# 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: Reflective practice**
**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**
- The learner is aware of their development needs.
- The learner uses experimentation and peers learning to develop digital and pedagogic practices.
- Learner reflects collaboratively on pedagogic practice.
- Learner contributes to developing innovating educational policies and practices.

## 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. Internet connection
4. Projector

## LESSON TASK

Learners should understand what is being competent in reflective practice 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. **Observe and give feedback.** Participants will be asked to provide feedback using digital tools on an adult educator.
   a) Participants enter www.sli.do (code: 38154) using their devices (mobiles or laptops).
   b) They will carefully observe a short video of an adult educator teaching English as a second language to a group of adults (12:36-16:10). [Alternatively, a volunteer adult educator from the participants can make a 3-4 minutes lesson explaining a simple idea from his/her expertise.]
   c) They can provide feedback regarding the digital competences and pedagogical practice of the educator of the video using www.sli.do during or after the short video.
   d) Then, all answers are presented to them, and they make an open and constructive discussion that could help the educator improve.
3. **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 reflective practice.
   a) What digital tools might facilitate reflective practice in their case?
   b) What are the basic steps of reflective practice? (see checklist from the handbook)
4. The workshop leader can also share the tools/websites from the handbook in case 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

By completing this lesson task, students will be able to reflect on digital practices, methods, and policies, to develop innovative methods. In addition, they will be able to collaboratively develop a strategy to improve educational practice.

## REFLECTION

- Did participants build a reflective practice 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 / ASSESMENT

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 the quality of the recommendations and suggestions given to the educators observed in the video.
   b) Assess the ideas on digital practices and methods given during the conversation.