



# 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: Professional  
collaboration**

**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 collaboration.
- The learner uses these technologies to share and exchange practice and construct collaborative knowledge.
- Learner reflects on and enhances practices and competences.
- Learner facilitates innovative practice.

## TEACHER NOTES

- 20 participants (adult educators)
- Provide all necessary materials
- Ensure that students are involved in all activities

## TEACHING METHODS

☑ Learning by doing

## MATERIALS, DEVICES AND TOOLS

Materials, devices, or tools needed for this lesson (needed to develop certain competence):

1. Laptop or tablet or mobile phone
2. Email account
3. EPALE account
4. Projector

## LESSON TASK

Learners should understand what is being competent in professional collaboration in real life (this activity will be carried out individually).

1. **Brief Introduction to the Competency.** The workshop leader introduces competency and explains why it is important for learners to gain it.
2. **Collaborate in an official forum.** The workshop leader asks participants to start a conversation in EPALE by taking the following steps:
  - a) Enter EPALE website.
  - b) Create an account if they do not have one.
  - c) Select “Discussions” -> Find more discussions.
  - d) Scroll and find group “*Adult educators digital skills*”.
  - e) Create content (One participant will make a question). Alternatively, they can also read an existing article of EPALE and start a conversation on it.
  - f) Others will add their comments and share their experiences.
3. **Brief Conclusion & Summary.** The workshop leader, along with the participants, concludes and draws on examples from the activity to show the importance of professional collaboration.
  - a) What tools can you propose for collaboration in your organisation?
  - b) What structures can promote collaboration, online conversations, and innovative ideas?
4. The workshop leader can also share the tools/websites from the handbook if participants want to use them with their learners.

- Project-based learning
- Active learning strategies
- Blended learning
- Peer learning
- Hands-on learning
- Collaborative learning

## LEARNING OUTCOME

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By completing this lesson task, students will be able to use digital communities to collaborate with other educators and develop their digital and pedagogic competences or practices.

## REFLECTION

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- Did participants build professional collaboration practices 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

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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 participants' engagement and the quality of ideas shared in the EPAL platform discussion during the activity.
  - b) Evaluate whether they could propose tools, programs, and structures to enhance professional collaboration in their organisation.