



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: Organisational communication

Time: 20'

INTRODUCTION

- Introduce digital devices set up – equipment.
- Internet connection and speed.
- Establish safety criteria with the class of workspace (computer, wires, etc.).
- Split learners into groups.
- **Success criteria**
- The learner is aware of and makes use of digital technologies for communication.
- The learner uses these technologies effectively, responsibly in a structured and responsive way.
- Learner evaluates, discusses, reflects on and re-designs communication strategies.

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. Gmail account (at least one participant)
4. Projector

LESSON TASK

Learners should understand what is being competent in organisational communication in real life (this activity will be carried out their teams). Three simple activities are proposed below. The trainer will apply all or some of them according to the availability of time and participants' competence level.

1. **Brief Introduction to the Competency.** The workshop leader introduces competency and explains why it is important for learners to gain it.
 - a) **Create digital groups.** Participants will be asked to create a google group with their organisation's contacts or with the participants of this workshop. They then can send an email for all as a shared announcement.
 - b) **Create a digital poll.** One participant will create a doodle on the main challenges the organisation faces today (e.g. <https://doodle.com/poll/ecn4tbydrfhc5fc6>). Others will follow the link and vote. Then, results are shared with all participants.
 - c) **Create a brainstorming activity.** One participant will create a padlet on a question he/she would like to ask. (e.g. <https://padlet.com/demosmichael02/Bookmarks>). It will have the form of a brainstorming activity online. Then, results are shared with all participants.
2. **Brief Conclusion & Summary.** The workshop leader, along with the participants, concludes and draws on examples from the activity to show the importance of organisational communication.
 - a) What is the structure of communication in your organisation and how it can be improved?
 - b) What programs or tools could you introduce?
 - c) What channels of communication would you like to create?

TEACHING METHODS

- Learning by doing
- Project-based learning
- Active learning strategies
- Blended learning
- Peer learning
- Hands-on learning
- Collaborative learning

3. The workshop leader can also share the tools/websites from the handbook if participants want to use them with their learners.

LEARNING OUTCOME

By completing this lesson task, students will develop a coherent vision or strategy on using digital technologies effectively and responsively for communication in their organisation.

REFLECTION

- Did participants build organisational communication strategies that were 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, an important aspect that indicates a successful lesson that the lesson task is achieved (according to the plan or other ideas).
3. Awareness and correction of mistakes is also an outstanding achievement of the lesson (**problem-solving**)
4. To assess students' **knowledge**:
 - a) Evaluate if teams completed the three activities and if all participants were involved in the process, ensuring that the tools facilitated the communication and multiplied the connections among them.
 - b) Investigate if participants comprehended the importance of the competence and the utility of the given tools, observing their comments during the discussion (i.e. they could refer to existing examples or ideas to apply them in practice, or how they can improve their organisational communication).