DigitALAD

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

LESSON PLAN INFORMATION

Lesson/Activity plan: Digital skills in adult education
Target/group: Adult educators
Topic/competence: Communication
Time: 20'

INTRODUCTION

- Introduce digital devices set up – equipment.
- Internet connection and speed.
- Establish safety criteria with class of workspace (computer, wires, etc).
- Split learners into groups.
- **Success criteria**
- Learner encourages students to use digital technologies for informational retrieval.
- Learner implements pedagogical strategies critically to foster students' digital communication and collaboration.
- Learner uses innovative formats to foster students' digital communication and collaboration.

TEACHER NOTES

- 20 participants (adult educators)
- Break them into 4 groups of 5 participants
- Provide all necessary materials
- Ensure that students are involved in all activities

MATERIALS, DEVICES AND TOOLS

Materials, devices, or tools needed for this lesson (needed to develop certain competence):
1. Internet connection
2. Laptop or tablet or mobile phone
3. Projector
4. Notepad and pencils

LESSON TASK

Learners should understand how to foster learners' digital communication in real life (this activity will be carried on their teams):

1. **Brief Introduction to the Competency.** The workshop leader introduces the competency and explains why it is important for learners to gain it.
2. The main point is to **introduce means of communication** that learners can use and interact with others.
3. **Introduce free webchat platforms**: skype, zoom and google meet. Educators should understand how to assign groups of students where they can communicate and collaborate online (through teleconferences, chat, sharing files etc.). Participants can use one tool per group and create their own virtual team to experiment.
4. **Introduce tools for collaboration** (i.e. polls and questionnaires): google forms, doodle, SurveyMonkey. Participants can use one tool per group and create their own virtual team to experiment.
5. Participants that have access in a different tool provided by their organization (e.g. MS teams, Moodle, Blackboard etc.) can introduce it to their team.
6. **Brief Conclusion & Summary.** The workshop leader along with the participants make a conclusion and draw on examples from the activity to show the importance of adult learners' communication competences.
   a) How can you establish digital routines and what are they?
   b) Which digital tools would you propose to your learners to work collaboratively and communicate?
   c) What features does your proposed digital tool offer?
7. The workshop leader can also share the tools/websites from the handbook in case participants want to use them with their learners.

TEACHING METHODS

☒Learning by doing

☒Project-based learning

☐Active learning strategies

☐Blended learning

☐Peer learning

☒Hands-on learning

☒Collaborative learning

LEARNING OUTCOME

By completing this lesson task, learners reflect on, discuss, re-design and innovate pedagogic strategies for fostering learners' digital communication and collaboration.

REFLECTION

- Did participants build strategies to foster learner's digital communication that was this lesson aim? If not, what were the reasons?
- If the activity 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**:
   a) Evaluate if they comprehended the importance of enhancing digital communication and collaboration of learners.
   b) Assess if they could build digital class communities and if they refer to some digital routines, they can establish with their learners.