types, communication etc. and we should reveal how do the seniors use these concepts in their daily lives. This inter-word context will help us build a bridge between the seniors and digital literacy. It will enable us to create a learning environment that will support their thematic universe rather than teaching all the concepts in the digital universe.

You should plan sessions that will reveal what seniors want to do in daily life in digital environments, what they need, and why they want to do them. In these sessions, you can give guiding questions to discover their needs. Having a facilitator in each group can help you reveal their linguistic universes.

You should plan activities that support learners' interaction. Good group dynamics will support the emergence of the thematic and linguistic universe.

It is also important to create spaces where you can chat with them before and during the training. Remember that participants will be able to speak more comfortably outside of the training environment.

You should find out what expressions are frequently used on social media or digital media like sharing, liking, posting or saving correspond to the real lives of seniors. This will help you determine the training framework.

Examples/Tools

1. Game of "We asked to hundred people"
2. Game of "The sun is rising "

[How to Make Your Content Generative?](#)

Freire's literacy pedagogy, or "method" as it has come to be called, was based in learners' linguistic and social realities. He recommended that literacy teachers conduct ethnographic research in the learners' community, document their linguistic universe, draw "generative themes" and keywords from that local culture, and engage in a dialogical process with students to elaborate a social analysis, while simultaneously studying words at the syllable level, phonetically. In this way, students learn to "read the word and the world".

Participants explore generative themes which are of interest to them. A generative theme is a cultural or political topic of great concern or importance to participants, from which discussion can be generated. These generative themes are then represented in the form of 'codifications' (either represented by a word or short phrase or a visual representation - a picture or photograph). Participants are able to step back from these visual representations of their ideas or history and

decode or explore them critically by regarding them objectively rather than simply experiencing them.

Suggestions

While preparing the content of the training program, coding to reflect the thematic universe is very important. It is necessary to order the content presented from simple to complex. The learner should be able to generalize the information learned and be able to apply it in similar situations. The information that enters the re-coding process will reflect the linguistic universe, and at the same time ensure the internalization of learning. When using the words that emerge while exploring the thematic universe of seniors, be careful to give them from simple to complex. It is very important that the given concepts can be generalized and used in similar contexts.

Examples/Tools

1. Match the images and digital motions
2. Expression of emotions through emojis

[How to Make Your Content Problem-Based?](#)

Paulo Freire says that we all acquire social myths that we all have a dominant tendency, and therefore learning is a critical process based on revealing real problems and actual needs. Before designing a digital literacy training program for the participants, an analysis process that will reveal the problems, limitations and needs of the target group should be run. It should be given before the abstract in the content. A spiral learning experience that evolves from concrete to abstract should be made possible.

Suggestions

Here, you should center upon the problems your target group experiences in daily life, and first of all, you should focus on the knowledge and skills that will solve these problems.

Each textbook follows a ranking of the content. To make your content problem-based, you should be able to reorder your ranking according to the needs of your target group instead of applying the program in the given order. It is important to create a program around their needs.

In this context, you should first plan activities that will reveal the problems your target group is experiencing in daily life. For example, a subgroup work on the questions "What do you complain about not being able to do?" or "What would you like to be able to do?" may reveal the real needs

of your target group. Some sample problems can be as follows: I cannot make an appointment at the health center, I cannot make a video call with my grandchild etc. Pay attention that you should start with digital applications they use instead of what you will prioritize.

At this point, it is important that the dialogue process works effectively. The questions you ask as you explore the linguistic universe will help you pose problems.

You can use problem solving techniques like ...

Examples/Tools

problem solving techniques?

Problem revealing techniques?

[How to Create a New Learning Space for Others?](#)

Learning occurs in a cycle that never stops. We continue to learn constantly at school, in the courses we attend and in the informal environments. The way to learn is through encountering. Education is a state of encounter and the important thing is mutual transformation. Activities that will feed the inner motivation of the learners should be included in the training process. Seniors who want to improve themselves in the context of digital literacy are expected to solve their problems, to be able to do what they want in a digital context and produce through this course they attend. In addition, we would like them to learn from each other informally. Peer learning is very important at this point.

Suggestions

You should create suitable environments to support their mutual learning. For example, an individual who learns how to prepare a presentation from PowerPoint software should be able to add something from their thematic universe to that presentation. For example, a housewife can present the preparation of a meal she has made best by making a presentation, or someone who has been beekeeping for years can prepare a presentation on beekeeping. This will both motivate them and create a new learning space for other learners.

You should include activities where they will interact more with each other. Group work will help you do this.

You can spare enough time to meeting and ice breaker activities on the first day and increase sharing with games that allow the group to get to know each other better.

Remember that coffee breaks are also part of learning. Keeping in mind that the real learning takes place in informal environments, you can keep long coffee breaks that increase sharing.

You should also create sharing environments where they can showcase their talents and interests. For example, by leaving free spaces in your training program, you can support their contribution by planning their own activities and create spaces where they can share. This will motivate them more.

Examples/Tools

1. Facebook Profile
2. My World Corner
3. "I do best"

Learning Space

If learning is to occur, it requires a space for it to take place. While, for most, the concept of learning space first conjures up the image of the physical classroom environment, it is much broader and multi-dimensional. Dimensions of learning space include physical, cultural, institutional, social and psychological aspects. (Kolb & Kolb 2013)

In Experiential Learning Theory, these dimensions all come together in the experience of the learner. Since a learning space is in the end what the learner experiences it to be, it is the psychological and social dimensions of learning spaces that have the most influence on learning.

The ELT learning space concept emphasizes that learning is not one universal process but a map of learning territories, a frame of reference within which many different ways of learning can flourish and interrelate. It is a holistic framework that orients the many different ways of learning to one another. The process of experiential learning can be viewed as a process of locomotion through the learning regions that is influenced by a person's position in the learning space. One's position in the learning space defines their experience and thus defines their "reality." Teachers objectively create learning spaces by the information and activities they offer in their course; but this space is interpreted in the students' subjective experience through the lens of their learning style.

Creating a Hospitable Space for Learning

Feelings of hope and fear inevitably accompany the learning process. Hope is about specialization, understanding and the empowerment that will come with it. Fear has many sides. We are afraid of making mistakes, failing, looking stupid, feeling embarrassed and humiliated in front of others, even questioning our own identity and self-worth. Therefore, our challenge as educators is to understand the hopes, expectations and fears of learners and to create a learning space where they are respected and supported so that they can overcome their fears and specialize.

A hospitable learning space is a space where learners feel themselves psychologically safe, respect for themselves and their past experiences as learners, an unconditional positive approach is displayed and a balanced challenge and support are provided. Knowing the names of learners by the trainer and others is the first step towards being respected. The basic characteristics of this hospitable learning space are the breaking the ice among the learners, being interested in their own experiences, interests and ideas, and feeling belonging to a learning community (Kolb & Kolb, 2017: 178-188). Another important aspect of this feeling of safety is that it is a necessity created by the experiential learning methodology. Learners should be able to easily share their own experiences, feelings and thoughts as they move through the experiential learning cycle. For this, they need a feeling of confidence that the group will not judge themselves and respect their feelings.

Creating a Learner-Centered Space for Learning

Experiential learning theory has a learner-centered approach. The entire learning process progresses in a holistic way that centers the learner's experience. Experiential learning theory, which explicitly criticizes the traditional education approach that is educator and subject-centered, argues that the role played by the educator should be shaped according to the learner-centered approach. In addition, the fact that an education program is based on experience is not sufficient to be learner centered. According to Kolbs, one of the common mistakes made by educators who apply experiential learning or constructivist methodologies is not to develop the lesson plan, exercise or simulation with the learners, but to apply it to the learners only as a technique. The important detail pointed out here is that all methodology and content should be shaped by the active participation of the learners.

A learner-centered learning space is a space where the educator accompanies the learner's experience, and the starting point of education is the life experiences of the learner and how they understand these experiences. This space is a space where the attention, interests and beliefs of the learners are revealed and the learning process is initiated through these. Another prominent feature of the learner-centered learning space is that the trainer is in cooperation with the learners. The trainer is, of course, an expert on the subject of training and an active practitioner of the learning process, but the areas where the trainer is in the position of learner like the learners are the areas where the learners are empowered (Kolb & Kolb, 2017: 237-264). In order for all these features to be built meticulously, it is very important to know the learners closely, to discover what they expect from the training program and what interests them, and to open areas where they will contribute to the training program as 'trainers'.

Creating a Ludic Space for Learning

Major scientists of experiential learning, especially Piaget, Dewey, Vygotsky, underline how important the game is in the holistic process of learning development. In experiential learning theory, game and learning are two inseparable elements for human development. The game acts as a critical framework that enables us to constantly apply new thinking structures to our lives for healthy development from childhood to adulthood, thereby increasing our capacity to avoid excessive specialization. "According to Huizinga, humans emerge not as homo sapiens, the man who knows, but primarily as homoludens, the man who plays" (Kolb & Kolb, 2017: 284). So game plays an important role not only in child development, but also in adult development. But adults have a different relationship with game than children. The game takes place in the dialectic between being irrational and rational, being actor and serious, imaginary and real, being arbitrary and limited by the rules. Therefore, unlike children who can instantly turn everything they find into a game, adults need to step into a different plane of reality to play. Consequently, in order to create a ludic learning space, a positive and non-judgmental ecosystem is needed where adults can move on to this different plane of reality. One of the basic principles of this ecosystem is that playing games should be voluntary. Adults play freely and voluntarily in this area. Another principle is that the rules of the game are the most important elements that both determine the boundaries of this area and ensure the continuity of this area. There are two types of behavior modes in the game process; epistemic (related to reality) and ludic modes of behavior. For example, in the process of epistemic behavior, children are serious and focused, considering and examining a toy from all dimensions. However, when this review is completed, they start playing with the toy in a completely ludic mode. Adults also approach play in a similar way to children. They need to be prepared so that they

can overcome the epistemic process and switch to ludic mode. Game is an excellent tool to create a deep 'concrete experience' in the experiential learning cycle (Kolb & Kolb, 2017: 283-296).

Creating a Learning Environment and Building a Learning Group

Establishing an appropriate learning environment is very important for the efficiency of the training programs based on experiential learning. Participants are not only in the individual learning process, but the intensive learning process is the group learning process. In order for the group to be able to learn together, it is first required to turn the group in which different individuals come together into a "learning group".

In learning group building, it is very important to raise the group dynamics. Kolb refers to this issue as follows; "For a learner to engage fully in the learning cycle, a space must be provided to engage in the four modes of the cycle-feeling, reflection, thinking, and action. It needs to be a hospitable, welcoming space that is characterized by respect for all. It needs to be safe and supportive, but also challenging" (Kolb & Kolb 2013). Learning is a pleasant but a challenging process as well. Participants who enter into the process of behavior, approach and skill development/transformation must come out of their "comfort zones" and go "into the learning area" where they must "challenge" with difficulties, and they will do self-evaluation and self-criticizing. It is not easy for everyone to come out of his/her comfort zone and furthermore, does it among a group of people.

In a methodological flow based on the experiential learning cycle, the participant must first experience and then reflect on their experience. During the experience that corresponds to the concrete experience stage of the cycle (learning game, practice etc.), it is necessary that the participant do not resist against experience and he/she really experiences. For this, it is essential that he/she trusts the group members whom he/she lives the experience together with. The more active the group is in the debriefing phase, the more they feed each other and the higher the level of group learning is. Trust and open communication are very important again for the participants to share especially their emotions and observations in the group.

Suggestions for Building Learning Group:

- Begin with name and get to know each other games. Icebreakers and trust games will draw participants closer. Play fun games. Those who have fun together learn together.

- Present the learning objectives of the program clearly.
- Get the participants' expectations from the program and contributions they can make to the program.
- Have them prepare the group learning contract. (Rules to be followed throughout the program)
- Play teamwork games with them Those who overcome the challenges together become groups faster.
- Make room for your participants in the program according to their personal talents, knowledge, and experiences.
- . Create times for participants to spend time and share together, outside of the sessions as well.
- Take care not to keep lunch breaks and coffee breaks too short.

Examples / Tools

1. Human Bingo
2. Mission (im)possible
3. Communication



DIGITAL COMPETENCES AREAS

PREPARED BY

Rizika Internetu A Komunikacnich Technologu / Czechia

Below we present the competencies and skills older and senior adults should have according to the European Union’s publication¹ *DigComp 2.1 the digital competence framework for citizens with eight proficiency levels and examples of use*.

Competence area 1: Key digital skills and data literacy

Basic Level (with a guidance)	Intermediate Level (independently)	Advanced Level (independently)
What Senior Adults can do:		
<ul style="list-style-type: none"> ● identify their information needs ● find data, information and content through a simple search in digital environments ● find how to access these data, information and content and navigate between them ● identify simple personal search strategies ● detect the credibility and reliability of common sources of data, information and their digital content ● identify how to organise, store and retrieve data, information and content in a simple way in digital environments ● recognise where to organise them in a simple way in a structured environment 	<ul style="list-style-type: none"> ● explain their information needs ● perform well-defined and routine searches to find data, information and content in digital environments ● explain how to access them and navigate between them ● explain well-defined and routine personal search strategies ● illustrate information needs ● organise the searches of data, information and content in digital environments ● describe how to access these data, information and content, and navigate between them ● organise personal search strategies ● perform the analysis, comparison and evaluation of the credibility and reliability of well-defined sources of data, information and digital content ● perform the analysis, interpretation and evaluation of well-defined data, information and digital content ● select data, information and content in order to organise, store and retrieve in a routine way in digital environments ● organise them in a routine way in a structured environment 	<ul style="list-style-type: none"> ● respond to information needs ● apply searches to obtain data, information and content in digital environments ● show how to access these data, information and content and navigate between them ● propose personal search strategies ● assess information needs ● adapt their searching strategy to find the most appropriate data, information and content in digital environments ● explain how to access to these most appropriate data, information and content and navigate among them ● vary personal search strategies ● carry out an evaluation of the credibility and reliability of different sources of data, information and digital content ● carry out an evaluation of different data, information and digital content

¹Carretero, S., Vuorikari, R., & Punie, Y. (2017). *DigComp 2.1 the digital competence framework for citizens with eight proficiency levels and examples of use*. Publications Office of the European Union.

Competence area 2: Communication and collaboration

Basic Level	Intermediate Level	Advanced Level
What Senior Adults can do:		
<ul style="list-style-type: none"> ● select simple digital technologies to interact ● identify appropriate simple communication means for a given context ● recognise simple appropriate digital technologies to share data, information and digital content ● identify simple referencing and attribution practices ● identify simple digital services in order to participate in society ● choose simple digital tools and technologies for collaborative processes ● differentiate simple behavioural norms and know-how while using digital technologies and interacting in digital environments ● choose simple communication modes and strategies adapted to an audience ● differentiate simple cultural and generational diversity aspects to consider in digital environments ● identify a digital identity ● describe simple ways to protect their reputation online ● recognise simple data they produce through digital tools, environments or services 	<ul style="list-style-type: none"> ● perform well-defined and routine interactions with digital technologies ● select well-defined and routine appropriate digital communication means for a given context ● select well-defined and routine appropriate digital technologies to share data, information and digital content ● explain how to act as an intermediary for sharing information and content through well-defined and routine digital technologies ● illustrate well-defined and routine referencing and attribution practices ● select well-defined and routine digital services in order to participate in society ● indicate well-defined and routine appropriate digital technologies to empower themselves and to participate in society as a citizen ● select well-defined and routine digital tools and technologies for collaborative processes ● clarify well-defined and routine behavioural norms and know-how while using digital technologies and interacting in digital environments ● express well-defined and routine communication strategies adapted to an audience ● describe well-defined and routine cultural and generational diversity aspects to consider in digital environments 	<ul style="list-style-type: none"> ● use a variety of digital technologies in order to interact ● show others the most appropriate digital communication means for a given context ● share data, information and digital content through a variety of appropriate digital tools ● show others how to act as an intermediary for sharing information and content through digital technologies ● apply a variety of referencing ● propose different digital services to participate in society ● use appropriate digital technologies to empower themselves and to participate in society as a citizen ● apply different behavioural norms and know-how while using digital technologies and interacting in digital environments

	<ul style="list-style-type: none"> • discriminate a range of well-defined and routine digital identities • explain well-defined and routine ways to protect their reputation online • describe well-defined data they routinely produce through digital tools, environments or services • indicate ways to create and edit well-defined and routine content in well-defined and routine formats • express themselves through the creation of well-defined and routine digital means 	
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Competence area 3: Digital content creation

Basic Level	Intermediate Level	Advanced Level
What Senior Adults can do:		
<ul style="list-style-type: none"> • identify ways to create and edit simple content in simple formats • choose how they express themselves through the creation of simple digital means • select ways to modify, refine, improve and integrate simple items of new content and information to create new and original ones • identify simple rules of copyright and licenses that apply to data, digital information and content • list simple instructions for a computing system to solve a simple problem or perform a simple task 	<ul style="list-style-type: none"> • indicate ways to create and edit well-defined and routine content in well-defined and routine formats • express themselves through the creation of well-defined and routine digital means • explain ways to modify, refine, improve and integrate well-defined items of new content and information to create new and original ones • indicate well-defined and routine rules of copyright and licenses that apply to data, digital information and content • list well-defined and routine instructions for a computing system to solve routine problems or perform routine tasks 	<ul style="list-style-type: none"> • apply ways to create and edit content in different formats • show ways to express themselves through the creation of digital means • operate with new different items of content and information, modifying, refining, improving and integrating them in order to create new and original ones • apply different rules of copyright and licenses that apply to data, digital information and content

Competence area 4: Safety and autonomy

Basic Level	Intermediate Level	Advanced Level
What Senior Adults can do:		
<ul style="list-style-type: none"> ● identify simple ways to protect their devices and digital content ● differentiate simple risks and threats in digital environments ● choose simple safety and security measures ● identify simple ways to have due regard to reliability and privacy ● select simple ways to protect their personal data and privacy in digital environments ● identify simple ways to use and share personally identifiable information while protecting themselves and others from damages ● identify simple privacy policy statements of how personal data is used in digital services ● differentiate simple ways to avoid health -risks and threats to physical and psychological well-being while using digital technologies ● select simple ways to protect themselves from possible dangers in digital environments 	<ul style="list-style-type: none"> ● indicate well-defined and routine ways to protect their devices and digital content ● differentiate well-defined and routine risks and threats in digital environments ● select well-defined and routine safety and security measures ● indicate well-defined and routine ways to have due regard to reliability and privacy ● explain well-defined and routine ways to protect their personal data and privacy in digital environments ● explain well-defined and routine ways to use and share personally identifiable information while protecting themselves and others from damages ● indicate well-defined and routine privacy policy statements of how personal data is used in digital services ● explain well-defined and routine ways to avoid health -risks and threats to physical and psychological well-being while using digital technologies ● select well-defined and routine ways to protect themselves from dangers in digital environments ● indicate well-defined and routine digital technologies for social well-being and social inclusion 	<ul style="list-style-type: none"> ● apply different ways to protect devices and digital content ● differentiate a variety of risks and threats in digital environments ● apply safety and security measures ● employ different ways to have due regard to reliability and privacy ● apply different ways to protect their personal data and privacy in digital environments ● apply different specific ways to share their data while protecting themselves and others from dangers ● explain privacy policy statements of how personal data is used in digital services ● show different ways to avoid health -risks and threats to physical and psychological well-being while using digital technologies ● apply different ways to protect themselves and others from dangers in digital environments ● show different digital technologies for social well-being and social inclusion ● show different ways to protect the environment from the

<ul style="list-style-type: none"> • identify simple digital technologies for social well-being and social inclusion • recognise simple environmental impacts of digital technologies and their use 	<ul style="list-style-type: none"> • indicate well-defined and routine environmental impacts of digital technologies and their use 	<p>impact of digital technologies and their use</p>
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Competence area 5: Problem-solving

Basic Level	Intermediate Level	Advanced Level
What Senior Adults can do:		
<ul style="list-style-type: none"> • identify simple technical problems when operating devices and using digital environments • identify simple solutions to solve them • identify needs • recognise simple digital tools and possible technological responses to solve those needs • choose simple ways to adjust and customise digital environment • identify simple digital tools and technologies that can be used to create knowledge and to innovate processes and products • show interest individually and collectively in simple cognitive processing to understand and resolve simple conceptual problems and problem situations in digital environments 	<ul style="list-style-type: none"> • indicate well-defined and routine technical problems when operating devices and using digital environments • select well-defined and routine solutions to them • indicate well-defined and routine needs • select well-defined and routine digital tools and possible technological responses to solve those needs • select well-defined and routine ways to adjust and customise digital environments to personal needs • explain where their digital competence needs to be improved or updated • indicate where to seek well-defined opportunities for self-developments and to keep up-to-date with the digital evolution 	<ul style="list-style-type: none"> • assess technical problems when using digital environments and operating digital devices • apply different solutions to them • assess needs • apply different digital tools and possible technological responses to solve those needs • use different ways to adjust and customise digital environments to personal needs • demonstrate where their own digital competence needs to be improved or updated • illustrate different ways to support others in the development of their digital competence • propose different opportunities found for self-development and to keep up-to-date with the digital evolution

DIGITAL COMPETENCES

PREPARED BY

Rizika Internetu A Komunikacnich Technologu / Czechia

Chapter 1: Digital Competences

Name of Session: Improving the digital competencies among senior adults by intergenerational cooperation		
Learning objectives:		
<ul style="list-style-type: none"> ● gathering and improving the digital competencies in the area of key digital skills and data literacy ● gathering and improving the digital competencies in the area of communication and collaboration ● gathering and improving the digital competencies in the area of safety and autonomy ● gathering and improving the digital competencies in the area of digital content creation ● gathering and improving the digital competencies in the area of problem-solving 		
Learning outcomes:		
Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> - knowledge about key digital skills and data literacy - awareness about digital communication and collaboration - insights in digital safety and autonomy - digital problem-solving and about digital content creation recognition 	<ul style="list-style-type: none"> - remember the content and instructions presented during the workshop - understand the concept of the digital needs - speak about the digital needs - introducing problems or difficulties older adults may have - be able to ask for help if needed - be aware of the benefits and risks of using mobile devices and the Internet 	<ul style="list-style-type: none"> - senior adults are confident while using the Internet - senior adults feel safe while using the Internet - senior adults are curious, but also asks for help if needed
Contents (short description the Learning Unit, context/setting):		
<i>Estimated activity time: 45 minutes</i>		

In the workshop, an educator works with the help of the younger volunteers who should be selected based on clearly defined criteria [more in the limitations and recommendations section]. The purpose of this method is to assign one volunteer to one older participant in order to provide the highest level of support all the time during the workshop. The main aim of the activity is to make the older adults familiar with the digital competencies in a very practical way and based on their needs.

Before the workshop, the volunteers need to read Chapter 1 of this guide, which contains tables of competencies and skills the older adults need to move freely in the digital world. The activity and the mentioned tables were prepared based on the European Union's publications *DigComp 2.1 the digital competence framework for citizens with eight proficiency levels and examples of use* and *DigComp 2.0: The Digital Competence Framework for Citizens. Update Phase 1: the Conceptual Reference Model*.

Activity (Step by step description of the process):

TITLE OF THE ACTIVITY: Join us and be digital!

Step 1: Before the workshop, the older participants are asked to bring their own devices (mobile phones, tablets and laptops). The educator also prepares some devices for the ones who are not able to bring their own. Volunteers will be present during the activity for the need and practical assistance of older participants.

Step 2: The educator invites all the older participants to sit down in the prepared places. Volunteers who are already in the room are asked by the educator to present themselves (their names, age and short descriptions about themselves like studies or hobbies).

Step 3: After the presentation, the educator asks the volunteers to join their older participant whom they were assigned to before the meeting. They sit in front of their older participant this way so that the table is between them.

Step 4: The educator explains that the volunteers will first talk to the older participants to get to know what kind of digital needs they have. The interview is conducted based on the form prepared by the educator before, but it is just the guideline. The volunteers are free to ask more questions and lead the interview by themselves. The main is to gather information on what digital needs the older adult has and what kind of help the person needs. The volunteer takes notes. The questions are:

1. What kind of digital device do you use every day?
2. How often do you use this device?
3. What is easy for you while using it?
4. What is difficult for you while using it?

5. Why do you want to use it?
6. Do you want to learn how to use any different device?
7. Do you use the Internet at home?
8. What are your hobbies?
9. Do you want to use the Internet to find information about the things you are interested in?
10. Does any member of your family help you if you have some problem?

The older participant and volunteer have around 30 minutes to discuss, although the time is flexible for them.

Step 5: After gathering all information, the volunteers start the practical part of the workshop with their older participants. Based on the discussion and taken notes, they individually explain to the older participants the things they want to know.

Example: If the older participants want to know how to connect and talk online with their families, the volunteers offer them to explain how to use WhatsApp or Messenger:

- *how to enter the application,*
- *how to make a call,*
- *how to turn on and off the camera,*
- *how to hold the phone to be visible,*
- *how to finish the call.*

This part can take as much time as needed, but it is better if the older participant is not told too much information. Except for explaining, the volunteer shows the older participant the way of usage and repeats as many times as needed. This step is finished, when the older participant is able to do the exercise by themselves.

Step 6: After the exercise, the volunteer completes the individual form of the older participant in order to keep the information about the learning path.

Step 7: The educator thanks the participants for participation and invites them to take part in the evaluation and to participate in the next workshop.

Limitations of the activity and recommendations for the Trainers (if applicable):

The volunteers that older participants will work with should be selected based on clearly defined criteria:
- the ability to work with seniors

- teaching experience

- patience and empathy towards participants.

Even though the elderly will be taken care of by volunteers, the educator should constantly watch over the course of the workshop and react if necessary. If the educator notices that there are any problems between the volunteer and the older participant in the couple, he should try to solve them or ask another volunteer.

The activity is suitable for 10-15 participants

Evaluation

The evaluation of the workshop takes place in the same classroom/space as the workshop. The older participant stays in the place, but for the evaluation time, the volunteer is changed. The evaluation is in the form of an interview. The new volunteer asks questions and the older participant answers. The questions are:

1. Did you like the form of the workshop?
2. Did you understand everything you were told?
3. Were the instructions clear and understandable?
4. Would you change anything in the workshop?
5. What did you learn during the workshop?
6. Do you want to use your new digital skills at home?
7. Do you want to participate again in this kind of workshop?

After the evaluation, the volunteer completes the individual form in order to collect the information about the learning ways and methods.

Further reading:

Carretero, S., Vuorikari, R., & Punie, Y. (2017). *DigComp 2.1 the digital competence framework for citizens with eight proficiency levels and examples of use*. Publications Office of the European Union.

The links to the useful video materials:



 SCAN ME



 SCAN ME



 SCAN ME



 SCAN ME



 SCAN ME



 SCAN ME

References:

Carretero, S., Vuorikari, R., & Punie, Y. (2017). DigComp 2.1 the digital competence framework for citizens with eight proficiency levels and examples of use. Publications Office of the European Union.

Vuorikari, R., Punie, Y., Carretero Gomez, S. & Brande van den, G. (2016). DigComp 2.0: The Digital Competence Framework for Citizens. Update Phase 1: the Conceptual Reference Model. Publications Office of the European Union. doi: 10.2791/11517.

COMMUNICATION AND COLLABORATION

PREPARED BY

DeM Experiential Training Center / Turkey



Name of Session: How to Make Your Content Generative?

Contents (short description the activity, context/setting)

Freire’s literacy pedagogy, or “method” as it has come to be called, was based in learners’ linguistic and realities (Bartlett, 2005). As in the method, it is necessary to present the content from simple to complex. The learner should be able to generalize the information learned and be able to apply it in similar situations. In this setting, the trainer is going to provide common images and digital motions frequently used in digital content.

Activity/Resource/Tool/Exercise (Step by step description of the process)

TITLE OF THE ACTIVITY: Match the images and digital motions

Number of Participants: 12 – 24 people

Duration: 40 minutes

Step 1: All the participants sit together in the circle.

Step 2: Trainer should prepare the images from the real world of the participant and their connection with the digital world, before the session.

Step 3: The presentation is reflected on the screen.

Step 4: For instance, trainer shows a “bridge” image from the real world on the screen and asks what the image recalls for them.

Step 5: After talking on the image for a while, trainer show “bridge” image in digital context on the screen and explain what it means in digital world and have conversation on these two images for a while.

Step 6: Trainer reflects an image of “sharing” and asks what they see.

Step 7: And then, “share” icon and some sharing examples from social media are on the screen and the participants talk about these images together.

...

You can increase the number of the images and digital ones according to your content.

Step 8: In the end, reflect a mini test on the screen and ask them to choose or match the correct image.

Advantages of the resource/activity/exercise

The purpose of the activity is to make them familiar with the icons used commonly in digital context. You can benefit from the data you had while discovering the linguistic universe.

Limitations of the activity and Recommendations

You may have difficulty in finding an image from their real world connected to digital world.
If so, you should explain it at its simplest or create a story about it.

Evaluation

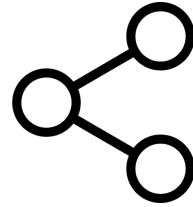
You can prepare a mini test to match the images from real world and digital motions. You can create a
implement the test by using digital tools such as kahoot, mentimeter etc.

The questions can be as in the following example;

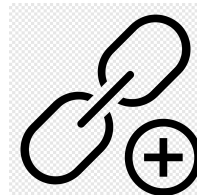
- Match the icons with the correct correspondence.



B)



C)



- Which one do we use to send a file, a photograph or a message?



Further reading:

Freire, P. (2000). *Pedagogy of the oppressed*. New York: Continuum

References:

Bartlett, L. (2005). Dialogue, Knowledge, and Teacher & Student Relations: Freirean Pedagogy in Theory and Practice. *Comparative Educational View*, 49(3), 344-364.

Elias, J. L. (1975). The Paulo Freire Literacy Method: A Critical Evaluation. *McGill Journal of Education* 10(2), 207-217.

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Name of Session: How to Create a New Learning Space for Others?
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Contents (short description the activity, context/setting)

Learning occurs in a cycle that never stops. We continue to learn constantly at school, at the courses we attend and at the informal environments.

Education is a state of encounter and the important thing is mutual transformation (Freire, 2000). Activities that will feed the inner motivation of the learners should be included in the training process. In informal settings, peer learning is very important, and this activity will give this chance to them. This setting will provide a personal space and opportunity to know each other more.

Activity/Resource/Tool/Exercise (Step by step description of the process)
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TITLE OF THE ACTIVITY: My World Corner

Number of Participants: 12 – 24 people

Duration: You can give 30 minutes for them to prepare their corners and keep these corners till the program ends.

Step 1: Before the program, inform the participants about the things they should bring with them in order to introduce themselves to the rest of the group members.

Step 2: The first day of the program, provide the participants an exhibiting corner and encourage them to place their personal things there.

Step 3: Be sure that you schedule time for visiting these corners in the program and keep these corners till the end.

Advantages of the resource/activity/exercise

This setting will provide an informal learning environment for the participants, which is very important for adult learners. Additionally, this sharing environment where they can showcase their talents and interests will help them interact more with each other. This will also increase inner motivation.

Evaluation

An evaluation questionnaire can be conducted before leaving the program. You can ask if they have changed and how they learn from each other during and after the program. You can use Likert Scale.

In general evaluation paper, you can ask;

- Do you have any chance to learn from each participant?
5. Strongly agree 4. Agree 3. Neutral 2. Disagree 1. Strongly disagree
- Do you have any chance to express yourself and your interest?
5. Strongly agree 4. Agree 3. Neutral 2. Disagree 1. Strongly disagree

Further reading:

Freire, P. (2000). *Pedagogy of the oppressed*. New York: Continuum

Name of Session: How to Make Your Content Problem-Based?

Contents (short description the activity, context/setting)

Paulo Freire (2000) says that we all acquire social myths that we all have a dominant tendency, and therefore learning is a critical process based on revealing real problems and actual needs. Before designing a content literacy training program for the participants, an analysis process that will reveal the problems, limitations and needs of the target group should be run. It should be given before the abstract in the content. A spiral learning experience that evolves from concrete to abstract should be enabled.

So, this activity will reveal the real problems of the participants.

Activity/Resource/Tool/Exercise (Step by step description of the process)

TITLE OF THE ACTIVITY: Problem revealing technique

Number of Participants: 12 – 24 people

Duration: 40 minutes

Step 1: Divide the group into 4 (Max. 5 people is fine for each group)

Step 2: Ask them to list what they complain about not being able to do and what they would like to be able to do in digital context.

Step 3: Limit the time (15-20 minutes)

Step 4 : When each group is ready, let them present their lists in front of the whole group.

Advantages of the resource/activity/exercise

This setting will help you to reveal the problems your target group is experiencing in daily life. This subject activity will find out the real needs of your target group.

Limitations of the activity and Recommendations

In the subgroups, participants may not catch the point. It will be useful to give some guiding topics; for example, on the phone, on the computer, on social media etc.

Pay attention that you should start with digital applications they use instead of what you will prioritize.

Evaluation

There is no need to evaluate this session, but you can ask questions in the general evaluation process whether their needs are met or not.

Further reading:

Freire, P. (2000). *Pedagogy of the oppressed*. New York: Continuum

References:

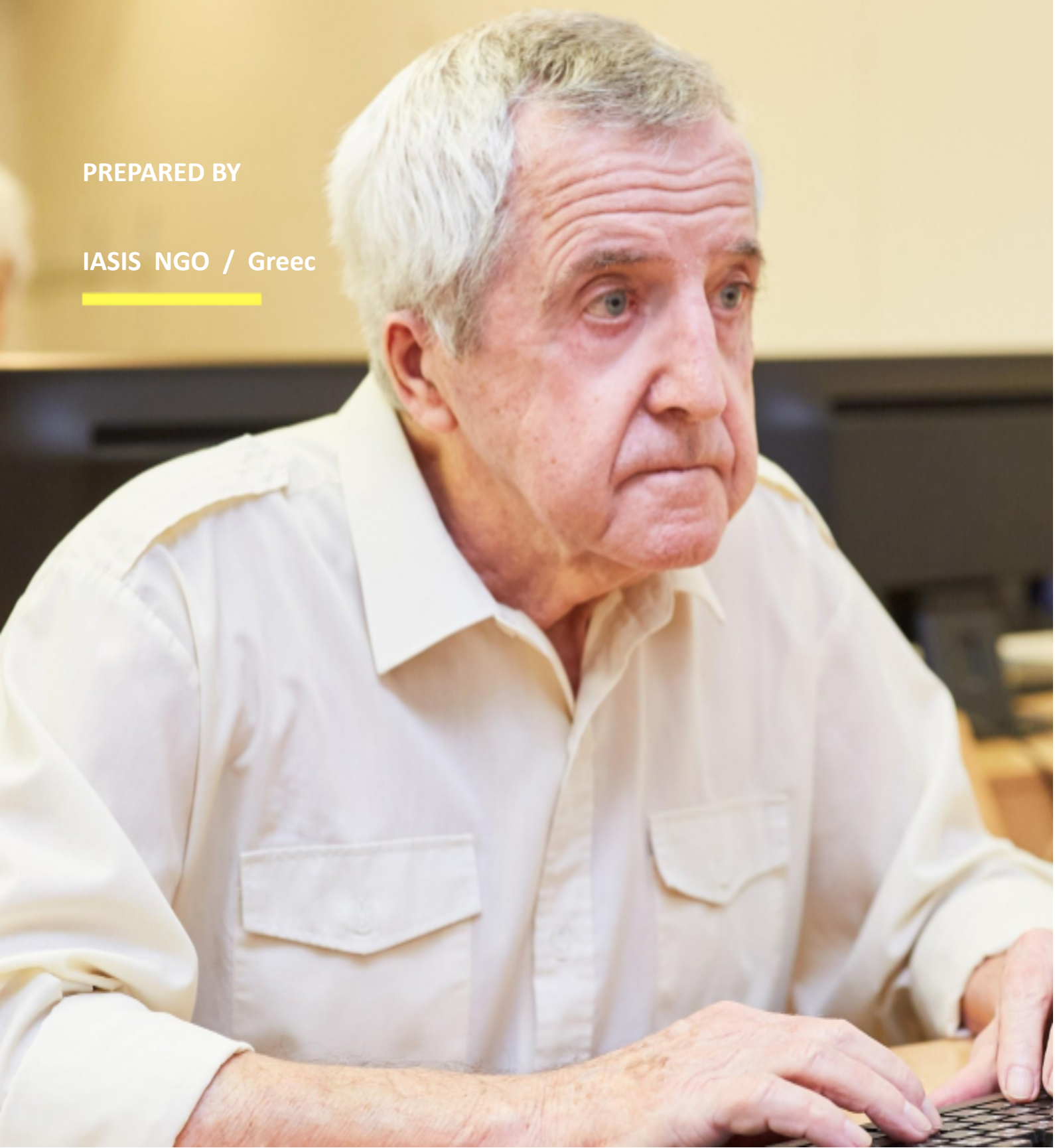
Freire, P. (2000). *Pedagogy of the oppressed*. New York: Continuum

CHAPTER 3

PROMOTING AUTONOMY

PREPARED BY

IASIS NGO / Greec



Name of Session: What I want/ What I have/ What I can do

Learning objectives:

- To reflect on learning needs
- To identify different resolutions for a situation
- To analyse the digital literacy of an individual and their learning needs
- To foster open dialogue and highlight its importance for personal development

Learning outcomes:

Knowledge	Skills	Attitudes
<ul style="list-style-type: none">- Identify their digital learning needs- Name their strong assets about digital issues- Define their steps to digitally develop themselves	<ul style="list-style-type: none">- Create a self-assessment reference- Decide their learning path- Provide a valuable input for their activity partner through active discussion	<ul style="list-style-type: none">- Rate their digital skills and abilities- Revise their learning needs- Summarize the assets they have and wish to improve about digital competence

Contents (short description the Learning Unit, context/setting):

Autonomy is a concept that is usually regarded as the ability for active independent learning. This synopsis of autonomy has been confirmed by many researchers.

Holec sees autonomy as "a matter of acquiring those capacities which are necessary to carry out a self-directed learning programme" (1985, p.180). This was later confirmed by Little (1991), which describes autonomy as "capacity for detachment, critical reflection, decision making and independent action" (p. 4). Both Holec and Little consider that people that have autonomous learning also possess a capacity for decision making and critical reflection, in conjunction with a set of skills that are vital for setting and accomplishing a self – directed learning program (eg. the ability to define objectives, define contents and so on) (Little, 1991: p. 14; Holec, 1985: p. 180).

An important first step to an autonomous learning for one is to be aware of its existing and possible potential. A popular method to achieve that is the SWOT Analysis. SWOT Analysis is a framework used for strategic in order to analyse the potential of a project, a plan or even an organization (Gürel & Tat, 2017). SWOT Analysis consists of two key factors:

- The Internal factors: the 'strengths' and 'weaknesses' internal to the organization
- The External factors: the 'opportunities' and 'threats' presented by the external environment.

(Wang, 2007)

This is a helpful tool that managers acknowledge different organizational and environmental factors regarding their activities, writing down all the possible outcomes for each of the four factors. The same tool can be applied for many aspects of one's life, in order to identify his talents and his lesser abilities, while understanding how to strengthen them both. In our case, this technique is very practical for identifying the levels of the digital literacy of

learners, their digital gaps and some prior strengths that may enhance the learning process and the acquisition of digital skills.

This Learning Unit will focus on promoting autonomy of learners experiencing digital illiteracy. This first part is related the identification of one's learning interests and how to tackle them by using his stronger learning aspects.

Activity (Step by step description of the process):

Title of the Activity: My digital SWOT Analysis

Step 1: The trainer asks the participants to sit comfortably in a circle and then to close their eyes.

Step 2: After closing their eyes, the trainer asks participants to think about what about a specific ability that they wish to cultivate or to improve. It can be anything that the participant wishes on digital issues, from being competent to utilize a phone (e.g. make video call) to a more complex computer system (e.g. download Zoom software and join a webinar).

Step 3. After a few minutes, the trainer asks if all participants have identified their desired ability. Then, the trainer asks the participants to rethink about an event that happened in their life, where the ability that they desire to build would be very useful (e.g. use the e-banking application instead of waiting for hours in the bank)

Step 4. After a few minutes, participants open their eyes. The trainer then proceeds to introducing the concept of SWOT Analysis. Why and how it is used, which are the 4 components of it what do they represent.

The trainer assigns the participants into couples and urges them to find some private space in order to talk uninterrupted. Each partner will tell his event to the other one, and the listener will perform a SWOT analysis regarding how did the speaker perform during the event he describes. Each partner has about 20 minutes to describe his event and for the listener to perform the SWOT analysis.

Step 5. After each partner takes its turn, the group returns in the circle. The trainer asks if any participant wants to share some aspects of their story and the analysis that was done to it. The ultimate goal is to create a warm group discussion and motivate learners to find solutions in the challenges and weaknesses identified.

Limitations of the activity and recommendations for the Trainers (if applicable):

- For explaining the concept of SWOT analysis, trainers are encouraged to use images and visuals, as you can see here:



- The exact same activity can be conducted virtually, by using a platform like Zoom

Evaluation

Example:

Participants can rapidly evaluate the activity by forming a circle and using the thumb-evaluation. The trainer asks questions regarding the experience of the participants in the course of the activity. According to the perceived experience, each participant raises its thumb up or down.

Some questions can be for example:

- *The instructions were clear and precise*
- *I had enough time to think about my ability and event*
- *I feel that my partner was actively listening to me*
- *The analysis was helpful for me*

Further reading:



References:

Gürel, E., & Tat, M. (2017). SWOT analysis: a theoretical review. *Journal of International Social Research*, 10(51).

Holec, H. (1985) On Autonomy: some elementary concepts. In Riley, P. (Ed.), *Discourse and Learning*, London: Longman.

Little, D. (1991) Autonomy: Definitions, Issues and Problems. *Dublin: Authentik*

Wang, K. C. (2007, July). A process view of SWOT analysis. *In Proceedings of the 51st Annual Meeting of the ISSS-2007*, Tokyo, Japan.

Name of Session: Learning how to Learn

Learning objectives:

- Learning about the VARK learning model
- Realizing the preferred learning style and then deploy it in contexts of digital learning

Learning outcomes:

Knowledge	Skills	Attitudes
- Name different styles that one can deploy to learn - Identify the preferred learning style - Define how aspects of other skills can be used for learning	- Decide on their preferred way of learning and be able to make decisions for their learning path	- Rate their skills and abilities - Evaluate their learning path

Contents (short description the Learning Unit, context/setting):

Learning can be acquired **with many ways**, apart from the traditional pen and paper approach. Each individual **has different strong assets** that helps him gain more if they are used as **a learning procedure**. As such, **different learning styles apply for each individual**.

Drago and Wagner (2004) regard learning styles **as differences that exists between individuals over each learning methods**. The ability to **adapt a lesson** based on each individual’s aspects plays a critical role when it comes to **successful education**. A teacher should be creating an environment **to fulfil the demand of students’ various learning styles**, as well as knowing the importance of teaching by using various learning styles (Drago & Wagner, 2004).

From the variety of learning style models, this module will utilize the VARK model. The name of the model consists of an abbreviation for four different sensory modalities, with an extra category for multimodal students.

- The “**V**” in VARK stands for visual. Visual learners process information **best if they can see it**. Graphs, flow charts, and pictures are helpful to them.
- The “**A**” stands for aural, and these learners like to **hear the information**. They process information best by listening to lectures, attending tutorials, and using tape recorders to play back learning sessions. They also like to **talk** about the information.
- The “**R**” stands for read/write. These students like to **see the written words**.
- the “**K**” stands for kinesthetic. These learners like to acquire information through **experience and practice**, and prefer to learn information that has a connection to reality.

The additional “**multimodal**” category encompasses the students who fall into **more than one sensory modality of any combination**.

(Marcy, 2001)

In the previous activity, titled “**What I want / What I have / What I can do**”, participants had the opportunity to identify the digital gaps and therefore the ability that they want to acquire, as well as their prevailing aspects that they have. This activity will assist participants by making them identify their preferred learning style, according to the VARK model.

Through the last two activities the trainer will be able to identify training digital needs and the learning pathway of each individual so they can make the teaching process more tailored and efficient.

Activity (Step by step description of the process):

Before implementing the activity, the venue must be prepared accordingly. There must be plenty of space in the venue, in order for four tables to be placed around the corners.. The goal of the activity is to replicate the four categories of the VARK model, with each table representing a category, teaching participants how to build different origamis. As such:

Table A: It must contain some A4 papers, as well as the visual instructions (ANNEX A)

Table B: It must contain some A4 papers, as well as a tablet containing **only the audio**

Table C: It must contain some A4 papers, as well as the written instructions (ANNEX B)

Table D: It must contain some A4 papers, as well as a bunch of completed origami boats (learn how to make one :



Step 1: All participants are gathered in a circle. The trainer divides the participants in 4 teams and proceeds to explaining the instructions.

Step 2: The instructions are as follows: *Participants will learn how to create paper origamis in 4 unique ways, one in each table. Each team will take its time to visit all tables, having 10 minutes for each table. Table A focuses on visual instructions, with an image showcasing the steps. Table B includes oral instructions for you to follow. Table C regards written instructions, step by step. Lastly, Table D contains already – made origamis, which you have to un-build and rebuild again.*

Step 3: Then, teams are allocated in a random table and the activity begins.

Step 4: After all teams have taken their time in all tables, the trainer summons them back and the evaluation commences. Through the activity the trainer has to keep an eye on all learners' progress and results and identify what suits to whom.

Step 5: The trainer asks to participants to sit on the table they felt the most comfortable when making the origami. For instance, if the learner felt more confident with Visual instructions, they have to stand on Table A and so on.

Step 6: The trainer fosters the Group Discussion among learners and motivates them to share their opinions about their learning path.

Limitations of the activity and recommendations for the Trainers (if applicable):

- **Important:** The trainer encourages teams **not to collaborate for the creation of the origamis**. The point of the activity is for participants to access and evaluate how each learning style is effective or not for him.
- The trainer should circle through tables and observe each team, to assist the evaluation process
- It is highly recommended to use already written papers for the origamis, to promote recycling

Evaluation

Example:

After the activity takes places and participants return in the main group, the trainer asks them to form a circle. Then, the trainer asks some questions openly, and if participants think “yes” is the answer, they raise both hands in the air:

“I found out my preferred learning style”

“I have more than one preferred learning styles”

“I have more than two preferred learning styles”

“This activity was helpful for me”

The facilitator then can ask questions coming from his observations, or facilitate a conversation with the participants.

Further reading:

- <https://educationonline.ku.edu/community/4-different-learning-styles-to-know>
- Book: *Have you “VARKEED” your business?*
- <https://teach.com/what/teachers-know/learning-styles/>
-

References:

Drago, W. A., & Wagner, R. J. (2004). VARK preferred learning styles and online education. *Management Research News*, 27(7), 1-13.

Marcy, V. (2001). Adult learning styles: How the VARK learning style inventory can be used to improve student learning. *Perspectives on Physician Assistant Education*, 12(2), 117-120.

Name of Lesson: Encourage Self-Exploitation		
Learning objectives (bullet form):		
<ul style="list-style-type: none">• Discover digital world• Self-reflect on the learning progress		
Learning outcomes:		
Knowledge	Skills	Attitudes
- Identify the most appropriate learning pathway	- Build determination to achieve goals - Create organizational capacity	- Rate their current learning style and make amendments to it or to achieve their goal

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Contents (short description the Learning Unit, context/setting)

After having identified the learning objectives and the best learning ways to peruse them, participants are required **to create and embark with their personalized action plan.**

After implementing the previous two activities, **“What I want / What I have / What I can do”** and **“Learn how to Learn”**, participants will have sufficient knowledge and tools to move on and acquire their digital literacy ability. This activity will assist participants with seating their **indicating tasks and actions to be undertaken**.

Because the training needs are countless, the trainer must encourage learners to explore the digital world. When they experiment with digital tools they do not have enough confidence and knowledge. The learning process should be tailored based on the learning paths of each learner, for instance, if an individual does not know how to download a video-calling software they can try to search through many resources to find instructions based on their prior experience. They can search on YouTube “How to download Skype” if visual information is preferred or try type in Google in case written instructions satisfy their needs. There are also other options such as asking a friend, a relative or calling the IT support of the software company if need be.

Learners shall acknowledge that they should explore digital resources on their own if digital literacy is their goal.

In the meantime, they have to fill in the below template of three different components:

- Learning Needs - Goals:** What do you want to learn and what goal will you set?
- Resources:** What are the resources that you need in order to achieve your goals? (people, specific or not, etc.)
- Progress:** Have you seen any progress after exploiting your self to the specific digital item? Are you knowledgeable of the digital tool?




Using this template, participants can write the “Learning Needs – Goals” before starting the experiment and then fill the rest columns once they have exploited themselves quite enough to measure the success of their actions.

Activity (Step by step description of the process)

Step 1: Participants are asked to bring their personal smartphone or portable personal computer. The trainer make sure to have enough computer devices in the classroom in case some participants do not have.

Step 2: Trainer asks learners to sit comfortably, take a big breath and fill the first column of the template ANNEX C. They have to determine what they want to learn as internet has numerous information, so first plan will make the process to progress seamless.

Step 3: When participants feel relaxed the trainer can ask them to exploit themselves in the digital issue in mind the possible ways of learning something based on their learning profile:

- a) Through experiments, as many products and tools give information directly in the platform
- b) Through the digital environment per se, as many digital tools and software have clear options and indicators, e.g. if someone struggles to make a videocall they can see that many options are available like “Search”, “Make videocall”, “Go back” or other visual indicators like   
- c) By searching on YouTube
- d) By searching on Google
- e) By asking a friend, or a relative, or calling the IT support or even the trainer
- f) By checking if manuals are given within the environment of the digital tool

Step 4: After giving them sometime to experiment and search info (2 hrs approximately) you can ask participants to fill the last two columns “Resources” and “Progress”

Step 5. Evaluate their statements and ask them to share their opinions in the group on *What they learned*, *What went well and what did not, etc.*

Step 6. Trainer promotes the idea of self-exploitation and encourages learners to do the same thing at their own pace and time and fill the provided template every time to monitor their process.

Limitations of the activity and Recommendations for the Trainers (if applicable)

- The aim of the current activity is not to teach technical skills but to act as an introduction of how literacy is acquired. No-one is born tech-savvy but digital skills are acquired through patience, practice, research and experimentation. Learning to utilise digital tools is like learning to drive a car. No one can get expert through just manuals and handbooks, but practice, teaching and asking others is needed.
- In case of mistakes there is no need to panic. Trainer shall explain to learners that devices behave in a certain way as well and mistakes can happen frequently even from more experienced users.

Evaluation

To evaluate this activity, participants form a circle without leaving any gaps. The facilitator asks the following questions (he can of course use his own questions, taking into account the feedback and his observations from the participants. According to how much participants agree with the question, they have to say “yes” (e.g. not agreeing = whisper, totally agreeing= yelling”

“I know what I want to learn”

“I know how I can learn it more effectively”

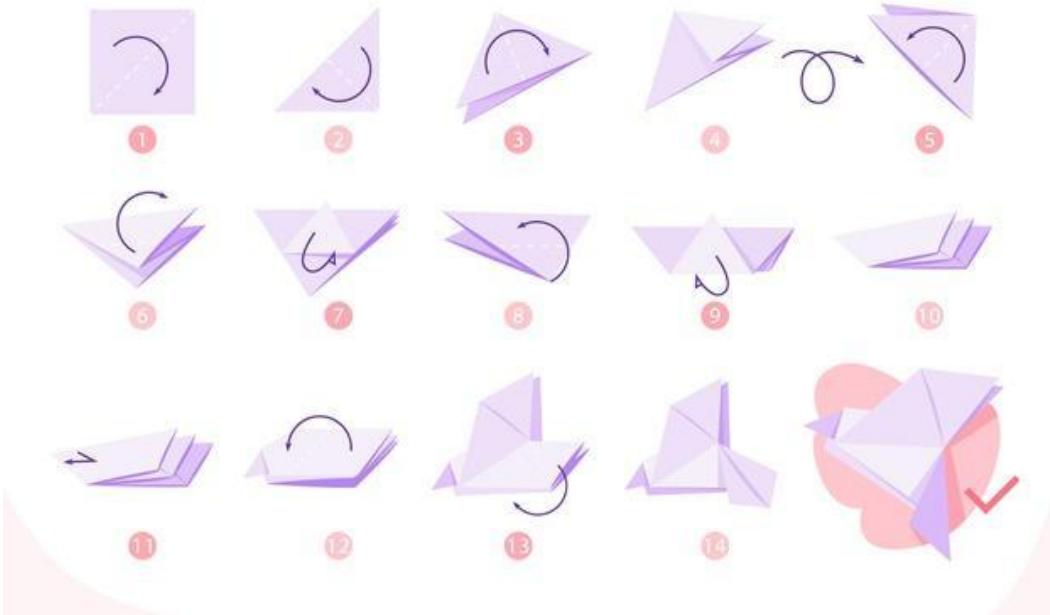
“I know what I have to do in order to learn it”

[Annexes](#)

[Annex A:](#)

Origami Visual Instruction

HOW TO MAKE ORIGAMI DOVE



Annex B:

Origami written instructions

How to make an Origami Heart

Step 1: Start with a square piece of origami paper with white side up.

Step 2: Fold the paper in half by folding the top corner to the bottom corner, then unfold

Step 3: Fold the left corner to the right corner, then unfold.

Step 4: Fold the top corner to the center.

Step 5: Fold the bottom corner to the top edge.

Step 6: Fold the bottom left and right edges to the center crease.

Step 7: Fold the top and side corners back. Now you know how to make an origami heart! Easy wasn't it?

Annex C:

Learning Action Plan Template

LEARNING NEEDS – GOALS (Where do I lack and what is my goal?)	RESOURCES (Where did I find information?)	PROGRESS (How well have I progressed, 1 = no progress – 10 = excellent progress)

ACTIVITIES TO ENHANCE KEY SKILLS FOR DIGITAL LITERACY

PREPARED BY

Fundacja Europejski Instytut Outsourcingu (FEIO) / Poland



Name of Session: Development of Information and Data Literacy among Senior Adults

Learning objectives:

- Develop information and data literacy

Learning outcomes:

Knowledges	Skills	Attitudes
<p>The participants will have knowledge to:</p> <ul style="list-style-type: none"> - identify, locate, retrieve, store, organize, and analyze digital information, - judging digital information relevance and purpose. 	<p>The participants will have skills at:</p> <ul style="list-style-type: none"> - knowing their digital needs, - navigating in digital environments, - defining their search strategies, - judging information and data they find. 	<p>The participants will be:</p> <ul style="list-style-type: none"> - self-aware of their digital needs - self-confident while gathering digital information, - critical towards the digital information they find.

Contents (short description the Learning Unit, context/setting)

Information and Communication Technology (ICT) education and competences among older citizens are a difficult area of learning and teaching since the older people absorb information not in the same way as younger generations (Esteller-Curto & Escuder-Mollon, 2012). Digital or ICT literacy contains skills "to live, learn, and work in a society where communication and access to information are increasingly through digital technologies like internet platforms, social media, and mobile devices" (Western University, 2020). It is essential for the senior citizens that even without the physical prowess they are still able to be a part of the society and take care of themselves by having access to the online services. The development of key skills can be a good basis to overcome the problems and concerns among the seniors.

One of the essential sources of knowledge about the needed skills is the European Union's publication "DigComp 2.0: The Digital Competence Framework for Citizens. Update Phase 1: the Conceptual Reference Model", which is the updated version of the former one from 2013. It presents the model of improving the citizens' digital competence.

One of the described competences are information and data literacy. Its description says to "identify, locate, retrieve, store, organize, and analyze digital information, judging its relevance and purpose" (Phuapan et al., 2016). The more detailed one contains browsing, searching, and filtering data, information, and digital content, then evaluating data, information, and digital content as well as managing data, information, and digital content. Thanks to this skill, the citizens know their digital needs and navigate in digital environments. They can define their search strategies and judge information and data they find (Vuorikari et al., 2016).

Activity (Step by step description of the process)

The workshops steps should be as follows:

1. Participants work separately with their own devices, such as laptops or mobile phones. Each of them should have one.
2. The educator explains the objectives and rules of the workshop. He/she informs them that the purpose is to let them identify their digital needs and familiarize them with ways of using laptops or mobile phones. The participants should think about why they need to use their laptop or mobile phones and the Internet for their everyday life.
3. The educator asks the participants to share their digital needs and writes them down on a flipchart or blackboard. The participants are free to ask questions, report problems or start discussions. After sharing their ideas, the educator adds additional digital needs which were not told by the participants.
4. The educator explains how to:
 1. switch on the laptop or mobile phone,
 2. enter a browser,
 3. use a search engine,
 4. find a website each participant is interested in,
 5. find an image each participant is interested in,
 6. find a song each participant is interested in,
 7. find information about the weather,
 8. find information about a time schedule of public transport,
 9. switch off the laptop or mobile phone.
5. The participants complete each task after explaining it by the educator. The educator can start the next task only if the previous one was completed by all the participants. To fulfil all the tasks, the participants have 60 minutes.
6. After finishing the task, the participants and educator start a discussion by showing their results and sharing information with the group on the way the task was completed by them.
7. As the last step, the trainer gives surveys to evaluate the workshop.

Limitations of the activity and Recommendations for the Trainers (

As an educational target group, senior adults can be a demanding challenge for professionals like adult educators and teachers. Above all else, this social group absorbs information slowly and has problems with following technical novelties. They lack knowledge about the terminology, safety rules and technology usage. Additionally, they show their different motivations and miss different ways and levels of support.

The senior adults should be provided by:

- a supportive environment and background,

- a personal willingness or motivations,
- a support from the family and friends,
- an open attitude towards novelty, and personal abilities or limitations.

The most beneficial approaches are:

- to use learning-by-doing and open attitude,
- to use problem-based activities,
- to promote active participation,
- to encourage participants to face potential problems and make an attempt to find solutions,
- to respect their needs and meet their expectations,
- to focus on personal needs and lives of participants,
- to develop self-confidence in the individual Internet usage,
- to avoid the lack of trust towards using new technologies,
- to keep the program interesting, based on the expectations, preferences and experiences,
- to let participants be the creators of their own content.

The learning process is the most useful when student groups are small (2-6 people). It is also needed to provide the technical support and the understandable way of instructions.

Evaluation

As the last step, the educator asks questions (in the form of a survey or open questions for discussion) to evaluate the workshop. Each participant is also free to share his/her opinion with others.

The questions are as follows:

- How did you feel during the workshop?*
- Did you like the workshop?*
- What would you change with the workshop?*
- Do you have any additional comments?*

The evaluation should take no more than 20 minutes. The participants are also welcome to comment or ask questions in front of others.

After getting the responses, the educator collects them or writes them down to do an analysis of the workshop results.

Further reading:

Ala-Mutka, K., Malanowski, N., Punie, Y. & Cabrera, M. (2008). Active Ageing and the Potential of ICT for Learning. JRC Scientific and Technical Reports. Retrieved May 14, 2020, from <ftp://ftp.jrc.es/pub/EURdoc/JRC45209.pdf>

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Western University. (2020). What is digital literacy?. Retrieved May 14, 2020 from https://www.westernsydney.edu.au/studysmart/home/digital_literacy/what_is_digital_literacy

Name of Session: Development of Communication and Collaboration skills among Senior Adults

Learning objectives:

- Develop communication and collaboration skills.

Learning outcomes:

Knowledges	Skills	Attitudes
The participants will have knowledge to: - communicate in digital environments,	The participants will have skills at: - knowing the digital techniques to communicate and collaborate in	The participants will be: - independent while choosing the methods of digital communication,

<ul style="list-style-type: none"> - share resources through online tools, - link with others, - collaborate through digital tools, - interact with and participate in communities and networks, cross/cultural awareness. 	digital societies.	<ul style="list-style-type: none"> - self-supporting while cooperating with digital communities.
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Contents (short description the Learning Unit, context/setting)

Information and Communication Technology (ICT) education and competences among older citizens are a difficult area of learning and teaching since the older people absorb information not in the same way as younger generations (Esteller-Curto & Escuder-Mollon, 2012). Digital or ICT literacy contains skills "to live, learn, and work in a society where communication and access to information are increasingly through digital technologies like internet platforms, social media, and mobile devices" (Western University, 2020). It is essential for the senior citizens that even without the physical prowess they are still able to be a part of the society and take care of themselves by having access to the online services. The development of key skills can be a good basis to overcome the problems and concerns among the seniors.

One of the essential sources of knowledge about the needed skills is the European Union's publication "DigComp 2.0: The Digital Competence Framework for Citizens. Update Phase 1: the Conceptual Reference Model", which is the updated version of the former one from 2013. It presents the model of improving the citizens' digital competence.

One of the described competences are communication and collaboration. Its description says to "communicate in digital environments, share resources through online tools, link with others, and collaborate through digital tools, interact with and participate in communities and networks, cross/cultural awareness" (Phuapan et al., 2016). It also contains interacting, sharing, engaging in citizenship, and collaborating through digital technologies, as well as netiquette and managing digital identity. Thanks to this skill, the citizens know the digital techniques to communicate and collaborate in digital societies (Vuorikari et al., 2016).

Activity (Step by step description of the process)

The workshops steps should be as follows:

1. Before starting the workshop participants are asked to have someone to be able to talk to this person during the workshop. She/he must be available and willing to participate virtually in the workshop.
2. Participants work separately with their own devices, such as laptops or mobile phones. Each of them should have one.
3. The educator explains the objectives and rules of the workshop. He/she informs them that the purpose is to let them communicate using their own devices. The participants are free to ask questions, report problems or start discussions.

4. The educator explains how to:

1. switch on the laptop or mobile phone,
2. enter a browser or application to communicate (like Messenger, WhatsApp, Skype, Zoom),
3. use the communication tool that was chosen,
4. start and finish a video call with the communication tool that was chosen,
5. switch off the laptop or mobile phone.

5. The participants complete the task with the help of the educator. They connect with their communication partner using the communication tool that was chosen. The educator encourages them to check the options the tool offers (using chat space, camera, microphone, sharing the desktop). To fulfil all the tasks the participants have 30 minutes.

6. After finishing the task, the participants and educator start a discussion by sharing information with the group on the way the task was completed by them.

7. As the last step, the trainer gives surveys to evaluate the workshop.

Limitations of the activity and Recommendations for the Trainers (if applicable)

As an educational target group, senior adults can be a demanding challenge for professionals like adult educators and teachers. Above all else, this social group absorbs information slower and has problems with following technical novelties. They lack knowledge about the terminology, safety rules and technology usage. Additionally, they show their different motivations and miss different ways and levels of support.

The senior adults should be provided by:

- a supportive environment and background,
- a personal willingness or motivations,
- a support from the family and friends,
- an open attitude towards novelty, and personal abilities or limitations.

The most beneficial approaches are:

- to use learning-by-doing and open attitude,
- to use problem-based activities,
- to promote active participation,
- to encourage participants to face potential problems and make an attempt to find solutions,
- to respect their needs and meet their expectations,
- to focus on personal needs and lives of participants,
- to develop self-confidence in the individual Internet usage,
- to avoid the lack of trust towards using new technologies,
- to keep the program interesting, based on the expectations, preferences and experiences,
- to let participants be the creators of their own content.

The learning process is the most useful when student groups are small (2-6 people). It is also needed to provide

the technical support and the understandable way of instructions.

Evaluation

As the last step, the educator asks questions (in the form of a survey or open questions for discussion) to evaluate the workshop. Each participant is also free to share his/her opinion with others.

The questions are as follows:

- a. *How did you feel during the workshop?*
- b. *Did you like the workshop?*
- c. *What would you change with the workshop?*
- d. *Do you have any additional comments?*

The evaluation should take no more than 20 minutes. The participants are also welcome to comment or ask questions in front of others.

After getting the responses, the educator collects them or writes them down to do an analysis of the workshop results.

Further reading:

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Name of Session: Development of Digital Content Creation Skills among Senior Adults

Learning objectives:

- Develop digital content creation skills.

Learning outcomes:

Knowledge	Skills	Attitudes
The participants will have knowledge to: - create and edit new content (from word processing to image and video).	The participants will have skills at: - understanding the concept of content and its creation, - editing processes and copyright rules and licenses.	The participants will be: - autonomous while working with digital content.

Contents (short description the Learning Unit, context/setting)

Information and Communication Technology (ICT) education and competences among older citizens are a difficult area of learning and teaching since the older people absorb information not in the same way as younger generations (Esteller-Curto & Escuder-Mollon, 2012). Digital or ICT literacy contains skills "to live, learn, and work in a society where communication and access to information are increasingly through digital technologies like internet platforms, social media, and mobile devices" (Western University, 2020). It is essential for the senior citizens that even without the physical prowess they are still able to be a part of the society and take care of themselves by having access to the online services. The development of key skills can be a good basis to overcome the problems and concerns among the seniors.

One of the essential sources of knowledge about the needed skills is the European Union's publication "DigComp 2.0: The Digital Competence Framework for Citizens. Update Phase 1: the Conceptual Reference

Model", which is the updated version of the former one from 2013. It presents the model of improving the citizens' digital competence.

One of the described competences is digital content creation. Its description says to "create and edit new content (from word processing to image and video)" (Phuapan et al., 2016). It contains developing digital content, integrating and re-elaborating digital content, copyright and licenses, and programming. Thanks to this skill, the citizens understand the concept of content, its creation, and editing processes, as well as copyright rules and licenses (Vuorikari et al., 2016).

Activity (Step by step description of the process)

The workshops steps should be as follows:

1. The participants are divided by the educator into teams (2 people in a single group). The participants should not be assigned to the teams randomly. In the team, there should be one person more experienced with digital skills and one less experienced.
2. Participants work in teams with their own devices, such as laptops or mobile phones. Each of them should have one.
3. The educator explains the objectives and rules of the workshop. He/she informs them that the purpose is to let them create their own content online. The team working aims to make use of the knowledge of more experienced students who can help less experienced participants. The participants are free to ask questions, report problems or start discussions.
4. The educator asks the participants to:
 1. create an email address and send the email to the educator,
 2. read an online article and write a respectful and fair comment under it.
5. The less experienced participants complete the task with the help of the more experienced ones. If additional help is needed, the participants ask the educator. To fulfil all the tasks the participants have 60 minutes.
6. After finishing the task, the participants and educator start a discussion by sharing information with the group on the way the task was completed by them.
7. As the last step, the trainer gives surveys to evaluate the workshop.

Limitations of the activity and Recommendations for the Trainers (if applicable)

As an educational target group, senior adults can be a demanding challenge for professionals like adult educators and teachers. Above all else, this social group absorbs information slower and has problems with following technical novelties. They lack knowledge about the terminology, safety rules and technology usage. Additionally, they show their different motivations and miss different ways and levels of support.

The senior adults should be provided by:

- a supportive environment and background,
- a personal willingness or motivations,
- a support from the family and friends,
- an open attitude towards novelty, and personal abilities or limitations.

The most beneficial approaches are:

- to use learning-by-doing and open attitude,
- to use problem-based activities,
- to promote active participation,
- to encourage participants to face potential problems and make an attempt to find solutions,
- to respect their needs and meet their expectations,
- to focus on personal needs and lives of participants,
- to develop self-confidence in the individual Internet usage,
- to avoid the lack of trust towards using new technologies,
- to keep the program interesting, based on the expectations, preferences and experiences,
- to let participants be the creators of their own content.

The learning process is the most useful when student groups are small (2-6 people). It is also needed to provide the technical support and the understandable way of instructions.

Evaluation

As the last step, the educator asks questions (in the form of a survey or open questions for discussion) to evaluate the workshop. Each participant is also free to share his/her opinion with others.

The questions are as follows:

- a. How did you feel during the workshop?*
- b. Did you like the workshop?*
- c. What would you change with the workshop?*
- d. Do you have any additional comments?*

The evaluation should take no more than 20 minutes. The participants are also welcome to comment or ask questions in front of others.

After getting the responses, the educator collects them or writes them down to do an analysis of the workshop results.

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Name of Session: Development of Safety Skills among Senior Adults**Learning objectives:**

- Develop safety skills.

Learning outcomes:

Knowledges	Skills	Attitudes
The participants will have knowledge to: - protect themselves, their data, digital identity, - use security measures.	The participants will have skills at: - understanding the potential risks and threats of the digital world.	The participants will be: - safe while using the Internet - self-reliant about self-protection and digital safety.

Contents (short description the Learning Unit, context/setting)

Information and Communication Technology (ICT) education and competences among older citizens are a difficult area of learning and teaching since the older people absorb information not in the same way as younger generations (Esteller-Curto & Escuder-Mollon, 2012). Digital or ICT literacy contains skills "to live, learn, and work in a society where communication and access to information are increasingly through digital technologies like internet platforms, social media, and mobile devices" (Western University, 2020). It is essential for the senior citizens that even without the physical prowess they are still able to be a part of the society and take care of themselves by having access to the online services. The development of key skills can be a good basis to overcome the problems and concerns among the seniors.

One of the essential sources of knowledge about the needed skills is the European Union's publication "DigComp 2.0: The Digital Competence Framework for Citizens. Update Phase 1: the Conceptual Reference Model", which is the updated version of the former one from 2013. It presents the model of improving the citizens' digital competence.

One of the described competences are safety skills. Its description contains "personal protection, data protection, digital identity protection, security measures, safe and sustainable use" (Phuapan et al., 2016), as well as protecting devices, personal privacy, health and well-being, and the environment. Thanks to this skill, the citizens are able to understand the potential risks and threats of the digital world (Vuorikari et al., 2016).

Activity (Step by step description of the process)**The workshops steps should be as follows:**

1. The participants are divided by the trainer into teams (3-4 people in a single group). The participants should be assigned to the teams randomly.
2. The educator explains the objectives and rules of the workshop. He/she informs them that the purpose is to let

them identify the digital danger and risks and familiarize them with ways of protecting themselves online.

3. The task is to answer questions in the groups and share their thoughts with people they are in the team with. The trainer asks one question every 10 minutes. The questions are as follows:

1. *What does it mean to be safe on the Internet?*
2. *What does it mean not to be safe on the Internet?*
3. *How to work safely on the Internet?*
4. *What are the dangers and risks on the Internet?*
5. *What is sensitive data on the Internet?*
6. *What are the tools we can use to stay safe online?*
7. *What to do to always be safe on the Internet?*
8. *What to do when something happens on the Internet?*

4. To fulfil their task, the participants have 60 minutes. The answering can be in the form of discussion, and the participants should share only the things they want. They are also free to ask additional questions in their groups.

5. After finishing the group discussion, the participants present the information they gathered. This way, all the participants listen to different information and perspectives about dangerous situations online and ways of protecting themselves and preventing the potential risk. To fulfil this step, the participants have 40 minutes altogether.

6. As the last step, the trainer gives surveys to evaluate the workshop.

Limitations of the activity and Recommendations for the Trainers (if applicable)

As an educational target group, senior adults can be a demanding challenge for professionals like adult educators and teachers. Above all else, this social group absorbs information slower and has problems with following technical novelties. They lack knowledge about the terminology, safety rules and technology usage. Additionally, they show their different motivations and miss different ways and levels of support.

The senior adults should be provided by:

- a supportive environment and background,
- a personal willingness or motivations,
- a support from the family and friends,
- an open attitude towards novelty, and personal abilities or limitations.

The most beneficial approaches are:

- to use learning-by-doing and open attitude,
- to use problem-based activities,
- to promote active participation,
- to encourage participants to face potential problems and make an attempt to find solutions,
- to respect their needs and meet their expectations,
- to focus on personal needs and lives of participants,

- to develop self-confidence in the individual Internet usage,
- to avoid the lack of trust towards using new technologies,
- to keep the program interesting, based on the expectations, preferences and experiences,
- to let participants be the creators of their own content.

The learning process is the most useful when student groups are small (2-6 people). It is also needed to provide the technical support and the understandable way of instructions.

Evaluation

As the last step, the educator asks questions (in the form of a survey or open questions for discussion) to evaluate the workshop. Each participant is also free to share his/her opinion with others.

The questions are as follows:

- a. *How did you feel during the workshop?*
- b. *Did you like the workshop?*
- c. *What would you change with the workshop?*
- d. *Do you have any additional comments?*

The evaluation should take no more than 20 minutes. The participants are also welcome to comment or ask questions in front of others.

After getting the responses, the educator collects them or writes them down to do an analysis of the workshop results.

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Vintere, A., Kopeika, E. (2013). Seniors' Perspectives on the Learning and Using ICT: Findings Within the Project AWAKE. *International Conference on Applied Information and Communication Technologies (AICT2013)*, pp. 208-215. Retrieved May 14, 2020, from https://llufb.llu.lv/conference/AICT/2013/Vintere_AICT2013.pdf

Vuorikari, R., Punie, Y., Carretero Gomez, S. & Brande van den, G. (2016). *DigComp 2.0: The Digital Competence Framework for Citizens. Update Phase 1: the Conceptual Reference Model*. Publications Office of the European Union. doi: 10.2791/11517.

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Name of Session: Development of Problem-Solving Skills among Senior Adults

Development of Problem-Solving Skills among Senior Adults

Learning objectives:

- Develop problem-solving skills.

Learning outcomes:

Knowledges	Skills	Attitudes
The participants will have knowledge to: - identify digital needs and resources, - make informed decisions as to which are the most appropriate digital tools according to the purpose or need, - solve conceptual problems through digital means, - creatively use technologies, - solve technical problems, - update one's own and others' competences.	The participants will have skills at: - knowing ways to detect and solve digital problems, - being a part of innovative digital processes.	The participants will be: - open-minded towards digital problems they can have, - brave and self-sufficient about finding solutions to digital problems.

Contents (short description the Learning Unit, context/setting)

Information and Communication Technology (ICT) education and competences among older citizens are a difficult area of learning and teaching since the older people absorb information not in the same way as younger generations (Esteller-Curto & Escuder-Mollon, 2012). Digital or ICT literacy contains skills "to live, learn, and work in a society where communication and access to information are increasingly through digital technologies like internet platforms, social media, and mobile devices" (Western University, 2020). It is essential for the senior citizens that even without the physical prowess they are still able to be a part of the society and take care of themselves by having access to the online services. The development of key skills can be a good basis to overcome the problems and concerns among the seniors.

One of the essential sources of knowledge about the needed skills is the European Union's publication "DigComp 2.0: The Digital Competence Framework for Citizens. Update Phase 1: the Conceptual Reference Model", which is the updated version of the former one from 2013. It presents the model of improving the citizens' digital competence.

One of the described competences are problem-solving skills. Its description says to "identify digital needs and resources, make informed decisions as to which are the most appropriate digital tools according to the purpose

or need, solve conceptual problems through digital means, creatively use technologies, solve technical problems, update one's own and others' competences" (Phuapan et al., 2016), as well as creatively use digital technologies and identify digital competence gaps. Thanks to this skill, the citizens know ways to detect and solve digital problems and be a part of innovative digital processes (Vuorikari et al., 2016).

Activity (Step by step description of the process)

The workshops steps should be as follows:

1. Before starting the workshop participants are asked to have someone from their relatives to be able to participate with them during the workshop. The relatives should be someone younger who are experienced and have developed ICT skills. They must be available and willing to be a part of the workshop. All the participants are divided into teams (2 people in a single group like a participant and his/her relative).
2. The participants work in teams with their own devices, such as laptops or mobile phones. Each of them should have one.
3. The educator explains the objectives and rules of the workshop. He/she informs them that the purpose is to let them solve problems that might happen online with the help of their relatives. The team working aims to show the senior students that they can count on their relatives who are able to help them. The participants are free to ask questions, report problems or start discussions.
4. The educator asks the participants to:
 - think about the problems that they can face while using their electronic devices;
 - think about the ways and tools to solve those situations;
 - present the conclusions to the other participants.
5. The participants start their task and should be supported by the trainer. If they are not sure, they can be informed that they are free to create any content they want, but it has to be possible and believable. They can use paper sheets, pens and markers, and the presentation of their content can be in the form of texts, drawings, etc. To fulfil their task, the participants have 60 minutes.
6. After one hour, the participants finish their presentation and gather together with other teams. Each team presents the results by showing drawings and texts or making speeches. The trainer and other participants can ask additional questions if they are curious or do not understand the presentations. Each team has 6 minutes to present and 4 minutes for further questions. They share information with the group on the way the task was completed by them. The special emphasis is put on the cooperation between the participants and their relatives. All presentations should take no more than 50 minutes.
7. As the last step, the trainer gives surveys to evaluate the workshop.

Limitations of the activity and Recommendations for the Trainers (if applicable)

As an educational target group, senior adults can be a demanding challenge for professionals like adult

educators and teachers. Above all else, this social group absorbs information slower and has problems with following technical novelties. They lack knowledge about the terminology, safety rules and technology usage. Additionally, they show their different motivations and miss different ways and levels of support.

The senior adults should be provided by:

- a supportive environment and background,
- a personal willingness or motivations,
- a support from the family and friends,
- an open attitude towards novelty, and personal abilities or limitations.

The most beneficial approaches are:

- to use learning-by-doing and open attitude,
- to use problem-based activities,
- to promote active participation,
- to encourage participants to face potential problems and make an attempt to find solutions,
- to respect their needs and meet their expectations,
- to focus on personal needs and lives of participants,
- to develop self-confidence in the individual Internet usage,
- to avoid the lack of trust towards using new technologies,
- to keep the program interesting, based on the expectations, preferences and experiences,
- to let participants be the creators of their own content.

The learning process is the most useful when student groups are small (2-6 people). It is also needed to provide the technical support and the understandable way of instructions.

Evaluation

As the last step, the educator asks questions (in the form of a survey or open questions for discussion) to evaluate the workshop. Each participant is also free to share his/her opinion with others.

The questions are as follows:

- a. *How did you feel during the workshop?*
- b. *Did you like the workshop?*
- c. *What would you change with the workshop?*
- d. *Do you have any additional comments?*

The evaluation should take no more than 20 minutes. The participants are also welcome to comment or ask questions in front of others.

After getting the responses, the educator collects them or writes them down to do an analysis of the workshop results.

Further reading:

Ala-Mutka, K., Malanowski, N., Punie, Y. & Cabrera, M. (2008). Active Ageing and the Potential of ICT for Learning. JRC Scientific and Technical Reports. Retrieved May 14, 2020, from <ftp://ftp.jrc.es/pub/EURdoc/JRC45209.pdf>

Vacek, P. & Rybenska, K. (2014). Research of interest in ICT education among seniors. *Procedia - Social and Behavioral Sciences*, 171 (2015), pp. 1038-1045. doi: 10.1016/j.sbspro.2015.01.276

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Esteller-Curto, R. & Escuder-Mollon, P. (2012). Non-practical ICT courses for seniors for a comprehensive involvement to provide a global understanding of the Knowledge Society. *Procedia - Social and Behavioral Sciences*, 46(2012), pp. 2356-2361. Retrieved May 14, 2020 from <https://doi.org/10.1016/j.sbspro.2012.05.484>

Jungwirth, B. (2015). Support for senior citizens in our digital world. Retrieved May 14, 2020 from https://www.ohchr.org/Documents/Issues/OlderPersons/bestpractices/Presentation_Mr.BernhardJungwirth.pdf

Martínez-Alcalá, C. & al. (2018). Digital Inclusion in Older Adults: A Comparison Between Face-to-Face and Blended Digital Literacy Workshops. Retrieved May 14, 2020 from <https://www.frontiersin.org/articles/10.3389/fict.2018.00021/full>

Phuapan, P., Viriyavejakul, C. & Pimdee, P. (2016). An Analysis Of Digital Literacy Skills among Thai University Seniors. *iJET*, 11 (03), 2016. doi: 10.3991/ijet.v11i03.5301

Takagi, H., Kosugi, A., Ishihara, T. & Fukuda, K. (2014). Remote IT Education for Senior Citizens. doi: 10.1145/2596695.2596714

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Vuorikari, R., Punie, Y., Carretero Gomez, S. & Brande van den, G. (2016). DigComp 2.0: The Digital Competence Framework for Citizens. Update Phase 1: the Conceptual Reference Model. Publications Office of the European Union. doi: 10.2791/11517.

Western University. (2020). What is digital literacy?. Retrieved May 14, 2020 from https://www.westernsydney.edu.au/studysmart/home/digital_literacy/what_is_digital_literacy

COOPERATIVENESS AND COLLABORATION

PREPARED BY

DeM Experiential Training Center / Turkey



Name of Session: Creating a Learner-Centered Space for Learning

Contents (short description the activity, context/setting)

Experiential learning theory has a learner-centered approach. The entire learning process progresses in a holistic way that centers the learner's experience. Experiential learning theory, which explicitly criticizes the traditional education approach that is educator and subject-centered, argues that the role played by the educator should be shaped according to the learner-centered approach.

Activity/Resource/Tool/Exercise (Step by step description of the process)

Title of the Activity: **HUMAN BINGO**

Human bingo is one of best ice breakers and supportive tool to create learning group by socializing with people is the first step, and after the game is completed, it contributes each participant to know more about each other in interesting ways.

Step 1: Trainer / facilitator should prepare the bingo cards, according to the theme of the training, size and learning needs of the group. It's suggested to use the standard 5 x 5 square grid (as used in the regular bingo games). If you don't have such bingo cards, you can also use A4-size papers.

- While you're preparing the Human Bingo cards, try to think of interesting human characteristics, personalities, and life facts for the bingo matches. Some examples could be:

- owns or has owned a pet
- has passion to watch movie
- has a social networking account, etc.
- has gone to a sporting event
- has visited another country
- has tried a different cuisine outside of their own
 - has ever won something
 - has more than two pets
 - has worked in another state

Step 2: Distribute the cards to the participants / learners and announce the game rules to everyone. You could do this either as you hand out the cards or once everyone has arrived and is ready to get to know one another.

Step 3: Tell the players that they must interview each other and give them time limitation. Have each player go around the group and ask other people to check off one box that applies to them. Names or signatures on multiple boxes won't count.

Step 4: At the end of the time, you should declare the winner with a full or completed signed card. Let the players know to come to you when their card is full and you can call out the winner. It's strongly suggested to read the cards and matched people and ask about it in the crowd to also introduce these people to everyone.

- Alternatively, you could declare winners when a row (across, up, down or diagonal) has been checked off; this depends on whether you want to speed things up or not.
 - Offer a small door prize such as a chocolate bar, or a cake, to the winner.

Advantages of the resource/activity/exercise

Human Bingo aims to create a participant-centered space for learning. The biggest advantage of this game is trainer isn't in the center of the activity and participants try to reach the needed information by using their own tricks and present the results accordingly. Therefore, it can be evaluated as the first step of creating a strong learning group and comfortable learning environment.

Limitations of the activity and Recommendations

This game is a getting know each other activity. The recommended group size is: large or extra large. The game works best with a group of about 25 people. It can be played indoors or outdoors. Required Materials are printed bingo sheets and pens.

It should not be forgotten that Bingo sheets / cards can be prepared up to the topic and learning objectives of the training or event, size of the group. It can be used as a step to check how the participants are familiar with thematical issues by they create the learning group and know each other.

Duration of the activity can announce up to the trainers, but it's suggested to implement this game between 25-40 minutes.

Evaluation

As it's fun based getting know each other activity, the recommended evaluation method is asking the reflections of the group with questions to see how the process worked for them and what did they learn from this activity.

Some suggestions for the questions:

- What do you feel now?
- What happened during the activity?
- How did you feel during the activity?
- What was your strategy during the activity?
 - What did you learn?
- Would you like to do something different than you did?

Further reading:

Council of Europe Directorate of Youth and Sport (2009), Sabine Klocker, Manual for facilitators in non-formal education

References:

Experiential Training Center Association (2017), Experiential Pedagogy of the Oppressed, Experiential Learning in Practice, Creating a Learning Environment, 25-45

<https://www.demturkey.com/wp-content/uploads/2017/12/Experiential-Pedagogy-of-the-Oppresses-Book.pdf>

Name of Session: Creating a Learning Environment and Building a Learning Group

Contents (short description the activity, context/setting)

In learning group building, it is very important to raise the group dynamics. Kolb refers to this issue as follows; "For a learner to engage fully in the learning cycle, a space must be provided to engage in the four modes of the cycle—feeling, reflection, thinking, and action. It needs to be a hospitable, welcoming space that is characterized by respect for all. It needs to be safe and supportive, but also challenging".

Activity/Resource/Tool/Exercise (Step by step description of the process)

Title of the Activity: **Mission (Im)possible**

Mission (Im)possible is one of the group dynamics activity which aims to build group cohesion; to strengthen group spirit; to empower team building' process.

Step 1: Participants are divided into smaller groups consisting of min. 5 people where they will work together until the rest of the activity.

Step 2: After the group division, trainer / educator gives the tasks and duration and explain the instructions and rules. Suggested duration for this activity is 30 – 40 minutes. Some of the samples for the tasks can be listed as below:

- Bring 3 things from outside what would represent for you the topic of the project and explain why you choose them.
 - Make a group song with the following words: participation, technology, education, solidarity, inclusion, active, changemakers, culture, human rights, future.
- Make a choreography for the dance according the created song. Teach ALL participants how to dance it.
 - Make a group photo, including all participants. Only six feet can be on the floor.
 - Make a list of at least 10 things you can buy in Turkey for 1 euro.
 - Make 8 different origami.
 - Make sure that all participants are members of the Facebook group.
- Draw a map of Europe with all participant countries highlighted on it and written in your native language.
 - Make a list of 30 reasons why it is better to be here than at home right now.
 - Make a weather forecast for the next 6 days (only pantomime, no words).
- Create or choose 5 inspirational quotes (1 per country) on your native language with English translation. Write them on separate A4 papers and put them on the walls of the room.
- Make a list of skills/talents of all participants. Every participant should have at least one skill.

Step 3: Within the completion of the activities, a circle is formed and small groups are expected to present the results to whole team.

Step 4: At the end of presentations, reflection is proceeded by the trainer to recap the team learning process.

Advantages of the resource/activity/exercise

This activity fundamentally supports creativity, problem solving, strategy development and teamwork. In order to stimulate the group thinking and teamwork process, it's suggested to be implemented in the beginning of the trainings / workshops or projects where it will provide an open space to everyone to get know each other and put the seeds to work together in the later stages.

Limitations of the activity and Recommendations (if applicable)

According to the area where this activity will be realized some limitations can be specified by the trainers or some means such as “using no money to complete the activities or reach some people out of the participants” can be used to increase the excitement and bring some difficulties to be solved. Also group division phase can be realized through simple games such as throwing shoes to a target, counting until 5, having 5 different coloured papers and ask them to choose among these papers, put some remarks under the chairs etc. This activity works best with the large groups such as 20 – 40 people.

Duration of the activity can be shortened or added up to the number of the tasks, but the estimated duration of the activity can be realized as 1 hour – 1 hour and 20 minutes with the debriefing phase. The idea is to challenge the people in a short time with the time-taker activities. Within that way, task divisions – problem solving approaches are expected to be realized by the group members.

Evaluation

As it's a learning game, it's suggested to follow the DeM Debriefing Model to provide open space for the participants to remember the experience, reflect on it, conceptualize it, transform and plan.

Remembering – Remembering the Experience

Some guiding questions:

- What do you feel now?
- Was it all clear to you after listening to the instructions of the game?
 - What did you expect to happen before the game started?
 - What did you feel during the game?
 - What happened? What did you do?
 - What were others doing? What did you observe?
 - What did you feel?
 - What did you think?

Reflecting – Reflecting the Experience

Some guiding questions:

- Why did you feel like that?
- Why do you think you had these experiences?
 - Why did you act like that?
 - Why did others behave like that?
- What are the reasons for this result?

Conceptualization – From Experience to New Concepts

Some guiding questions:

- What conclusions do you get from all these experiences and our discussions?
 - What do these conversations mean to you in real life?
- What would you do differently if you played this game once more?

Associating – Associating the Concepts

If any theory or approach is presented to the participants, then how they associate the theory with their experience can be asked.

Transforming – Transforming the Reality What is its relationship with your real life? What can you do differently?

Some guiding questions:

- Do you think all of these inferences also cover other issues in real life?
 - Do you have similar difficulties in your real life?
 - Where can we use these learnings in your life?

Planning - From Concepts to New Experiences What can you do in the future to be better?

In order for the experiential learning cycle to continue again with a new experience in a more advanced manner, you should help your participants plan how they will develop themselves in what they learned/realized.

Further reading:

Tuckman's Team Development Model

Buch - Gamestorming, D. Gray, S. Brown, J. Macanuso (O'Reilly Verlag - Juli 2011)

References:

International Experiential Learning Network - <https://experientiallearning.net/listing/mission-impossible-2/>
Experiential Pedagogy of the Oppressed – Debriefing Model (30-45)
<https://www.demturkey.com/wp-content/uploads/2017/12/Experiential-Pedagogy-of-the-Oppresses-Book.pdf>

Name of Session: Creating a Hospitable Space for Learning**Contents (short description the activity, context/setting)**

Establishing an appropriate learning environment is very important for the efficiency of the training programs based on experiential learning. Participants are not only in the individual learning process, but the intensive learning process is the group learning process. In order for the group to be able to learn together, it is first required to turn the group in which different individuals come together into a “learning group”.

A hospitable learning space is a space where learners feel themselves psychologically safe, respect for themselves and their past experiences as learners, an unconditional positive approach is displayed and a balanced challenge and support are provided.

Activity/Resource/Tool/Exercise (Step by step description of the process)Title of the Activity: **Communication Game**

This game aims to reflect on the basic principles of communication, language, expression, culture and communication relationship, the importance of listening and dialogue, creating self-reflexivity on verbal communication styles, to reflect on language, communication and cultural differences.

Step 1: In this activity, team will form a circle at equal distances from each other.

Step 2: Trainers asks to the team to form pairs with someone they don't know so well yet.

Step 3: Each pair takes two chairs, puts the backs against each other and sits down.

Step 4: Each pair receives a piece of paper and a pen. Then they decide who is person A and person B.

Step 5: Person B is the first to make an abstract drawing that shows simple shapes. Person A will try to recreate this drawing based on verbal instructions from person B. In this phase, trainer gives a specified duration to complete their drawings in a certain time of period.

Step 6: After the time's up, participants turn around and compare their drawings, they way of communication and change the roles. Then they swift the roles.

Step 7: After couples have switched two times, new pairs will be formed and they will repeat the exercise in the same manner. If pairs prefer, they can continue to draw specific or abstract objects.

Step 8: After having done the exercise a couple of more times, the team will form the circle again and evaluate what they've experienced during the exercise.

Advantages of the resource/activity/exercise

With this communication game, the group members enhance the dialogue and create the comfortable learning environment in the later stages. This method can be also adaptive to the different thematical areas and some specific issue can be based on.

Limitations of the activity and Recommendations (if applicable)

It is suggested to arrange the duration up to the profile of the participants. For some age groups, such drawing phases can be realized in 3-5 minutes but for other it can take longer time. Trainer should consider this aspect before and during the implementation. Therefore estimated duration can be up to the 45 minutes – 1 hour including the team reflection phase. This activity works best with the group of people 20 – 24.

Evaluation

In order to reflect on the learning outcomes of the activity, a team reflection is suggested to be realized at the end of the activity.

Some guiding questions for the team reflection:

- What do you feel now?
- Was it all clear to you after listening to the instructions of the activity?
 - What did you expect to happen before the activity started?
 - What did you feel during the game?
 - How was your teamwork process?
- What style of communication works most efficiently, and which didn't work at all?
 - Is an abstract drawing more difficult to draw compared to a specific drawing?
- How does communication in pairs or in larger groups process for you in real life?
 - What would like to do to be better?

Further reading:

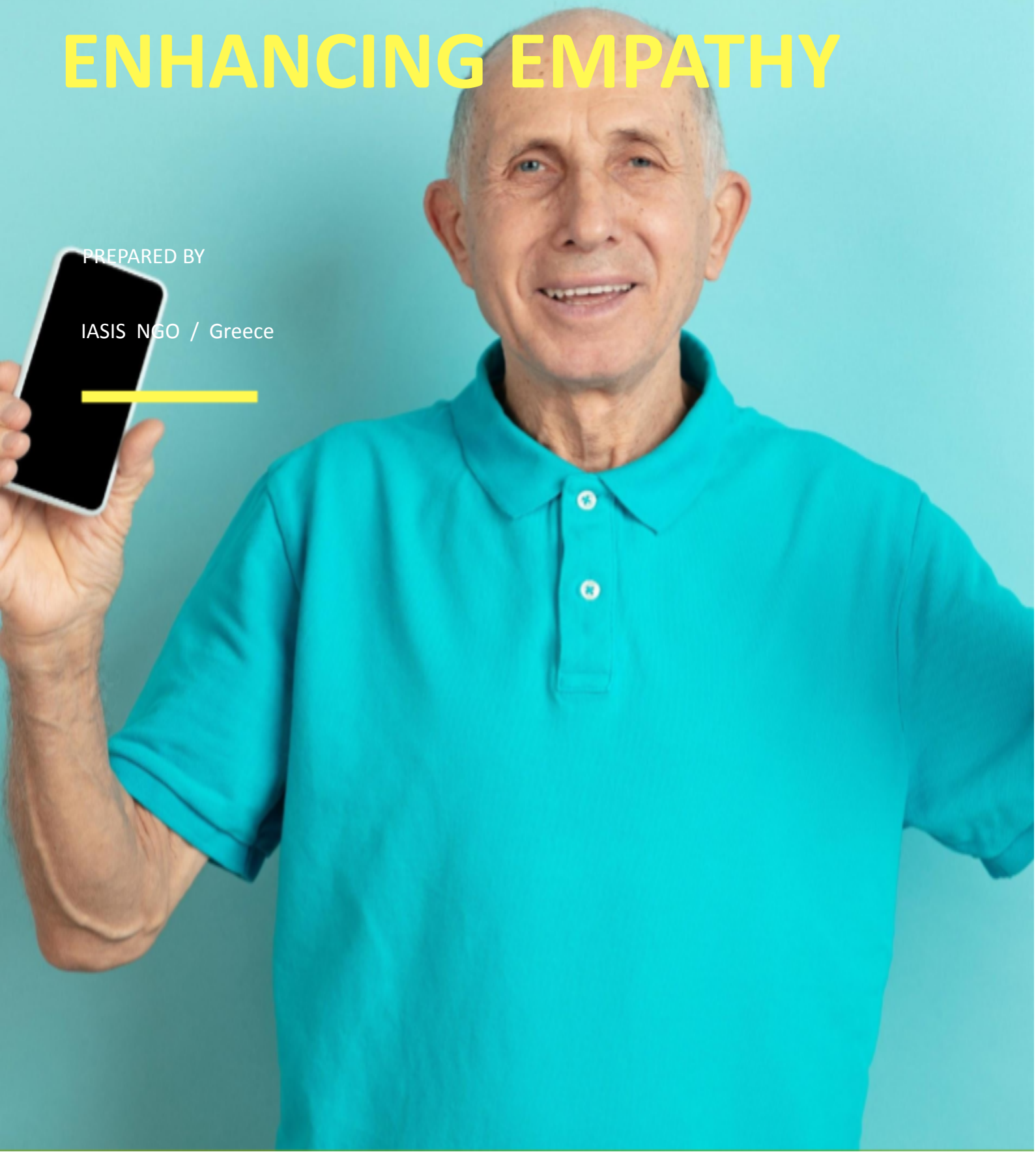


CHAPTER 6

ENHANCING EMPATHY

PREPARED BY

IASIS NGO / Greece



Name of Session: Guess my Card

Contents (short description the activity, context/setting)

Having gain insight regarding empathy from the previous activity (*Getting to Know Empathy*), Trainers can actively work hands-on in order to **reflect on their level of empathy and to also improve it.**

A commonly used tool for Trainers to reflect to regarding their empathy is the **Dixit board game**. This game consists of cards with abstract drawings and it has seen usage in many non-formal educational contexts. A study conducted by Vitacol and Baria has proven that Dixit can **a.) Improve group communication, b.) Make the process as natural and fun, and c.) Regardless of age and gender, optimize the relationship and dynamics of group communication** (2018).

These cards can be used to foster group communication and dynamics, **while improving empathy capacity of participants individually.**

Activity/Resource/Tool/Exercise (Step by step description of the process)

This activity should be done with the participation of other trainers and peers. A coordinator shall get assigned to implement the activity.

Step 1: Before the activity, the Coordinator should spread a deck of Dixit cards wide open on a table, so that all cards are visible.

Step 2: The Coordinator asks trainers to form a circle around the table. He instructs Trainers to close their eyes and visualize the feelings of Anger, Terror and Disgust in their mind. How do they appear to them?

Step 3: After giving them a few seconds to visualize the above feelings, Trainers can open their eyes and take a closer look at the cards spread around the table. Trainers must find three cards that represent the above feelings for them.

Step 4: When each Trainer ends up with three cards, the Coordinator asks the participants to start walking in random directions across the venue (not to far from the table). When the Coordinator yells “stop” each Trainer must find a peer partner.

Step 5: By the moment that all Trainers have been divided into pairs, the Coordinator explains that one by one, each partner presents the cards to the other, which then has to guess which card represent which feeling.

Step 6: Each pair has 6 minutes in total to guess and present each other’s cards. When the time is up, the Coordinator asks Trainers to walk and find a new partner after “stop”. This can be repeated as many times as time allows to.

Advantages of the resource/activity/exercise

- The activity can be replicated online in a platform like Zoom, and using a common picture with all the cards
- The abstract illustrations are very helpful at representing feelings, making Trainers be more expressive

Limitations of the activity and Recommendations (if applicable)

- A trainer may not have a Dixit deck. This is easily fixed by using printed abstract images found on Pinterest, or a deck of cards with abstract illustrations from other board games (e.g. Codenames, Intuiti)
- Trainers can also pain their own cards in pieces of A5-A6 paper, if time allows it, and present these instead

Evaluation

The activity can be evaluated through various methods, including:

- Open evaluation discussion, where the Coordinator can ask questions such as “did you learn something after this activity?”, “do you think that you gained a deeper insight on empathy?”, giving the lead to the group
- Online evaluation questionnaires, prepared before the activity, to encourage participants to give a holistic feedback regarding the overall process of the activity

Further reading:



References:

Vitancol, N. S., & Baria, R. M. (2018). Dixit: A Case Study On Improving Group Communication. *International Journal of Education and Research*, Vol. 6 No. 12

Name of Session (if applicable): Fragile Box Creation

Contents (short description the activity, context/setting)

An important outcome of empathy is **active listening**. To put it into perspective, active listening requires that the listener tries to **understand the speaker’s own understanding of an experience without the listener’s own interpretive structures intruding on his or her understanding of the other person** (Weger, Castle & Emmett, 2010).

To develop and practice empathy, one must be **a good active listener**. This is because, in order to truly walk in one’s shoes, one must be able to unbiasedly hearken and understand its situation and the way he perceives life.

This activity aims at **familiarizing** participants with the concept of active listening, while providing a way of **practicing it**.

Activity/Resource/Tool/Exercise (Step by step description of the process)

This activity should be done with the participation of other trainers and peers. A coordinator shall get assigned to implement the activity.

Step 1: Trainers are asked to sit comfortably in a circle and to close their eyes.

Step 2: The Coordinator asks Trainers to imagine that they have to move out of their city all of a sudden. In their new place of residence, they can only take 10 personal items with them, thus creating a Fragile Box.

Step 3. Trainers are randomly allocated in pairs. One person must describe its list to the other one. The listener then discusses, according to the items, what does he think that this person's values and characteristics are. After fifteen minutes, Trainers swap roles.

Step 4: Each pair then must find a comfortable space for discussion within the venue

Step 5: After giving some time to the couples, the Coordinator summons Trainers back in the circle and encourages them to share their list and the team reflection on it, if they wish to

Advantages of the resource/activity/exercise

- This activity is also adequate as an advanced ice-breaker, due to the exchange of personal preferences between participants
- The activity can be replicated online in a platform like Zoom

Limitations of the activity and Recommendations (if applicable)

- If Trainers finish the activity before the given timeframe, the Coordinator can ask them to remove half of the items from the list and reflect with each other regarding their decision

Evaluation

The activity can be evaluated through various methods, including:

- Open evaluation discussion, where the Coordinator can ask questions such as “did you learn something after this activity?”, “do you think that you gained a deeper insight on empathy?”, giving the lead to the group
- Online evaluation questionnaires, prepared before the activity, to encourage participants to give a holistic feedback regarding the overall process of the activity

Further reading:



References:

Weger Jr, H., Castle, G. R., & Emmett, M. C. (2010). Active listening in peer interviews: The influence of message paraphrasing on perceptions of listening skill. *The Intl. Journal of Listening*, 24(1), 34-49.

Name of Session (if applicable): Getting to Know Empathy

Contents (short description the activity, context/setting)

Defining empathy has been a **challenge** for researchers through the years. A recent study conducted by Cuff, Brown, Taylor and Howat (2016) showcased an academically adequate definition of empathy, presenting it as *“an emotional response (affective), dependent upon the interaction between trait capacities and state influences. Empathic processes are automatically elicited but are also shaped by top-down control processes. The resulting emotion is similar to one’s perception (directly experienced or imagined) and understanding (cognitive empathy) of the stimulus emotion, with recognition that the source of the emotion is not one’s own”*.

To put it in a simpler context, empathy refers to **the ability to understand other people emotionally, what they feel and how they see things from their point of view**. When working with different kinds of people, empathy is a potent tool as it can **uplift prosocial behaviour** towards other people, including the **compliance with social rules** and the fostering of **altruistic behaviour**, as stated by McDonald and Messinger (2011). Furthermore, empathy plays a key role in facilitating the **development of social competences** and improves the **quality relationships** (McDonald & Messinger, 2011).

This session aims at making Trainers **understand** the importance of empathy, while also learning **how to cultivate** it in the target groups that they are working with.

Activity/Resource/Tool/Exercise (Step by step description of the process)

Step 1: You can watch this video with graphics that explains in an anecdotic way the term of empathy <https://www.youtube.com/watch?v=1Evwgu369Jw&t=35s> (with subtitles in many languages)

Step 2: After the video, you can examine your hidden prejudices that make it difficult to listen and empathise with others.

Step 3: After taking 20 minutes of being aware of your prejudices you can start developing methods of deconstructing them. Being aware of an issue is the first step for resolving it.

Step 4: You are free to practice your empathetic skills, especially when working with your target group.

Some tips when interacting with others:

- a) Feel curious and ask many questions
- b) Try to listen more rather than providing an instant response
- c) Taking notes of any changes in their posture, voice tone, and expressions with help you to determine how they feel
- d) When you are uptight or want to judge someone, take a deep breath and transform your emotion to correct that person to respect and compassion.
- e) After the communication self-reflect and try to find if any of your prejudices prevented you from being empathetic
- f) Repeat the above steps again and again. The development of empathy is an endless process.

Advantages of the resource/activity/exercise

- It organizes your thoughts and provides useful insights

Limitations of the activity and Recommendations

(if applicable)

- There are psychological defense mechanisms that prevent you from seeing your prejudices in an honest manner. The more you work with them, the merrier you will see the full picture.

Evaluation

The activity can be evaluated through a self-reflecting methodology:

- Whenever you acknowledge where you lack, your hidden prejudices and your ability to understand others' emotions your brain synapses are triggered. Building your empathetic skills requires a lot of patience and practice but over time if you feel that you are getting better and better that means the progress is positive.

Further reading:

- <https://www.verywellmind.com/what-is-empathy-2795562>

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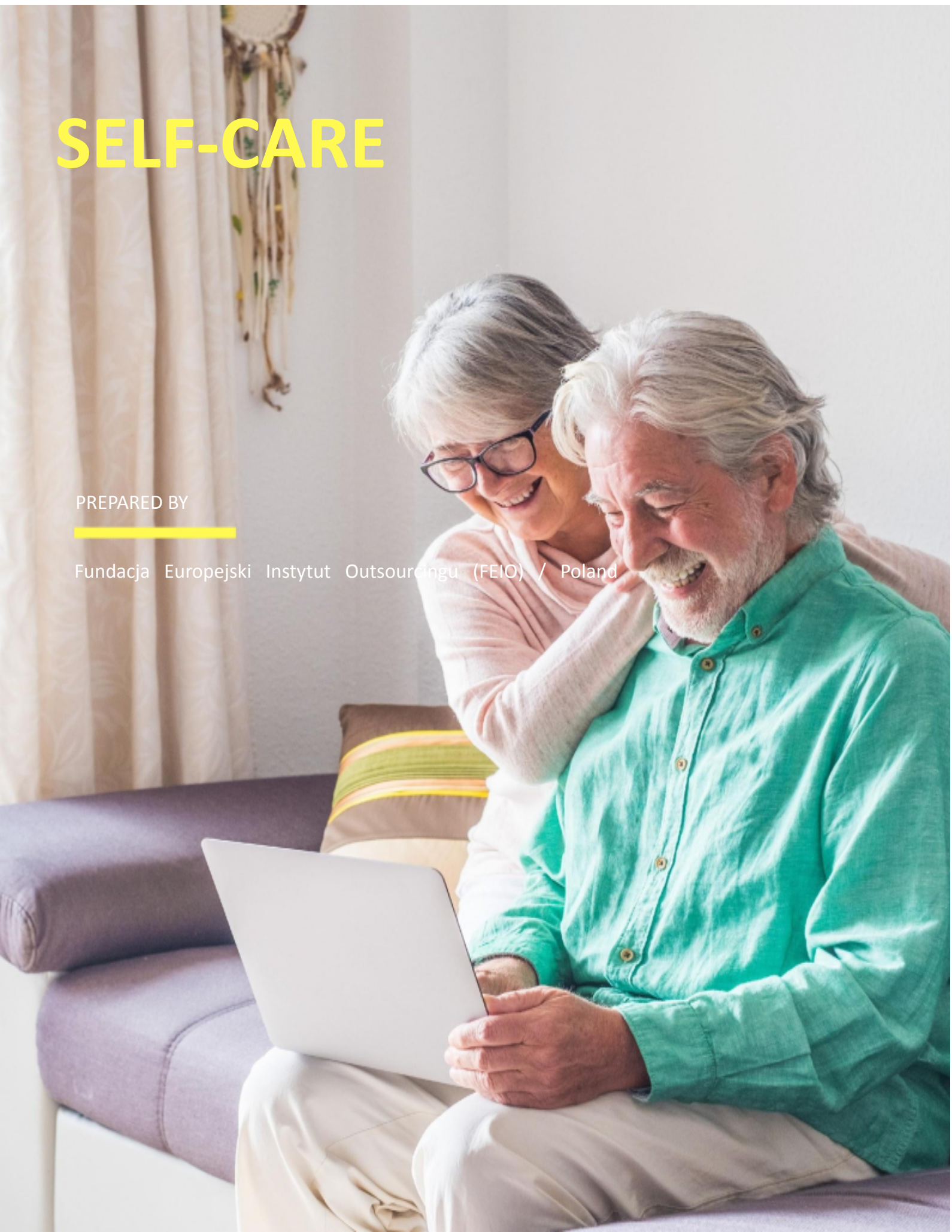
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CHAPTER 7

SELF-CARE

PREPARED BY

Fundacja Europejski Instytut Outsourcingu (FEIO) / Poland



Name of Session: Against Burning Out

Contents (short description the activity, context/setting)

Information and Communication Technology (ICT) education and competences among older citizens are a difficult area of learning and teaching since the older people absorb information not in the same way as younger generations (Esteller-Curto & Escuder-Mollon, 2012). The people responsible for those learning and teaching processes are adult educators who have an important, responsible and difficult task to handle. The huge responsibility can be overwhelming and cause many problems. One of them is burning out which should be avoided or prevented on time.

According to WHO (2019), “burn-out is a syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed. It is characterized by three dimensions:

- feelings of energy depletion or exhaustion;
- increased mental distance from one’s job, or feelings of negativism or cynicism related to one's job;
- and reduced professional efficacy.

Burn-out refers specifically to phenomena in the occupational context and should not be applied to describe experiences in other areas of life.”

Activity/Resource/Tool/Exercise (Step by step description of the process)

ACTIVITY 1.

The workshops steps should be as follows:

1. The trainer divides participants into teams randomly (2 people in a single group). They work together with their partner answering the questions. The trainer asks one question every 10 minutes. Firstly, the first person answers, then another one. The answering should not take more than 10 minutes. The trainer also informs them that they are free to ask additional questions, but they should respect if their partner does not want to share something with them.

2. The trainer asks the questions as follows:

1. *What does a day in your work look like?*
2. *Is being an educator your main profession?*
3. *What are your advantages?*
4. *What are your greatest achievements?*
5. *What is your talent?*
6. *What do you do in your free time?*

The participants have 60 minutes to finish the task.

3. The partners present the information they gathered about their partners. The reason that one person speaks about the other is to pay attention during the interviewing, remembering as much as possible. Then one person presents the information about the other and usually focuses on the different things than their partner and therefore they show their partners from a different perspective. The task takes no more than 40 minutes.

4. As the last step, the trainer asks questions to evaluate the workshop.

ACTIVITY 2.

The workshops steps should be as follows:

1. The trainer divides participants into teams randomly (3-4 people in a single group). They listen to the trainer, answer questions and share their thoughts with a person they are in the team with. The trainer presents one method every 5 minutes.

2. The trainer presents the methods as follows:

1. *In case of feeling “ongoing exhaustion, detachment from your job and perhaps even weight gain and illness from stress”, rest and focus on sleeping, moving or eating. You should provide your body with the things that it needs.*
2. *Observe yourself and provide your mind with suitable activities. You should do what you like and what brings you calm or joy.*
3. *Think about what can be changed at work to improve the situation. At work, you should feel “supported, appreciated and safe” and feel that your work fulfils your expectations.*
4. *Try to reduce the symptoms of stress by keeping a good physical condition. You can focus on practising sport, meditation or other physical expressions.*
5. *Evaluate yourself. Try to think about your advantages, disadvantages, successes and failures and what they teach you.*
6. *Talk to others (your family members, friends, colleagues, or even your boss). Be honest, share your problems and ask for help.*
7. *If nothing helps you, try to look for psychological support.*

The participants have 35 minutes to finish the task. The trainer also informs them that they are free to ask additional questions, but they should respect if their partners do not want to share something with them. The participants can also freely share their thoughts, suggestions, concerns or problems with the presented methods

3. After finishing the task, the participants and trainer start a discussion by sharing information with the group on the way the task was completed by them.

4. As the last step, the trainer gives surveys to evaluate the workshop.

ACTIVITY 3.

The workshops steps should be as follows:

1. Participants work separately. Their task is to answer questions and write down their thoughts on a sheet of paper. The trainer asks one question every 5 minutes.

2. The trainer asks the questions as follows:

1. What is your main goal in your professional life?

2. What is your priority in your professional life?

3. Do you think your work makes sense?

4. Do you like what you do professionally?

5. What you do not like in your professional life?

6. How can you develop in your professional life?

The participants have 30 minutes to finish their task. Paper sheets, pens and markers are available for them to freely present their thoughts or ideas. The participants are also encouraged to ask additional questions to the others.

3. Each participant is free to present their results as they want by writing or drawing on the flipchart or blackboard, or just speaking. The trainer and other participants can ask additional questions. After finishing the presentation, the participants and trainer start a discussion about the results of their work and about their professional life.

4. As the last step, the trainer asks questions to evaluate the workshop.

Advantages of the resource/activity/exercise

The purpose of a workshop is to show the participants how to fight against the burning out in their working life.

The learning objectives among the participants will be as follows:

- development of self-care routine,
- development of thinking of themselves,
- development of the ability to think about their advantages and disadvantages,
- development of the ability to avoid the burnout.

Limitations of the activity and Recommendations (if applicable)

As an educational target group, senior adults can be a demanding challenge for professionals like adult educators and teachers. Above all else, this social group absorbs information slower and has problems with following technical novelties. It requires adult educators to be more supportive, open-minded, patient and strong. It can cause a rapid burning out, so it is important to make them feel that they are supported and not alone.

Evaluation

As the last step, the trainer asks questions in the form of a survey to evaluate the workshop. Each participant is also free to share his/her opinion with others.

The questions are as follows:

- a. *How did you feel during the workshop?*
- b. *Did you like the workshop?*
- c. *What would you change with the workshop?*
- d. *Do you have any additional comments?*

The evaluation should take no more than 20 minutes. The participants are also welcome to comment or ask questions in front of others.

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SELF-AWARENESS

PREPARED BY

Rizika Internetu A Komunikacnich Technologu / Czechia



Chapter 8: Self-awareness

Name of Session: Waking up the self-awareness

Contents (short description the activity, context/setting):

The workshop is a first step for the adult workers to evaluate their professional lives and change something that they feel is not good or suitable for them. It allows them to look at it from a different perspective than their own one.

Activity/Resource/Tool/Exercise (Step by step description of the process):

TITLE OF THE ACTIVITY: Waking up self-awareness

Estimated activity time is 45-60 minutes

The activity is suited for 10-15 participants

Step 1: All the participants meet in one room with an educator. Before the meeting, the educator prepares paper forms called “Personal Development Map” for each participant. The papers contain the table below:

My important tasks	My skills and knowledge	My key work results	My work goals

Each participant gets one form and a pen. The educator explains to them that all the categories are related to their work, then informs them that they have 20 minutes to complete the table individually and asks them to think carefully and honestly about the content.

Step 2: After 20 minutes, the educator asks each person after another to read/present their table results. After the presentation of each participant, there is a time (5 minutes) for the discussion. The other participants can ask questions, comment or suggest.

Step 3: When all the presentations are done, the educator gives the participants the next paper that contains the table below:

Impact of my work on me	My work needs

Again each participant has 10 minutes to think and complete the form. The educator asks the participants to complete it based on their own thoughts and feelings but also based on the previous discussion with the comments and suggestions of other participants.

Step 4: After 10 minutes, the educator again asks each person after another to read/present their table results. After the presentation of each participant, there is a time (5 minutes) for the discussion. The other participants can again ask questions, comment or suggest. In the end, the educator suggests all the participants keep the paper form and use it each month to evaluate and supervise themselves at home.

Step 5: The educator thanks the participants for participation and invites them to take part in the evaluation. After the evaluation, the educator offers the participant to evaluate themselves each month using the form they get.

Advantages of the resource/activity/exercise

The activity aims to make the participants aware of their professional lives. By asking about their tasks, goals, knowledge and skills they gathered or thanks to it they are encouraged to evaluate themselves. Based on this information they try to think about the impact of their work on their lives and their needs related to it. Self-reflection enables them to revise their professional lives and participating together with different participants allows them to see the self-reflection and self-evaluation of others who work with them or in the same field.

Limitations of the activity and recommendations

The activity aims to make the participants aware of their own working situation and be familiar with the situations of other participants. The main problem of this activity can be the lack of trust among the participants to share their thoughts or feelings with others. The educator should take care of the atmosphere and explain to everyone that they can feel safe and secure. No one should be forced to give the answers and share their feelings, but if someone tries to offend another person, the educator should react.

Evaluation

After the activity, the educator informs the participants about the evaluation. The participants get sheets of paper and they are free to write down or draw their comments about the workshop without any structure. The educator collects the sheets when the participants finish.

Further reading:

Morin, A. (2011). Self-Awareness Part 1: Definition, Measures, Effects, Functions, and Antecedents. *Social and Personality Psychology Compass*, 5(10), 807–823. <https://doi.org/10.1111/j.1751-9004.2011.00387.x>

The links to the useful video materials:

1. https://www.youtube.com/watch?v=52S2r_7354U
2. <https://www.youtube.com/watch?v=siVpPpTiEOA>
3. <https://www.youtube.com/watch?v=R9qVa4LoJx8>
4. <https://www.youtube.com/watch?v=tGdsOXZpyWE>

References:

Ashley, G. C., & Reiter-Palmon, R. (2012). Self-Awareness and the Evolution of Leaders: The Need for a Better Measure of Self-Awareness. *Journal of Behavioral and Applied Management*. <https://doi.org/10.21818/001c.17902>

Ellis, N. H., & Bernhardt, R. G. (1989). Andragogical Supervision: A Supervisory Style for Adult Professionals. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 62(8), 362–363. <https://doi.org/10.1080/00098655.1989.10114095>

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Morin, A. (2011). Self-recognition, theory-of-mind, and self-awareness: What side are you on? *Laterality: Asymmetries of Body, Brain and Cognition*, 16(3), 367–383. <https://doi.org/10.1080/13576501003702648>

TIPS & TOOLS. Supervisor Tools. (n.d.). <https://hr.msu.edu/ua/performanceexcellence/tools-supervisors.html>.

Name of Session: Monitoring

Contents (short description the activity, context/setting):

The workshop is a second step for the adult workers to evaluate their professional lives and change something that they feel is not good or suitable for them. By monitoring activity, they can evaluate if they think that their career path is the right one.

Activity/Resource/Tool/Exercise (Step by step description of the process):

TITLE OF THE ACTIVITY: Monitoring

Estimated time of the activity is 60 minutes

The activity is suited for 10-12 participants

Step 1: All the participants meet in one room with an educator. Before starting the workshop the educator invites everyone to take part in an energizer. The version of the energizer depends on the participants if they work in the same country or different. The educator chooses the map (country or world) and picks the main point of the map which the participants can use to know where to stand on the right place. The instructions are:

1. *Imagine that there is a map of our country/world on the floor. Here is xxx [the main point, name of the city or the country]. Go and take your place.*
2. *If you choose your place, think for a couple of seconds about the groups you work with. What are their characteristics? The group should be connected to the place you have chosen.*
3. *Now each of us will present ourselves by saying the name, place and a few information about the group you work with. We will be presenting clockwise.*

After presenting, the educator invites the participants to sit on the chairs.

Step 2: The educator divides the participants into pairs. Each pair gets a paper with questions to be asked and goes to the place where they will be alone. The participants are free to choose the way of interviewing each other and ask more questions if they want, but they have 10 minutes to finish the task. The questions are:

1. Is being an educator your dream career path? Is there anything else that is interesting for you in a professional way?
2. What is your future career goal?
3. What is your greatest career achievement?
4. Have you experienced any failure in your professional life?
5. If so, how did you manage it?

Step 3: The educator asks the participants to come back to the main space and sit down. Then the participants are asked to present the person whom they are in pair with and whom they interviewed before.

Step 4: After presenting, the educator asks the participants if they want to share some thoughts or comments about the presentations. If so, the educator moderates the discussion. If not, the educator thanks the participants for participation and invites them to take part in the evaluation.

Advantages of the resource/activity/exercise

The activity aims to make the participants keep monitoring of their professional lives. By asking about their dream career path, career goals, achievements, failures they are encouraged to reflect if the path they have chosen is right for them and this way they also evaluate themselves. Presenting the description of their professional lives by others is also a way to observe and see their own lives from a different perspective since the person who presents pays attention to the different details of the story than themselves.

Limitations of the activity and recommendations

The activity aims to make the participants aware of their own working situation and be familiar with the situations of other participants. The main problem of this activity can be the lack of trust among the participants to share their thoughts or feelings with others. The educator should take care of the atmosphere and explain to everyone that they can feel safe and secure. No one should be forced to give the answers and share their feelings, but if someone tries to offend another person, the educator should react.

Evaluation

After the activity, the educator informs the participants about the evaluation. The participants stay in the same pair they worked with before. The evaluation is in the form of a bilateral interview and the participants write down the comments of their partner. The questions are:

1. Did you like the form of the workshop?
2. Was it easy to answer these questions?
3. How did you feel while evaluating yourself?
4. Would you ask different questions?

After the evaluation, the educator collects the notes.

Further reading:

Morin, A. (2011). Self-Awareness Part 1: Definition, Measures, Effects, Functions, and Antecedents. *Social and Personality Psychology Compass*, 5(10), 807–823. <https://doi.org/10.1111/j.1751-9004.2011.00387.x>

The links to the useful video materials:

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2. <https://www.youtube.com/watch?v=siVpPpTiEOA>
3. <https://www.youtube.com/watch?v=R9qVa4LoJx8>
4. <https://www.youtube.com/watch?v=tGdsOXZpyWE>

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Ellis, N. H., & Bernhardt, R. G. (1989). Andragogical Supervision: A Supervisory Style for Adult Professionals. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 62(8), 362–363.
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Morin, A. (2011). Self-recognition, theory-of-mind, and self-awareness: What side are you on? *Laterality: Asymmetries of Body, Brain and Cognition*, 16(3), 367–383. <https://doi.org/10.1080/13576501003702648>

TIPS & TOOLS. Supervisor Tools. (n.d.). <https://hr.msu.edu/ua/performanceexcellence/tools-supervisors.html>.

Name of Session: Supervision

Contents (short description the activity, context/setting):

The workshop is a third step for the adult workers to evaluate their professional lives and change something that they feel is not good or suitable for them. By supervision activity, they can evaluate their daily working activity with the help of the educator who is a supervisor in this situation. This way they can appreciate the advantages and achievements and detect the disadvantages or failures to make some changes if it is needed.

All the participants deal with their own problems at work but if they can evaluate it with the people who are involved in the same working situation can make it easier. Being aware of the fact that people whom they work with struggle with the same makes them to be more trustful and confident to share their emotions.

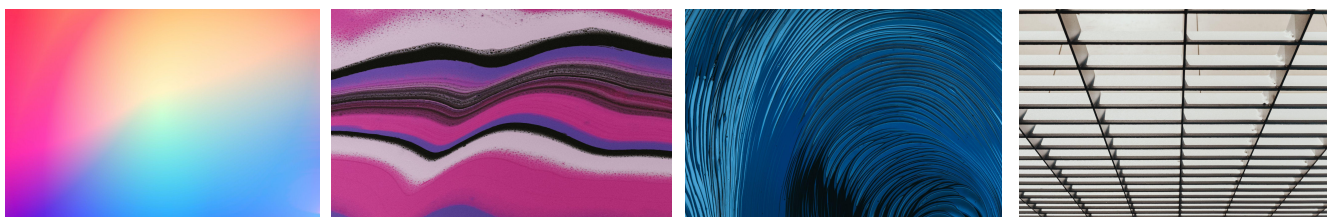
Activity/Resource/Tool/Exercise (Step by step description of the process):

TITLE OF THE ACTIVITY: Supervision

Estimated activity time is 60 minutes

Step 1: All the participants meet in one room with an educator. Before starting the workshop, the educator prepares different pictures of abstraction or shapes. There should be at least 10 participants, maximum 15.

Examples:



Step 2: The educator invites the participants to sit on the chairs. The educator starts showing the pictures in the form: first pictures + discussion, second pictures + discussion, etc. After showing each picture, each participant is asked after another what they see in the picture and how they can relate it to their work daily life and reflect on it. The educator asks additional questions to know more about the participant's situation and to encourage them to speak. In the meantime, other participants can comment, suggest or give advice to other participants but the educator must control the situation not to allow anyone to offend others.

Step 3: After presenting, the educator asks the participants if they want to share some thoughts or comments about the presentations. If so, the educator moderates the discussion. If not, the educator thanks the participants for participation and invites them to take part in the evaluation.

Advantages of the resource/activity/exercise

The activity aims to make the participants be supervised by the educator. By asking about their dream career path, career goals, achievements, failures they are encouraged to reflect if the path they have chosen is right for them and this way they also evaluate themselves. Presenting the description of their professional lives by others is also a way to observe and see their own lives from a different perspective since the person who presents pays attention to the different details of the story than themselves.

Limitations of the activity and recommendations

The activity aims to make the participants aware of their own working situation and be familiar with the situations of other participants. The main problem of this activity can be the lack of trust among the participants to share their thoughts or feelings with others. The educator should take care of the atmosphere and explain to everyone that they can feel safe and secure. No one should be forced to give the answers and share their feelings, but if someone tries to offend another person, the educator should react.

Evaluation

After the activity, the educator informs the participants about the evaluation. The participants get sheets of paper and they are asked to make a SWOT analysis of the workshop. The questions are:

1. What are the strengths of this workshop according to you?
2. What are the weaknesses of this workshop according to you?
3. What are the opportunities of this workshop according to you?
4. What are the threats of this workshop according to you?

If something is not clear, the educator helps the participants. After the evaluation, the educator collects the sheets when the participants finish.

Further reading:

Morin, A. (2011). Self-Awareness Part 1: Definition, Measures, Effects, Functions, and Antecedents. *Social and Personality Psychology Compass*, 5(10), 807–823. <https://doi.org/10.1111/j.1751-9004.2011.00387.x>

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2. <https://www.youtube.com/watch?v=siVpPpTiEOA>
3. <https://www.youtube.com/watch?v=R9qVa4LoJx8>
4. <https://www.youtube.com/watch?v=tGdsOXZpyWE>

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TIPS & *TOOLS*. Supervisor Tools. (n.d.). <https://hr.msu.edu/ua/performanceexcellence/tools-supervisors.html>.



FREIREAN REFLECTION MATRIX

PREPARED BY

Coordinator and participating organizations

Freirean Reflection Matrix

True dialogue according to Freire, can only take place if both partners participate in an honest discussion and critical thinking. As Freire said, “without dialogue there is no communication, and without communication there can be no true education”, we are confident to say that anticipating what the conversation will be about the tools and activities will aid in the dialogue process.

Human relations are promoted through Freire’s perception on the teacher-student connection. The Freirean Reflection Matrix below can be used to help learners reflect on parts of their own ideas, the conceptions of the activities they are doing, as well as critically assess and ponder. It is crucial to note that the tables provided are not intended to be an endpoint, but rather a starting place for stimulating creativity and reflection so that the learner can get some insights and then extend their thoughts and inquiries further.

Chapter 1

Activity/ Tool Title	What possible changes/ adaptations can be made	What possible questions my trainees could ask?	What possible answers I can give to them?	Which field of DigiComp this tool is related with? (if applicable)	What other issues/ elements I need to take care of about this tool?
Join us and be digital!	The activity can be adapted by using a device with online connection. Participants will be introduced the aim, afterwards they will be asked to make a visual connection of any kind. After a successful attempt they will be divided individually and try to make the online conference call altogether, send an email, message via social network, video, etc. based on the preferences of the group	1.How did you manage to deal with the stressful situation? How did you solve the problem if you did not succeed on the first attempt?	If the device did not react as expected, steps back can always be taken	1. Information and data literacy	Make sure you have a stable online connection. Make sure all of the participants bring the headset/earphones along.

Chapter 2

Activity/ Tool Title	What possible changes/ adaptations can be made	What possible questions my trainees could ask?	What possible answers I can give to them?	Which field of DigiComp this tool is related with? (if applicable)	What other issues/ elements I need to take care of about this tool?
Match the images and digital motions	Images should be determined according to the needs of the target group. It is important that the selected images are understandable for everyone. Considering the age of your target group, you should avoid complex, small-sized and	1.Why did they choose such an image? 2.The images are very similar to each other; how can I tell them apart?	1.Universal icons have been determined in order to be understandable for everyone. If you pay attention, you can see that they are closely related to what we use in real life. 2.As you use digital tools, your eyes will	1. Information and data literacy	Seniors may find it difficult to match icons with real-life images. You can help them with leading questions.

	incomprehensible images.		get used to the images and you will start not to confuse them. It is normal to get confused in the beginning. If you want, you can paste the meanings of the icons in a place where you can see them every day. So you can create a mini dictionary. That way, you can check it from the dictionary when you cannot remember.		
My World Corner	You can give them sample topics so they do not fall into gaps about what they have to offer. For example favourite books, hobbies etc. You can direct what they will exhibit according to the specific topic and relate it to the topic.	<p>1.What can I show about myself?</p> <p>2.What kind of exhibition will it be?</p> <p>3.Why are we doing such an event?</p>	<p>1.You can display your hobbies, favourite books, food, interests, photos of your family and friends, interesting memories, etc.</p> <p>2.You can bring the items you want to share here. You can make a poster. You can write. You can make collages from photos.</p> <p>3.To get to know each other better and to learn from each other.</p>	N/A	
Problem Revealing Technique	You have to take into account gender balance, disability, etc. Each group should be large enough to provide diversity, and there should be enough people in each group to allow everyone to speak. If you have a small number of participants, make sure that there are at least 3 and maximum 5 people in each group. If your group is very small, you can have them describe their problems in a single group.	1.I have difficulties in many aspects. Should we write them all?	1.Yes, share as much as possible. You can also concentrate on the common ones.	<p>5. Problem solving</p> <p>5.2 Identifying needs and technological responses</p> <p>5.4 Identifying digital competence gaps</p>	They may go into too much detail or go off topic. They can deviate from the topic by talking about their problems in different fields. You can give examples to avoid this.

Chapter 3

Activity/ Tool Title	What possible changes/ adaptations can be made	What possible questions my trainees could ask?	What possible answers I can give to them?	Which field of DigiComp this tool is related with? (if applicable)	What other issues/ elements I need to take care of about this tool?
What I want/ What I have/ What I can do	The exact same tool can get adapted for self-evaluation purposes. It is important to know your training needs so you can act as a Role Model and inspire your trainees.	<p>1.I do not have skills when it comes to digital tools, what do I have to write?</p> <p>2.What is the difference between a weakness and a threat? They both sound the same</p>	<p>1.All skills are considered important and strengths even the most obvious and basic ones, such as answering a phone.</p> <p>2.Weakness refers to internal factors of yourself that can get cultivated with the appropriate training. A weakness can be considered a huge digital gap that prevents you from follow-up, while a threats is an external factor that you might not have influence to interfere, such as the expensiveness of a digital tool you want to learn and you cannot afford.</p>	N/A	You have to clearly describe what the abbreviation SWOT means and give numerous examples.
Learn how to learn.	In case physical teaching in classroom is not feasible, the trainer can assess the learning path of their beneficiaries through Zoom platform via the VARK online questionnaire evaluation. VARK team offers the questionnaire online in a plethora of languages https://vark-learn.com/the-vark-questionnaire/ or in an English pdf form https://vark-learn.com/wp-content/uploads/2014/08/The-VARK-Questionnaire.pdf where can get adapted in the national language and written	<p>1.I think that that I had difficulties to create the origami in all conditions. What is wrong with me?</p> <p>2.Since I did not fall in more than one sensory activity, does that mean that I am not a good learner?</p>	1.There is nothing wrong with you. You might have had greater expectations than you actually achieved but I think that you made it perfect. We are better at certain things and not so good at others. Let us try to answer this questionnaire so we can see what is your learning path trying a different method	N/A	Many individuals might express frustration about the creation of the origami as some people do not feel comfortable making things with their hands. In that case, this means something and you have to tailor the course to

	instructions are given for the evaluation of the results.		https://vark-learn.com/the-vark-questionnaire/ 2. There is no such a thing of a good and a bad learner. Each of us has a unique way of learning. Someone you is a Visual Learner might learn something faster from someone who is Multimodal Learner, but again learning something slowly does not mean anything negative.		motivate to get engaged. The current tool is not a formal assessment, but acts as an ally and tries to find the learning path of your beneficiaries.
Encourage self-exploitation	The current tool can also get conducted online, via a platform but many barriers will be present, including IT issues, disconnection, no interference of the Educator, etc.	1.I do not have any relative to ask about this but I really want to download Skype, what do I need to do? 2.I feel so stressed, did I make a mess?	1.Let me help you to find your answer online. Go and type "Download Skype". See! There are so clear information, that is how it works! Let us try to follow the instructions. 2.Through mistakes you can learn and progress. For any issue there is always a resolution. Let us try to relax. tare at a spot above your head on the ceiling. Take a deep breath in to a count of 8, hold it for a count of 4, let it out for a count of 8. Do those 2 more times. Now close your eyes but keep them in the same position they were in when you were staring at the spot on the ceiling. Breathe into a count of 8, hold for a count of 4,	5.Problem Solving	Safety should be taken into consideration very seriously. When conducting the tool learners shall choose real training needs that could facilitate their daily lives (install anti-virus, programs, etc.) and not specific hazardous issues (removing PC components, electrical issues, etc.)

			breathe out for a count of 8.		
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Chapter 4

Activity/ Tool Title	What possible changes/adaptations can be made	What possible questions my trainees could ask?	What possible answers I can give to them?	Which field of DigiComp this tool is related with? (if applicable)	What other issues/ elements I need to take care of about this tool?
Development of Information and Data Literacy among Senior Adults	The current tool is ideal to adapt it for the self-training of Adult Educators as well	1. I don't know what I might need a computer for. What might I need it for	1. Let's think together about what you are currently missing and how your computer and phone can help solve that problem. Think about your loved ones...	1.Information and data literacy	The trainees may feel ashamed of their ignorance or may even feel lost. The trainer should make sure that each participant has the space and opportunity to ask questions. He or she should also make sure that everyone has understood the explanation.
Development of Communication and Collaboration skills among Senior Adults	The trainer can change the tasks to suit the specifics and needs of the group. It is important that they are still the basic digital competencies needed by the trainees.	1.I think that I had difficulties to create an account. Why do I need an email? 2.Who will read this comment?	1.Anything done for the first time can be difficult. We are here to help you. E-mail allows you to send longer messages and files to others - just like traditional mail. You can also communicate with authorities and have everything in writing - without leaving your home 2. In the case of an email, the content is only available to the addressee and no one but you knows about your correspondence. It is different with comments - every person reading the article can see the	2.Communication and Collaboration	It's a good idea to offer participants one type of email box, and check beforehand which one has a user-friendly way to create and manage emails. The trainer should choose articles where you do not need to create a separate account to comment.

			comments and comment on them.		
Development of Safety Skills among Senior Adults	The current tool can also get conducted online, via a platform but many barriers will be present, including IT issues, disconnection, no interference of the Educator, etc.	1. I feel so stressed and afraid of using an Internet. What if I do something wrong?	1. Through mistakes you can learn and grow. There is always a solution for every problem. Look, I prepared question 8: What to do when something happens on the Internet? Would you like to focus on it? If you all agree, we will prepare a step-by-step instruction. Would that be helpful to you?"	4.Safety	Care should be taken to ensure that participants take the risks seriously and that fear does not deter them from using the Internet. The trainer's balance and attentiveness are crucial here.

Chapter 5

Activity/ Tool Title	What possible changes/ adaptations can be made	What possible questions my trainees could ask?	What possible answers I can give to them?	Which field of DigiComp this tool is related with? (if applicable)	What other issues/ elements I need to take care of about this tool?
Human Bingo	<p>-Cards should be prepared according to the educational level of the participants and the environment they live in.</p> <p>-In the matter of visual impairment, the cards should be prepared in larger fonts or in easy-to-read fonts.</p>	<p>1.They may ask if they can talk to each other</p> <p>2.They could ask if they have time boundaries.</p> <p>3.They could ask if they can participate by walking around the training area.</p>	<p>1.You can tell that one of the main rules of the activity allows talking to each other</p> <p>2.You can specify the exercise duration by considering the level or dynamic of your group, so that the group can get to know each other better. You can consider the time limitation as max. 25-40 minutes</p> <p>3.Let them know that you expect</p>	2.Communication and collaboration	-Participants may hesitate to express themselves and communicate. In such situation, you can create an emotional safety zone

			them to navigate through the training area and contact other participants		
Mission (Im)possible	<p>-Before the second step of the instructions which you deliver the tasks to the groups, you can eliminate the tasks by considering the group dynamics (such as gender equality, age level, openness to communication, etc.). You can change some tasks up to the cultural background or variety of the group</p> <p>-You can determine the duration according to the number of participants, flexibility and potential of the group</p> <p>-You should observe whether the specified tasks are feasible</p> <p>-You should ensure that there is sufficient material in the training environment to carry out the missions</p>	<p>1.They may ask if they must complete all the tasks</p> <p>2.They could ask where they can get the materials that they need to complete the tasks</p> <p>3.They may ask how much time they have</p> <p>4.They may ask if there is a format for the presentation of the tasks completed.</p>	<p>1.You can indicate that they must complete all the tasks which given in the instruction phase</p> <p>2. You can show the place where the materials are in the training area. If there is not such place, you can create it</p> <p>3.You should specify the duration considering the group size and the number of tasks. The suggested duration is app. 1 hour and 20 minutes</p> <p>4.You can indicate that the final presentations can be made in any format the group chooses (This may be a format that they will prepare themselves or in digital format or verbal expression)</p>	5.Problem Solving	-Group size should be considered before you start the activity. It should not be too big to act, also not very few to complete the tasks
Communication Game	<p>-You can try to create the working groups consisting of the people who don't know each other well</p> <p>-Some participants might need longer time to complete drawings</p> <p>-Some participants might face the difficulties to be involved due to their</p>	<p>1.Can I draw what I want?</p> <p>2.I am not skilful at drawing, may I skip this activity?</p> <p>3.Will our drawings be shown somewhere?</p>	<p>1.Drawings can be something abstract or concrete up to the individuals' preferences</p> <p>2.In this exercise, hearing and observing each other are more important than our drawing skills. But if you would not feel comfortable, you can surely make only observations</p>	2.Communication and collaboration 4.Safety	<p>-Try to pay attention not to create the groups of the people who have closer connections or know each other well in their daily lives</p> <p>- Lack of drawing skills might be an obstacle for the participants not to be involved.</p>

	<p>competences on drawing</p> <p>-You should tell participants that this exercise is not related to how individuals have good or bad drawing skills but more about focusing on what their groupmate says</p>		<p>3.All drawings are going to be exhibited in the board or wall of the training area. You should hang the drawings after the exercise got completed</p>		<p>Therefore, it's important to create emotional safety zone.</p>
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Chapter 6

Activity/ Tool Title	What possible changes/ adaptations can be made	What possible questions my trainees could ask?	What possible answers I can give to them?	Which field of DigiComp this tool is related with? (if applicable)	What other issues/ elements I need to take care of about this tool?
Getting to Know Empathy	This can be also a self-reflective exercise for Senior Adults	<p>1. Being empathetic means I have to feel the others' feelings, like pain and joy?</p> <p>2. Prejudices prevent you from being empathetic? But if I want to correct someone does that mean I am disrespectful and not empathetic?</p> <p>3. I think that I do not have any hidden prejudices against others, what should I do?</p>	<p>1. Being empathetic means you can UNDERSTAND their feelings and not share it with them.</p> <p>2. You are free to express your opinion and not correcting them. If you listen your speaker you are free to elaborate your perspective in a polite manner once you feel the speaker is ready to be a listener. That will make you more empathetic.</p> <p>3. If you believe you are free of prejudices you need to think twice as there are many variables that have strong correlation with discriminations and prejudices like ethnicity, age, race, gender, educational and professional background, etc.</p>	N/A	No written template is given for the monitoring of the hidden prejudices on purpose. The individual must be able to self-reflect without using the any pen and adapt this philosophy in everyday basis

Guess my card	The current tool can also get conducted online, via a platform but many barriers will be present, including IT issues, disconnection, no interference of the Educator, etc.	1.I failed recognize the reasoning and emotion behind my partners' cards. Does that mean I have low empathy? 2.Can I use this tool for something else, instead of developing empathy?	1.Absolutely no. That means both of you and your partner interprets the same thing differently. Understanding the diversity of perspectives is empathy. 2.Yes of course. Such activities are really useful for ice-breaking as they are enjoyable, and you can use it with your friends	N/A	In case there is not much space in the venue, the tool can be done in teams of two or three or in the whole group
Fragile Box Creation	This can be also an individual activity	1.What is the added value of this tool?	1.You can get trained in developing your emotional awareness and be able to recognise the reasoning behind a motivation	N/A	Instead of a list you can distribute cards with items to make it more fun. You can use this website to develop and print cards.

Chapter 7

Activity/ Tool Title	What possible changes/ adaptations can be made	What possible questions my trainees could ask?	What possible answers I can give to them?	Which field of DigiComp this tool is related with? (if applicable)	What other issues/ elements I need to take care of about this tool?
Against Burning Out	The current tool is ideal to adapt it for the direct target group, the tool can also get conducted online, via a platform.	1. I think that I do not have any achievements and talents. I have nothing to say, what should I do? 2. There are no people with similar interests around me to support me. How can I find such people? 3. I would like to be a professional trainer, but I constantly feel that my skills are insufficient. What can I do?	1. Think of things that made you happy or that others were grateful for. These don't have to be big accomplishments, start small that can be significant. 2. The best way to find a support group with similar interests is to attend trainings such as these. Usually, participants find people who think in a similar way here. Additionally, you can find	N/A	Participants may have many doubts and their own stories that can disrupt the training process. While these are very important, keep in mind the purpose of the training and find a balance between the needs.

			<p>communities online that focus on a specific topic, a good place to share your problems and concerns.</p> <p>3. You can't become a professional coach without constantly practicing and learning from your mistakes. You can supervise yourself or do a self-evaluation to learn what you should focus on. It's also important to attend trainings - you've already taken the first step, you're here.</p>		
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Chapter 8


Activity/ Tool Title	What possible changes/ adaptations can be made	What possible questions my trainees could ask?	What possible answers I can give to them?	Which field of DigiComp this tool is related with? (if applicable)	What other issues/ elements I need to take care of about this tool?
Waking up self-awareness	<p>The activity can be used as warm up activity for a wellbeing and harmony in the group. It can be used in a shorten version in a combination of another activities.</p> <p>The exercise can be done individually once they have already gained routine.</p>	<p>1.What differences do you feel in your body?</p> <p>2.As you consciously control your breathing are you more aware of your body and soul?</p>	<p>1.All the time we are distracted by the needs of other and that is how we are often times consumed.</p> <p>2.Realise the value of self</p>	N/A	-Patience and empathy towards participants
Monitoring	The original scheme can be adapted in a way that the person is	1.What are these qualities?	<p>1.To be the real change</p> <p>2.Be an inspiration</p>	5.Problem solving	The activity can be done in outdoors if the weather allows so

	not describing themselves but rather describes the best trainer in the world	2.What is the carrier journey? 3.What are your achievements?	3.Be able to motivate towards education		The trainer must keep the descriptions in real picture, not to allow participants talk about non-realistic issues
Supervision	The activity can be held online. The activity can be adapted so that the professional action steps can be planned.	1.How difficult do you think the achievement is? 2.What are the needed changes for such a step? 3.What are the advantages of taking an action step?	At first it may seem difficult, but once you settle a plan it becomes easier with each step. Make a plan and follow it. Meet new people with the same mindset.	N/A	Make sure all of the online participants have access to the session.



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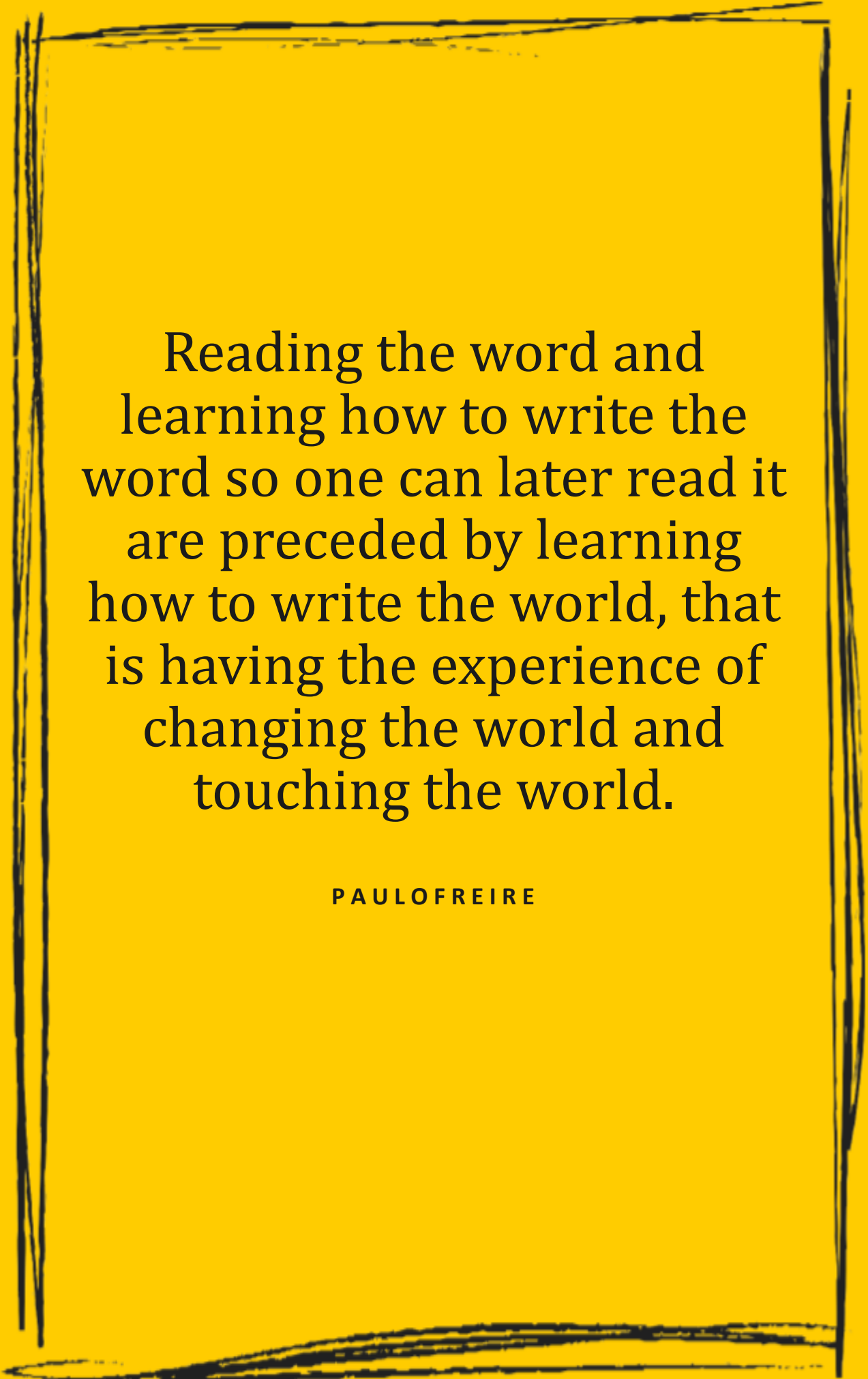
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Reading the word and
learning how to write the
word so one can later read it
are preceded by learning
how to write the world, that
is having the experience of
changing the world and
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