DigitALAD

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

LESSON PLAN INFORMATION

Lesson/Activity plan: Creating a pre-training survey
Target/group: Adult Educators
Topic/ competence: Differentiation & Personalisation
Time: 2 hours

INTRODUCTION

- Introduce participants to the aims of the activity and explain to them why it is important to allow personalised learning approaches to adult learners and the advantages of developing individual learning plans for learners.
- Talk about the benefits of allowing learners to personalise their own learning activities, both for the learners and in terms of the results for the educators.
- Engage participants in a group discussion by asking them how they would like to personalise this lesson.
- Establish safety criteria and concerns about using digital resources and personal devices in the classroom.
- Establish success criteria by explaining what participants should achieve on completion of this lesson.
- Split participants into groups of 2 or 3 to complete the activities in this lesson plan.
- Introduce participants to the Google Form platform that they will use to develop their pre-training survey.

MATERIALS, DEVICES AND TOOLS

Materials, devices or tools needed for this lesson (needed to develop certain competence):
1. Laptop or tablet device for all participants, with an internet connection
2. Access to Google Forms platform for all participants, where they will develop their pre-training survey: https://www.google.com/forms/about/
3. Handbook Chapter printed for all participants so that they can learn about the personalisation of learning through pre-training surveys.
4. Access to this quick online guide for creating a pre-training survey, including the types of questions to include: https://kodosurvey.com/blog/pre-training-survey-questions-examples-and-types
5. Access to these tutorials for teachers to get started using Google Forms: https://edu.google.com/teacher-center/products/forms/?modal_active=none

LESSON TASK

Participants will work in teams to develop a pre-training survey that they can introduce to their groups of adult learners to allow them to diversify and personalise the education experience for different learners, and to gain a perspective about the learning styles and preferences of different learners in their groups. The aim of these surveys will be to support adult learners to develop their own individual learning plans, so the questions should focus on supporting adult learners to understand and appreciate their own learning preferences. To complete this project, participants should complete the following tasks:

1. Engage in a group brainstorming session to identify the types of questions that they should include in their survey for learners, to support learners to recognise their own learning styles and preferences.
2. Once they have compiled an initial list of questions, the participants should review this short guide to pre-training questions together: https://kodosurvey.com/blog/pre-training-survey-questions-examples-and-types
3. Following a review of this guide, participants should re-visit their list of questions and make any necessary revisions.
4. Participants should then access Google Forms – they may need to create a Gmail account first: https://accounts.google.com/signup/v2/webcreateaccount?service=m

TEACHER NOTES

- Provide all necessary materials – copies of the handbook chapter for all learners and links to the platforms needed to complete the task.
- Ensure that all participants have access to a laptop or tablet device so that they can develop their pre-training survey as part of their team activities.
- To ensure that all participants learn the skills required to develop their own pre-training survey, so that they can apply this practice to their own teaching, the facilitator should ensure that all participants create their own pre-training; and that they are all involved in the activity.
- Invite participants to engage in a peer-evaluation of each other's pre-training surveys, and to provide feedback on each other's surveys.
- For the evaluation, ask participants from different groups to peer-evaluate each other's surveys.

TEACHING METHODS

☒ Learning by doing

☒ Project-based learning

☐ Active learning strategies

☐ Blended learning

☐ Peer learning

☒ Hands-on learning

☒ Collaborative learning

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5. When using Google Forms, participants should visit the tutorials page, that was designed to support educators to use Google Forms for education: https://edu.google.com/teacher-center/products/forms/?modal_active=none
6. Participants should work on their own to develop their pre-training survey to help to tailor their training delivery and teaching practice to learners with different and diverse needs.
7. After the survey is completed online, the participants should swap their survey with their peers for evaluate.
8. Following this activity, the participants should engage in a short group discussion about how they would apply the findings from their survey to change and adapt their teaching style and practice

LEARNING OUTCOME

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

- Develop digital skills to create a Google Form survey to assess the learning preferences of adult learners.
- Engage in group work activities to design a survey to gather feedback from learners through a pre-training survey.
- Engage in a group discussion to reflect and evaluate what this survey's findings could mean for their teaching style and practice.
- Gain appreciation of the value of differentiation and personalisation in an adult education context.

REFLECTION

- Did your team build the pre-training survey that was this lesson aim? If not, what were the reasons?
- If the project succeeded correctly and well, what do you think helped to achieve the goal?
- What was the best part of this lesson?
- How can this competence be applied in practice?

TESTING / ASSESSMENT

1. The most important is to participate and **get involved.**
2. Next, important aspect what indicates a successful lesson that lesson **task is achieved** (according to the plan or with other ideas, if possible).
3. Awareness and correction of mistakes is also a very good achievement of the lesson (**problem solving**)
4. To assess students' **knowledge**:
- Evaluate the quality of the surveys developed by participants by reflecting on the findings and results that they will generate by completing these surveys with learners.
- Ensure that participants appreciate the value of differentiation and personalisation, by engaging them in a self-reflection exercise on how they would apply the findings from their survey to adapt and make changes to their teaching practice.