



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: Content creation

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 creating content.
- Learner implements pedagogical strategies critically to foster students' content creation skills.
- The learner uses innovative formats to foster students' content creation skills.

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' content creation skills in real life (this activity will be carried on their teams):

1. **Brief Introduction to the Competency.** The workshop leader introduces competency and explains why it is important for learners to gain it.
2. **Search for an article online.** Participants work in teams and choose an article they want to promote. They should then create a short digital news item/informative poster to promote the article's information. Each member of the team is responsible for developing part of the content:
 - a) **Text:** There are several vital points learners need to consider, e.g. voice, tone, meta language, style, originality, trust, clarity, concision etc. [Tool: [Hemingway App](#)]
 - b) **Photos:** Understand and apply the policies of copyright and license [Tool: [Pixabay](#)]
 - c) **Infographic:** Present the main points and information [Tool: [Visme](#)]
 - d) **Video:** Create a cluster of visual and diverse opinions [Tool: [Flipgrid](#)]
 - e) Compose content and present [Tool: PowerPoint]
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 adult learners' content creation skills.
 - a) How to interpret the messaging and intention behind online content?
 - b) How do people promote and disseminate their ideas and knowledge today?
 - c) What free (or not) tools could you suggest for creating content?
4. 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 will be able to reflect on, discuss, re-design and innovate pedagogic strategies for fostering learners' content creation skills (e.g. websites, blogs, games, presentations, multimedia, videos, audios, text etc.).

REFLECTION

- Did participants build strategies to foster learner's content creation skills 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 the quality of their news item, the variety of means they use, effectiveness of utilisation of tools and clarity of message.
 - b) Assess their ideas on involving relevant tools in their classes.