DigitALAD

Digital Adult Educators: Preparing Adult Educators for a Digital World
"DigitALAD Curriculum for adult educators"

LESSON PLAN INFORMATION

Lesson/Activity plan: Using a Role-based learning model
Target/group: Adults educators
Topic/ competence: Collaborative learning
Time: 1 hour 30 minutes

INTRODUCTION

- Introduce learners to materials and devices that will be used in a lesson.
- Introduce students to collaborative competence in the digital environment.
- Show & talk about examples of use of the collaborative competence, safety criteria with class of workspace (leave your workspace as you find it, lock screen when leaving workplace (on personal computer), if it is public computer then delete your personal data after you use it).
- Split students into groups depending on number of students (maximum five students in a group)

TEACHER NOTES

- Provide all necessary materials.
- Ensure that students are involved in all activities by showing interest and encouraging them.
- Answer students' questions with enthusiasm and give simple and clear instructions.
- It is recommended to follow the structure or sequence of the lesson - introduction, main part, conclusion.
- Make sure that students have at least two computers per group or at least three smartphones per group.

MATERIALS, DEVICES AND TOOLS

Materials, devices or tools needed for this lesson (needed to develop certain competence):
1. Computer or smartphone with an Internet connection.
2. Google slides.
3. MS PowerPoint presentation (students are introduced to three collaboration models- Remote, Role-based, Shared screen).

LESSON TASK

1. After students are introduced to collaborative learning models you can split them into 4 groups.
2. You introduce students to the task where they need to find in the Internet four topics about Collaborative learning (each topic for one group) (Definition of Collaborative learning, Collaborative learning theories, Examples of Collaborative learning activities, The benefits and disadvantages of Collaborative learning).
3. Ask them to use Role-based collaborative model, which means that they need to decide which role each member of the group will have and break the project into smaller tasks.
4. After the information is found students need to put information in the Google Sheets platform.
5. After that, groups of students share Google sheets with other groups, and they discuss all four themes and give feedback.
5. After that, students need to present their work and explain how they split the roles and tasks and present their arguments.
6. In conclusion, as student reflect on what they have learned and answer questions (see Reflection section).

LEARNING OUTCOME

By completing this lesson task, students will achieve learning outcomes and learn skills and develop competences, such as:

- Using the Internet to find relevant information Collaborative learning.
- Learn how to amply Roles based collaborative model in practice.
- Learn how to use Google Sheets platform.
- Learn how to collaborate with different group members.
- Learn how to express their own opinion.

TEACHING METHODS

☒Learning by doing

☐Project-based learning

☐Active learning strategies

☐Blended learning

☐Peer learning

☐Hands-on learning

☒Collaborative learning

REFLECTION

- You can ask students to reflect on what they have learned by discussing it in the groups they have worked.
- What's the most important thing you learned today? Why do you think so?
- Why Collaborative learning is important?
- Which strategies you used when you split the roles and tasks?
- What do you want to learn more about, and why?
- When were you at your best today, and why?
- How can this competence be applied in practice?

TESTING / ASSESSMENT

Aspects what indicates a successful lesson are:
- Lesson **task is achieved** (if the lesson plan is well structured, and you can follow what tasks were achieved and what tasks were not).
- To improve your future lessons, you can make notes on your coursebook or ask your learners about lesson feedback, with the permission of the students you can record your lesson, rewatch it and identify some gaps.
- To assess students' **knowledge**:
- You can assess student knowledge by the quality of information they have found in the Internet and how they can structure this information.
- You can assess Google Sheet presentation quality- was it simple or was it more difficult, more structured or some visual effects were used – different colours, graphics etc.
- You can also assess presentation content, is it sloppy or carefully crafted.
- You can assess presentation; you can assess how learners can collaborate in a group and how they can delegate tasks to each other.
- You can use one of the assessment strategies – a reflection of the lesson, where you can find out students' opinion about the lesson and draw conclusions for further action.