



RECOMMENDATIONS FOR PRACTITIONERS



Take the initiative to **update your digital competences** using existing resources, MOOCs, online platforms: opportunities for self-directed learning might be easily available. Have a look at the resources available on EPALE or on other platforms that might be running in your country.

Exchange and network to find more peer-learning or training opportunities. EPALE as well as social media networks might be a good place to meet like-minded organisations and colleagues. Encourage peer-learning at your workplace: something as informal as a social media group could be a way of sharing ideas, tools and approaches. Regular staff meetings could also help to see who from the team could have the expertise to support you in a problem that you are facing.



Take small steps and be patient e.g. when integrating digital tools in your practice. Change doesn't happen overnight. Give yourself enough time to try out a new tool and to see how it works in the classroom.

Find mentors, professionals who are passionate about ICT and who could help you out. Perhaps your colleagues would be available and interested in a knowledge exchange?



Attend (or organise!) events and workshops supporting the development of digital competences. With many opportunities now available online, you might find that there are events taking place in other countries that you can now attend. Organising your own event to showcase the tools and approaches that you are using might be another occasion to expand your professional network and open new opportunities.



Reflect on digital competences of your learners holistically, taking into account empowering learners and building meaningful relationships with them. Understanding the unique needs of adult learners is essential. Respect for the life experiences they bring to a learning endeavour is an integral part of adult learning theory. Discussion regarding what this competency means in a digital environment is vital. Learners can and should be engaged at different stages of the learning process, encouraging co-design, to foster ownership. In addition, recognition of some physical challenges that might be involved in working with adults (especially older adults) in a digital world is important: eye strain, the mesmerizing effect of the screen, to name only a few.

