



# In-Service Training Handbook

## MODULE III



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Using Performing Arts for Building Key Competences



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## MODULE 3

### The changing role of educators with the growth in popularity of online learning

#### GENERAL AIMS

Firstly, Module 3 aims to introduce the participants to the new online teaching and learning environments as well as to the shifting role of today's educators. Secondly, it builds participants' skills and competences so they can use appropriate tools and methods to facilitate interactive and appealing sessions in online learning environments in order to connect, engage and empower their learners, particularly those who belong to marginalised communities. Lastly, Module 3 aims to outline the main benefits and limitations that educators come up against when teaching in online learning environments and suggest ways to safeguard themselves.

#### GENERAL LEARNING OBJECTIVES

- Upon completion of the module the participants will be able to:
1. Understand and showcase the differences between online teaching and learning and teaching in a classroom
  2. Demonstrate skills that facilitate teaching in online learning environments
  3. Use certain strategies, methods and tools for online learning
  4. Assess the effectiveness of their online sessions and students' learning
  5. Understand in depth the new relationship dynamics between educators and learners in online learning environments
  6. Use newly acquired skills to engage marginalised adults and immigrants in online learning environments
  7. List today's advantages and challenges that educators come up against in online learning environments
  8. Apply techniques to safeguard themselves from any limitations and/or risks the new online learning environments induce

MODULE III				PART I	
				F2F Training	
<b>Session 1</b>	Getting started	<b>Time</b>	60 mins	<b>Target Group</b>	Adult educators and trainers; Migrant support workers
<b>Aims</b>	<ul style="list-style-type: none"> <li>To allow participants to get to know the trainer, the learning objectives and the training agenda</li> <li>To allow participants to present themselves and get to know others</li> <li>To allow participants to get a brief introduction to the topic of the digital era in education</li> </ul>				

Activity	Time	Content
<b>Introduction of the trainer, the learning objectives and the training agenda</b>	10'	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To introduce the trainer to the participants</li> <li>To inform the participants about the learning objectives and training agenda</li> </ul> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>As a trainer, introduce yourself to the participants. You may want to share your personal experience about online learning and/or the shifting roles of the educators. Sharing your own story and connection to the topic helps to create a supportive and friendly atmosphere in the group.</li> <li>Introduce the main learning objectives of the module: <ul style="list-style-type: none"> <li>Understand and showcase the differences between <b>online</b> teaching and learning and teaching <b>in a classroom</b></li> <li>Demonstrate <b>skills</b> that facilitate teaching in online learning environments</li> </ul> </li> </ol>

		<ul style="list-style-type: none"> <li>• Use certain <b>strategies, methods</b> and <b>tools</b> for online learning</li> <li>• <b>Assess the effectiveness</b> of their online sessions and students' learning</li> <li>• Understand in depth the <b>new relationship dynamics</b> between educators and learners in online learning environments</li> <li>• Use newly acquired skills to <b>engage marginalised adults</b> and immigrants in online learning environments</li> <li>• List today's <b>advantages and challenges</b> that educators come up against in online learning environments</li> <li>• Apply techniques to <b>safeguard</b> themselves from any limitations and/or dangers the new online learning environments induce</li> </ul> <p>3. Introduce the agenda of module III:</p> <ul style="list-style-type: none"> <li>• Session 1 - Getting started (60 mins)</li> <li>• Session 2 - The growing popularity of online learning and the shifting role that educators must assume (90 mins)</li> <li>• Session 3 - Main strategies supporting online learning implementation in education (90 mins)</li> <li>• Session 4 - The newly established relationship between educators and learners in the online environment (90 mins)</li> <li>• Session 5 - Advantages and Challenges of online teaching and learning (90 mins)</li> </ul>
<p><b>Presentation of all participants and their individual expectations from this training session</b></p>	<p>15'</p>	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To give everybody the opportunity to introduce oneself and get to know others.</li> <li>2. To give an opportunity for participants to reflect on their expectations for this training session and to communicate it.</li> </ol> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Ask the participants to briefly think about their own work and what could help/support them in their daily work regarding the topic of the current session.</li> <li>2. Ask the participants to present themselves, by telling:</li> </ol>

		<ul style="list-style-type: none"> <li>• Their name;</li> <li>• The work they do;</li> <li>• What are they expecting from this training, keeping in mind the very practical aspects of their professional development?</li> </ul>
<p><b>The digital era in Education</b></p>	<p>15'</p>	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To allow participants to think about what impact has the digital era had on education.</li> <li>2. To briefly introduce some of the changes the digital era has brought to education.</li> </ol> <p><b>Material: flipchart, markers</b></p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Explain that the digital era has brought many new phenomena to the field of education. One possibility to look at the topic of the digital era in education is by dividing it into two large areas: (1) new technologies that can be used for teaching and learning, (2) new relevant topics that teachers should focus on in order to prepare their students for the new “digital era” which is often described as rapidly changing.</li> <li>2. Explain to the participants the new technologies that the digital era has brought to education and note down the keywords. Very broadly speaking some of the new technologies which have become part of the learning and teaching today are: developments in the field of audio and video; computers/tablets/mobile devices; collaborative and social learning; interactive whiteboards; virtual classrooms; augmented reality; learning management systems etc.</li> <li>3. Explain to the participants the new relevant topics and note down the keywords. Some researchers have pointed out that in addition to the good skills in technology, teachers should also concentrate on the following topics to assure that their students, regardless of their age, could do better in this fast changing world: creative thinking, entrepreneurship, teamwork, ethics, interdisciplinary learning.</li> </ol>

		<p>4. Have a short discussion with the participants. Ask the group what do they feel about those suggestions? Do they feel something is missing from this list? Do they disagree with this brief description of the digital era in education?</p> <p><b>Sources:</b></p> <p><a href="https://hackernoon.com/education-in-a-digital-age-db3063214407">https://hackernoon.com/education-in-a-digital-age-db3063214407</a></p> <p><a href="https://en.wikipedia.org/wiki/Educational_technology">https://en.wikipedia.org/wiki/Educational_technology</a></p>
<p><b>Reflections on the session and discussion</b></p>	<p>10'</p>	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>To allow the participants to get to know better at least one other participant.</li> <li>To allow participants to express their ideas about the topic.</li> </ol> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>As this session concentrated mostly on getting to know each-other and the goals of this module, you shall finish with allowing everyone to find another participant they do not yet know (or know the least) and let them discuss the following questions: <ul style="list-style-type: none"> <li>Is learning and teaching completely different or pretty much the same in the new digital era and the times before it?</li> <li>Encourage the participants to reflect on their own experiences as learners and teachers.</li> <li>Ask some participants to share what they discussed in pairs.</li> </ul> </li> </ol>
<p><b>Break</b></p>	<p>10'</p>	<p><b>Instructions:</b></p> <p>The trainer announces a ten-minute break.</p>

<p><b>MODULE III</b></p>				<p><b>PART I</b></p> <p><b>F2F Training</b></p>		
<p><b>Session 2</b></p>	<p>The growing popularity of online learning and the shifting</p>	<p><b>Time</b></p>	<p>90 mins</p>	<p><b>Target Group</b></p>	<p>Adult educators and trainers;</p>	

	role that educators must assume				Migrant support workers
<b>Aims</b>	<ul style="list-style-type: none"> <li>• To allow participants to discuss in depth the new shifting roles of educators</li> <li>• To explore and acquire skills to teach in an online learning environment</li> <li>• To allow participants to reflect on the new e-pedagogy</li> </ul>				

Activity	Time	Content
<b>Introduction: the new e-pedagogy</b>	10'	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To introduce participants to the concept of online learning and teaching</li> </ul> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. As a trainer, you welcome the participants back. Then, you initiate a brief discussion with participants regarding online learning. You may ask:             <ul style="list-style-type: none"> <li>• What online learning is for you?</li> <li>• What are your experiences with online learning?</li> </ul> </li> </ol> <p>This short discussion should last maximum 5 minutes. For the rest of the time, introduce the following definition of online learning:</p> <p><i>Online learning is education that takes place over the Internet. It is often referred to as "e-learning" among other terms. However, online learning is just one type of "distance learning" - the umbrella term for any learning that takes place across distance and not in a traditional classroom.</i></p> <p><i>There is no significant difference in learning outcomes. Some 30 years of research have found no evidence that online learning is qualitatively inferior to that obtained in a traditional classroom. Unfortunately, those who have preached online learning's "convenience" for so long have led many to believe that this means "easy," which is not true. Online courses can be more or less rigorous depending on the instructor who develops the course.</i></p>

		<p><i>Online learning is well-suited to adult learners, but not necessarily traditional-aged students. Recent studies by Columbia's Teachers College conflate these groups and hence come to some questionable conclusions regarding online education outcomes. For older, self-motivated, adults, online programs produce superior results to those of the classroom. For less-focused, less-sure, 18-to-24-year-olds, there are often issues of persistence and completion.</i></p> <p><b>Sources:</b></p> <p><a href="http://www.wlac.edu/online/documents/otl.pdf">http://www.wlac.edu/online/documents/otl.pdf</a></p> <p><a href="https://www.forbes.com/sites/tomlindsay/2014/10/08/the-top-eight-things-you-need-to-know-about-online-education/#4ffe2f696fd4">https://www.forbes.com/sites/tomlindsay/2014/10/08/the-top-eight-things-you-need-to-know-about-online-education/#4ffe2f696fd4</a></p> <p> <b>Tips for the facilitators:</b></p> <ul style="list-style-type: none"> <li>*Be open to sharing experiences to make the content more relevant</li> <li>*Keep track of time even if you must politely interrupt someone</li> </ul>
<p><b>Teaching in a classroom Vs Teaching online</b></p>	<p>20'</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To make clear the differentiation between classroom-based teaching and online teaching.</li> </ul> <p><b>Material: notepads, pens, flipchart, markers</b></p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Start the session by making sure that all participants are aware of the basic difference between classroom-based teaching and online teaching (see TABLE A below)</li> <li>2. Divide the participants into 4 (or more) groups and invite them to note down the main differences they have noticed and/or experienced between classroom-based teaching and online teaching. Participants will have 7 minutes to complete the task.</li> <li>3. Each group presents its findings (5 min)</li> <li>4. As a trainer, note on a flipchart the main differences the participants mention and add to the discussion using guiding questions (8 min)</li> </ol>



5. In order to be well-prepared to facilitate this activity, read the following summary of the main points regarding the differences between classroom-based teaching and online teaching (see TABLE B).
6. Keep the final flipchart for the conclusion activity.

**TABLE A**

<b>Classroom-based teaching: definition</b>	Classroom-based teaching is where a teacher physically meets their students in an actual bricks-and-mortar building.
<b>Online teaching: definition</b>	Online learning is education that takes place over the Internet.

**TABLE B**

<b>Online teaching</b>	<b>Face-to-face teaching</b>
More time-flexible for teachers and students	Lessons happen in a certain time and there is not much flexibility concerning the time
Teachers and students need to have a good self-discipline to schedule their teaching/learning activities	As lesson times are fixed, teachers and students have to make sure it will fit to their schedules
Teachers usually must provide course syllabus at the beginning of the course	Teachers may develop the course syllabus during the course and therefore adapt it more easily according to the students' progress
Students will not meet in person in a physical space, therefore the relationships between the students will develop slower than in classroom	Students will meet in person and develop relationships among each other, which might have both positive and negative impact on the learning
Teacher and students do not have to be in the same physical space - flexibility in space	Teacher and students must come together in the same physical space - less flexibility on that regard

Both teachers and students must have good access to technology and Internet	Physical space and other physical tools are required to carry out the teaching/learning activities
Students might have to wait for their questions to be answered by the teacher who might not be online in same time as the students	Students have the possibility to ask questions and receive answers from the teacher during the lesson
Teachers and students can't give and receive prompt feedback	Teachers and students can give and receive prompt feedback in the classroom
Less sensory cues during learning	More sensory cues during learning
Both students and teacher might have more time to craft their answers during the discussions and make the learning/teaching easier for less out-going participants	In lessons, both teachers and students communicate directly, which gives them less time to prepare their answers, but might bring more satisfaction for more extroverted students/teachers
Teachers must have technical knowledge concerning which software to use and how to use it	Teachers usually don't have to have necessarily broad knowledge in technology
There is a chance for more communication-based conflicts as teachers and students do not meet face-to-face and cannot therefore avoid the misunderstandings as easily	Teachers and students meet often face-to-face and can discuss the issues they might have directly in person, which could help to avoid the misunderstandings

**Sources:**

<https://www.helloteacher.asia/blog/online-teaching-vs-classroom-teaching-which-one-is-better>

[https://study.com/articles/Differences\\_Between\\_Online\\_and\\_Classroom\\_Teaching.html](https://study.com/articles/Differences_Between_Online_and_Classroom_Teaching.html)

[http://www.cordonline.net/mntutorial1/module\\_1/NCCCSKeyDifferences.pdf](http://www.cordonline.net/mntutorial1/module_1/NCCCSKeyDifferences.pdf)

**Tips for the facilitators:**



\*Be well-prepared so you successfully facilitate the discussion at the end

\*Give space to all participants to express their opinion

**The shifting role of educators: Developing skills to teach in an online learning environment**

30'

**Objectives:**

- To allow participants to experiment with the *European Framework for the Digital Competence of Educators (2016/2017)* and enhance their knowledge on the new role they should assume.

**Material:** notepads, pens, flipchart, markers, colorful cardboards with 6 areas of competences

**Instructions:**

1. Based on the summary of the main competences an educator should acquire in order to successfully teach online (see below), prepare before the activity 6 colorful cardboards on which you will write the main competences divided by area.
2. Divide your participants in 3 (up to 6) groups depending on their number. Each group should have a maximum of 5 persons. Give to each group one or two areas of competences and give them some time to familiarize themselves with their content (5 min.)
3. Tell your groups to discuss and note down *how they see themselves using these new competences* and *how their role is now shifting*. Encourage them to get inspired by the cardboards they have in their hands (10 min.)
4. Each group should present its area(s) of competences and the main points of the discussion. Write on a flipchart the most important insights of each group to use later during the conclusion activity (15 min.)

**The *European Framework for the Digital Competence of Educators (2016/2017)* describes 22 elementary competences organized in 6 areas:**

**Area 1: Professional Engagement** includes four different sets of competences:

Organizational communication - To use digital technologies to enhance organisational communication with learners, parents and third parties.

Professional collaboration - To use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience, and collaboratively innovating pedagogic practices.

Reflective practice - To individually and collectively reflect on, critically assess and actively develop one's own digital pedagogical practice

Digital Continuous Professional Development (CPD) - To use digital sources and resources for continuous professional development.

**Area 2: Digital Resources** is made up of three competences:

Selecting digital resources - To consider the specific learning objective, context, pedagogical approach, and learner group, when selecting digital resources.

Creating and modifying digital resources - To modify and build on existing openly licensed resources and other resources where this is permitted. To create or cocreate new digital educational resources. To consider the specific learning objective, context, pedagogical approach, and learner group, when designing digital resources and planning their use.

Managing, protecting and sharing digital resources - To organize digital content and make it available to learners, parents and other educators. To protect sensitive digital content. To respect and correctly apply privacy and copyright rules. To understand the use and creation of open licenses and open educational resources, including their proper attribution.

**Area 3: Teaching and Learning** consists of four competences:

Teaching - To plan for and implement digital devices and resources in the teaching process for effective teaching. To manage and orchestrate digital teaching interventions. To experiment with and develop new formats and pedagogical methods for instruction.

Guidance - To use digital technologies and services to interact with learners, individually and collectively, within and outside the learning session. To use digital technologies to offer timely and targeted guidance and assistance. To experiment with and develop new forms and formats for offering guidance and support.

Collaborative learning - To use digital technologies to foster and enhance learner collaboration. To enable learners to use digital technologies as part of collaborative assignments, as a means of enhancing communication, collaboration and collaborative knowledge creation.

Self-regulated learning - To enable learners to plan, monitor and reflect on their own learning, provide evidence of progress, share insights and come up with creative solutions.

**Area 4: Assessment** includes three main sets of competences:

Assessment strategies - To use digital technologies for formative and summative assessment.

Analysing evidence - To generate, select, critically analyse and interpret digital evidence on learner activity, performance and progress.

Feedback and planning - To use digital technologies to provide targeted and timely feedback to learners.

**Area 5: Empowering Learners** has three main topics:

Accessibility and inclusion - To ensure accessibility to learning resources and activities, for all learners, including those with special needs. To consider and respond to learners' (digital) expectations, abilities, uses and misconceptions, as well as contextual, physical or cognitive constraints to their use of digital technologies.

Differentiation and personalization - To use digital technologies to address learners' diverse learning needs, by allowing learners to advance at different levels and speeds, and to follow individual learning pathways and objectives.

Actively engaging learners - To use digital technologies to foster learners' active and creative engagement with a subject matter. To use digital technologies within pedagogic strategies that foster learners' transversal skills, deep thinking and creative expression. To open up learning to new, real-world contexts, which involve learners themselves in hands-on activities, scientific investigation or complex problem solving, or in other ways increase learners' active involvement in complex subject matters.

**Area 6: Facilitating Learners' Digital Competence** in 5 most crucial topics:

Information and media literacy - To incorporate learning activities, assignments and assessments which require learners to articulate information needs; to find information and resources in digital environments; to organize, process, analyze and interpret information; and to compare and critically evaluate the credibility and reliability of information and its sources.

Digital communication & collaboration - To incorporate learning activities, assignments and assessments which require learners to effectively and responsibly use digital technologies for communication, collaboration and civic participation.

Digital content creation - To incorporate learning activities, assignments and assessments which require learners to express themselves through digital means, and to modify and create digital content in different formats. To teach learners how copyright and licenses apply to digital content, how to reference sources and attribute licenses.

Responsible use - To take measures to ensure learners' physical, psychological and social wellbeing while using digital technologies. To empower learners to manage risks and use digital technologies safely and responsibly

Digital problem solving - To incorporate learning activities, assignments and assessments which require learners to identify and solve technical problems, or to transfer technological knowledge creatively to new situations.

		<p><b>Sources:</b></p> <p><a href="https://ec.europa.eu/jrc/en/digcompedu">https://ec.europa.eu/jrc/en/digcompedu</a></p>
<p><b>Reflections of the session and discussion</b></p>	<p>15'</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To make sure that all participants can share their opinions and feel engaged and respected</li> </ul> <p><b>Material: small ball</b></p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>Tell the participants to stand in a circle. Initiate a discussion based on the guiding questions below. Hold the ball and start with your own reflection. Then toss the ball to another participant and encourage her/him to share her/his thoughts. That participant, as soon as she/he concludes, should toss the ball to a different participant.</li> <li>Conclude this activity by thanking everyone for sharing their thoughts</li> </ol> <p><b><u>Guiding questions for debriefing:</u></b></p> <ul style="list-style-type: none"> <li>How did you experience the activities?</li> <li>Was there anything that surprised you?</li> <li>Did the activities give you a new understanding of what online teaching and learning is?</li> <li>Do you feel that there was something missing?</li> </ul>
<p><b>Summary and Conclusion</b></p>	<p>5'</p>	<p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>Revisit the main concepts you have worked with during this session using the flipcharts with participants' collaborative work.</li> </ol>
<p><b>Break</b></p>	<p>10'</p>	<p><b>Instructions:</b></p> <p>The trainer announces a ten-minute break.</p>

MODULE III				PART I	
				F2F Training	
<b>Session 3</b>	Main strategies supporting online learning implementation in education	<b>Time</b>	90 mins	<b>Target Group</b>	Adult educators and trainers; Migrant support workers
<b>Aims</b>	<ul style="list-style-type: none"> <li>To allow participants to familiarize themselves with the main strategies supporting online learning implementation</li> <li>To introduce the possibilities for assessing course effectiveness</li> </ul>				

Activity	Time	Content
<b>Introduction to the session: are there any strategies when teaching in online learning environments?</b>	10'	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To introduce five online teaching strategies.</li> </ul> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>Start the session by introducing five popular online teaching strategies:           <ul style="list-style-type: none"> <li><b>Cooperative Learning</b> - It has been found that students can learn more effectively when they can work in small groups. Online learning offers plenty of ways to offer students a possibility to cooperate: commenting, discussion forums, chats, file co-authoring, user-groups, polls, surveys. In case learning software doesn't have those capabilities built in, it can be integrated with services that do (like Google Drive for co-authoring and Slack for group chat).</li> <li><b>Differentiation Instruction</b> - Teaching the same material to all students using a variety of instructional strategies. It can also require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student. For example, you can offer different tracks of the same training.</li> </ul> </li> </ol>

		<p>One might be for people who are new to the subject matter. Another can be suitable for people who are somewhat familiar. A final one might be for experts.</p> <ul style="list-style-type: none"> <li>• <b>Self-Paced Learning</b> - Accommodates for different learning rates and needs by letting the learner control the speed of the course.</li> <li>• <b>Multiple Learning Tools</b> - Addressing various learning styles and preferences by presenting the information in different ways during the course.</li> <li>• <b>Teacher-Student Interaction</b> - Just because the teaching and learning takes place online doesn't mean there's no interaction between the teacher and the learner. But one has to be intentional about making it happen. There are many possibilities: live streaming, Q&amp;A sessions etc.</li> </ul> <p>2. Ask the participants whether they have already tried any of the described strategies and what their experiences are.</p> <p><b>Sources:</b></p> <p><a href="https://www.uscreen.tv/blog/list-of-online-teaching-strategies/">https://www.uscreen.tv/blog/list-of-online-teaching-strategies/</a></p>
<p><b>Tools and Methods to implement an online learning course</b></p>	<p>20'</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Allow participants to reflect on how a successful online course should be implemented.</li> <li>• Offer participants a potential approach on how to build an online course.</li> </ul> <p><b>Material:</b> notepads, pens, flipchart, markers, list of 10 steps to implement online course</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Ask students to form four groups. Each group should write down steps to implement successful online course as they see it. Participants should use their own experience as teachers and learners.</li> <li>2. Give each group a list (see TABLE C below) created by John Tweeddale. Ask them to compare the list they made with the one given.</li> <li>3. Ask groups to share their reflections on their initial lists and the one proposed by John Tweeddale.</li> </ol>

**TABLE C - 10 Steps to Implement Online Course**

<b>PLAN</b>	1. Define the goals and outcomes.
	2. Select features and assets that align with your goals.
	3. Identify how you will measure your success.
<b>IMPLEMENT</b>	4. Take advantage of professional development and training opportunities.
	5. Customize the course to best meet your goals and outcomes
	6. Use onboarding resources to make you students comfortable.
<b>EVALUATE</b>	7. Monitor student performance throughout the course.
	8. Improve student performance by using communication tools and other intervention methods.
	9. Be open to making revisions during the course to improve the course's effectiveness.
	10. Review data to measure success and plan course revisions.

**Sources:**

<https://www.pearsoned.com/10-steps-can-make-online-learning-implementation-successful/>



**Tips for the facilitators:**

\*Students can stay in four groups as they will have groupwork in the next activity as well.

**Assessing Course effectiveness and students' learning (interactive session)**

30'

**Objectives:**

- To introduce a theory for assessing course effectiveness to the participants.
- To allow participants to analyse the theory keeping in mind their own personal needs as online trainers.

**Material:** notepads, pens, levels of Kirkpatrick's model to give to groups

**Instructions:**

1. Introduce to the participants the four levels of training evaluation created by Donald Kirkpatrick (See Table D below). The model is built so that the level 1 is the easiest and level 4 the hardest to apply. This model

was created in the 1950s and it is not directly applicable to the present day online learning. However, the model can also be used as a theoretical model on which one can build their own evaluation plan.

2. Divide the participants to 4 groups. Each group gets one of the levels for analyzing. Groups should attempt answering the following questions:
  - How could you use this method to evaluate your course?
  - Which could be the possible reasons that this method might give false answers or might not work?
  - How to tackle the potential problems?
  - Would you consider using this method to assess your course(s)?
3. Every group will present their answers. Participants may ask questions about other groups' work.
4. Close this activity by emphasizing the fact that as every online course is unique, so should be the evaluation of it. Therefore, they should take the Kirkpatrick's model as a source of inspiration and make an evaluation plan which would best fit their needs.

**TABLE D: Four levels of training evaluation**

Level	Method of Evaluation
Level 1 - Reaction	Learners' reaction to the course can be assessed by asking questions like: <ul style="list-style-type: none"> <li>• What did you think about the course?</li> <li>• What did you like the most?</li> <li>• What aspects were under-covered or least liked?</li> <li>• Would you recommend the course to their colleagues/peers?</li> </ul>
Level 2 - Learning	The focus is on whether the learners acquired the information, skills, and knowledge they expected. Key questions: <ul style="list-style-type: none"> <li>• Did they learn what they intended to learn?</li> <li>• Has this training improved their skills, confidence and attitudes?</li> <li>• Did this course offer them all the resources they were looking for?</li> </ul>

		To get the most accurate result, you should test learners prior to and after taking the course.
	Level 3 - Behavior	<p>This level seeks to measure the transference of course knowledge into the workforce or student body. Key questions:</p> <ul style="list-style-type: none"> <li>• Is the new knowledge used in their every-day work environment?</li> <li>• Are they now able to share their learning with others in the workplace / classroom?</li> <li>• Have supervisors, colleagues, and co-workers seen positive behavioural adjustments?</li> </ul>
	Level 4 - Results	<p>These metrics measure whether, and to what degree, planned organizational outcomes were accomplished as a result of training. For example:</p> <ul style="list-style-type: none"> <li>• Did the course increase productivity?</li> <li>• Did it help reduce negative outcomes (such as accidents or injuries)?</li> <li>• Was the overall error rate reduced?</li> </ul> <p>Etc.</p>
	<p><b>Sources:</b></p> <p><a href="https://www.coursearc.com/how-to-measure-online-course-effectiveness/">https://www.coursearc.com/how-to-measure-online-course-effectiveness/</a></p> <p><a href="https://www.mindtools.com/pages/article/kirkpatrick.htm">https://www.mindtools.com/pages/article/kirkpatrick.htm</a></p>	
Reflections on the session and discussion	15'	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Allow participants to freely discuss and reflect on the topics and concepts discussed in this session.</li> </ul> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Use a fishbowl method to discuss the topics of this session.</li> <li>2. Arrange the chairs so that there would be 4-5 chairs in an inner circle and other chairs in an outer circle.</li> </ol>

		<ol style="list-style-type: none"> <li>3. Ask if there are any volunteers among the participants to sit on the chairs in the inner circle. NB! One chair must remain empty in the inner circle. All the other participants shall sit on the chairs on the outer circle.</li> <li>4. Ask participants in the inner circle to freely start discussing the topics covered in this session. Allow the discussion to go in its natural direction.</li> <li>5. If any participant from the outer circle wants to add anything to the discussion, they should take a seat on the empty chair. If they have asked their question or shared their comment, they shall return to their place in the outer circle.</li> <li>6. Halfway through the time, change the people sitting in the inner circle.</li> <li>7. This exercise allows the participants to have open discussion with their colleagues. In the same time, people who do not wish to speak can just listen.</li> <li>8. As a facilitator, be attentive of the topics discussed and make a small summary in the end of the exercise.</li> </ol>
<b>Summary and conclusion of the teaching block</b>	5'	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Allow everyone to shortly reflect on the topics covered in this teaching block.</li> </ul> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>• Ask every participant to say what was the most important and/or useful thing they learned from this session.</li> </ul>
<b>Break</b>	10'	<p><b>Instructions:</b></p> <p>The trainer announces a ten-minute break.</p>

<b>MODULE III</b>				<b>PART I</b>			
				<b>F2F Training</b>			
<b>Session 4</b>	The newly established relationship between educators	<b>Time</b>	90 mins	<b>Target Group</b>	Adult educators and trainers;		

	and learners in the online environment				Migrant support workers
<b>Aims</b>	<ul style="list-style-type: none"> <li>• To allow participants to discuss the relationship of teachers and students in the online classroom.</li> <li>• To explore and acquire skills to create interactive and appealing online learning experiences.</li> <li>• To allow participants to reflect on the engagement of the most marginalised adults in online learning.</li> </ul>				

Activity	Time	Content
Introduction to the session: how does the relationship between educators and learners differ in online environments compared to a formal setting?	10'	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Introduce and discuss the relationship of teachers and students in the online learning environment.</li> </ul> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Introduce the differences of online communication and face-to-face communication (see TABLE E below).</li> <li>2. Have a discussion with the participants on the following questions: <ul style="list-style-type: none"> <li>• What could be the most important factors of teacher and student communication that will be lost when communication takes place entirely online?</li> <li>• What could be the possible ways to overcome those problems?</li> </ul> </li> <li>3. Give participants an example - researchers have found that the lack of proximity is one thing that is important in teacher and students relationships, which might be lacking in online classroom. It has been suggested that focusing on active participation is one possibility to increase the closeness of teachers and students in online environments.</li> </ol>

		TABLE E	
		Online classroom	Face-to-face
		<b>Easiness</b> - Communication is quick and easy.	<b>Happiness</b> - People tend to be happier after face-to-face communication.
		<b>Efficiency</b> - Problem solving online is more efficient but might lead to misunderstandings.	<b>Impressions</b> - Face-to-face communication allows to form more positive impressions of the conversational partner and is more suitable for sensitive situations.
		<b>Satisfaction</b> - Online relationships give satisfaction as allow to form social connections easily.	<b>Closeness</b> - Face-to-face communication helps to build closeness in relationship.
		<p><b>Sources:</b></p> <p><a href="https://thepip.com/en-eu/2016/08/online-versus-face-to-face-catch-ups-the-good-the-bad-and-the-ugly/">https://thepip.com/en-eu/2016/08/online-versus-face-to-face-catch-ups-the-good-the-bad-and-the-ugly/</a></p> <p><a href="https://files.eric.ed.gov/fulltext/EJ1188336.pdf">https://files.eric.ed.gov/fulltext/EJ1188336.pdf</a></p>	
<p><b>Developing skills to develop interactive and appealing online learning experiences</b></p>	30'	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Allow participants to get to know some basic guidelines for interactive and appealing online learning experiences.</li> <li>• Allow participants to analyse the guidelines keeping in mind their own needs and experiences as online facilitators.</li> </ul> <p><b>Material:</b> notepads, pens, flipchart, markers, guidelines from TABLE F to give groups</p> <p><b>Instructions:</b></p>	

1. Start by asking what are the concepts which describe interactive and appealing learning experiences for the participants. Write down the answers.
2. Discuss further whether the characteristics that the participants pointed out can be easily achieved in online classroom. If you find that some of the things are not very easily achieved in online learning, try to find alternatives.
3. Divide the participants to seven groups. Give each group one idea how to develop an interactive and appealing online learning experience (see TABLE F below).
4. Ask each group to discuss the following:
  - Point out the pros and cons of this idea.
  - What might be the possible obstacles in following this tip?
  - Propose solutions for the obstacles you have pointed out.
  - Do you think this tip is relevant for your students? Why?
  - Offer some practical examples how to use this tip in your work as online trainer.

**TABLE F - INTERACTIVE ELEARNING STRATEGY**

1. Make the content relevant & on-topic	Concentrate on what is relevant for your learners (not for you).
2. Offer learners the possibilities to explore.	Offer learners links with information so that they can go deeper into topics interesting for them. Create stories and visual components the learners can interact with.
3. Include interactive and reality-based scenarios.	Integrating real life examples and problems allows you to show learners how this knowledge can be used in real life situations.
4. Quizzes/assessments at the end of each module or lesson	Allows learners to summarize the new knowledge. Use real/life problems and use video and/or audio questions.
5. Do not forget emotions	Emotional responses can help learners to better acquire and retain new information or skills. Try to avoid "shock value".

		<p>6. Encourage working in groups</p>	<p>It enables you to include the human element in your courses, which allows learn from other learners' experiences.</p>
		<p>7. Make your course aesthetically appealing</p>	<p>A course that includes a variety of different multimedia elements and is aesthetically appealing is going to be more interactive than one that relies upon solely text content.</p>
<p><b>Engaging the most marginalised adults in online teaching and learning environments</b></p>	<p>20'</p>	<p><b>Sources:</b>  <a href="https://elearningindustry.com/7-tips-to-develop-successful-interactive-elearning-strategy">https://elearningindustry.com/7-tips-to-develop-successful-interactive-elearning-strategy</a></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To discuss the potential problems which might occur when teaching the most marginalised adults.</li> <li>• Allow participants to try out an exercise they could use with their learners for both self-analysis and for getting to know the potential obstacles the students might have.</li> </ul> <p><b>Material: notepads, pens</b></p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Start this topic by explaining that when teaching the most marginalised adults, facilitators must definitely consider the current situation of the students to allow for meaningful learning to take place. It doesn't mean that teachers must be very indulgent - some adult learners might in contrary need firm dates and tests to successfully learn. This means that especially when working with marginalised adults, the trainer will acquire a huge benefit by getting to know their students. Additionally, they should be flexible keeping their students' special needs in mind.</li> <li>2. For example, it has been indicated that adult learners are often dealing with different everyday challenges and a wide variety of</li> </ol>	

stressors. Marginalised adults may have also dropped out of school in their past life and therefore have negatives feelings towards traditional classrooms. At the same time, exactly the opposite is also possible. Therefore, it is crucial to get to know the learners.

3. Ask the participants to write down the main motivation, why they are taking part of this training. Honesty is important! Next, ask your participants to write down 3 most probable factors, which might prevent them from fully engaging in this training (it could be anything - children calling from home, worrying about sick parents, feeling hungry etc.) Next, ask them to add one solution for every problem they pointed out.
4. Explain to the participants that this kind of self-analysis might be a good way to allow their adult learners to get to know themselves better and be prepared to help themselves, when the problems occur. You could design the task so that you as a trainer can see their analyses and can therefore assist your students with their problems.
5. Discuss with the participants if they think they could use this method with their students.

**Sources:**

- <https://elearningindustry.com/adult-learning-facts-stats-elearning-pros-need-know>
- <https://epale.ec.europa.eu/en/blog/digital-and-online-learning-adult-education>

**Reflections on the session and discussion**

15'

**Objectives:**

- Allow students to reflect on the topics discussed in this study session

**Instructions:**

1. In this session the topics of appealing and interactive online learning environments and engaging the most marginalized adults were discussed.
2. Divide the participants to groups of four and let them have further discussions on the following questions:

		<ul style="list-style-type: none"> <li>Do you think that the most marginalized adult learners need different approaches when creating appealing and interactive online classrooms? Every group of participants should feel free to choose any specific group of marginalized people for a more meaningful discussion.</li> <li>If you answered yes, then what different approaches are needed?</li> <li>If you answered no, please explain.</li> </ul>
<b>Summary and conclusion of the teaching block</b>	5'	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To allow participants to share their discussions and conclude this session.</li> </ul> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>Ask every group to share their answers. Have a short discussion if needed.</li> <li>Summarize the participants answers and point out the main themes of this session.</li> </ol>
<b>Break</b>	10'	<p><b>Instructions:</b></p> <p>The trainer announces a ten-minute break.</p>

<b>MODULE III</b>				<b>PART I</b>	
				<b>F2F Training</b>	
<b>Session 5</b>	Advantages and Challenges of online teaching and learning	<b>Time</b>	90 mins	<b>Target Group</b>	Adult educators and trainers; Migrant support workers
<b>Aims</b>	<ul style="list-style-type: none"> <li>To allow participants to discuss the advantages and challenges of online facilitators</li> <li>To discuss online safety for online facilitators</li> </ul>				

Activity	Time	Content
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<p><b>Introduction to the session: what are the advantages and challenges that educators face when teaching online? Are there any safeguarding techniques?</b></p>	<p>10'</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To allow participants to creatively discuss the topic of the session and have them figure out their own opinions prior to the further input provided in this session.</li> </ul> <p><b>Material: notepads, pens</b></p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>Start with discussing how every profession has its own advantages and challenges, which is the topic of this session.</li> <li>To help participants to engage with the topic, ask them to work in pairs and imagine that they are the manager of an educational unit and they want to employ a very good educator to their team of online facilitators, but the person doesn't have previous experience in online education and doesn't know what to expect. Your task is to give the person a list of 2 advantages of online education, 2 challenges for online educators and 2 tips to be safe as an online trainer.</li> <li>Ask each pair to share their lists with others.</li> </ol>
<p><b>Advantages and challenges of the changing role of educators in the current online teaching and learning environments</b></p>	<p>30'</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Discuss the advantages and challenges of online teaching.</li> <li>Allow participants to analyse their own perspective on the topic.</li> </ul> <p><b>Material: notepads, pens</b></p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>Start by explaining that the advantages and challenges that the online education brings are surely not universally the same for every teacher. It may depend on many factors and it is slightly different for every teacher.</li> <li>Ask the participants to think about their own methods and working practices as teachers and write down 3 advantages and 3 challenges that online education presented for them.</li> <li>If participants have finished, introduce the challenges and advantages from the literature (see TABEL G below). After every challenges/advantage ask</li> </ol>

students if anyone wrote down the same thing for themselves and ask them to further comment.

4. Finish this activity by discussing how knowing our strengths and weaknesses helps to utilize them or overcome them.

**TABLE G - ADVANTAGES AND CHALLENGES OF ONLINE TEACHING**

ADVANTAGES	CHALLENGES
Convenience and flexibility in time	Lack of knowledge and comfort in the use of technology
Convenience and flexibility in location	Building a community of learners
Efficiency in some tasks	Facilitating discussions
Broader student population	Working with passive students
Opportunity to take time to craft responses to student postings	Accepting that responding to student questions is also teaching time
Easier to access and share information	Encouraging collaboration
Getting to know more students better	Communication without body language
Indisputable records of class participation	Invisibility
Large community of online teachers	Student rudeness
Possible to notice faster if a student has lost track and offer help discreetly	Illusion of urgency

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**Sources:**

- <https://www.mghihp.edu/faculty-staff-faculty-compass-teaching/benefits-and-challenges-online-instruction>
- <https://tophat.com/blog/online-teaching-challenges/>
- <https://elearningindustry.com/online-teaching-challenges-a-z>
- <https://www.sciencedirect.com/science/article/abs/pii/S0360131505000990>
- <https://www.urbanpro.com/online-tutoring/top-10-benefits-online-teaching>

**Strategies to safeguard oneself**

20'

**Objectives:**

- Introduce some strategies for a safe online presence.
- Create discussion on online safety of online facilitators.

		<p><b>Material: device to show a video, internet connection</b></p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Start by showing participants the video “Teach Students About Internet Safety and Privacy” by Google for Education (link: <a href="https://www.youtube.com/watch?v=25G4tLVH1JE">https://www.youtube.com/watch?v=25G4tLVH1JE</a>). Explain that this video gives some very general ideas about online safety for average user.</li> <li>2. Explain to the participants that online safety is a relatively fresh topic and therefore all the professionals engaged in the online environments need to reflect what are the online risks specific for their field of action and how to tackle those risks.</li> <li>3. Have a discussion: <ul style="list-style-type: none"> <li>• What are the most important online risks for online trainers in adult education?</li> <li>• How to tackle those risks?</li> </ul> </li> </ol> <p><b>Sources:</b></p> <p><a href="https://www.youtube.com/watch?v=25G4tLVH1JE">https://www.youtube.com/watch?v=25G4tLVH1JE</a></p>
<p><b>Reflections on the session and discussion</b></p>	<p>15'</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Allow participants to reflect and discuss the new knowledge from this session</li> </ul> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Ask participants to discuss in pairs the following questions: <ul style="list-style-type: none"> <li>• What was the most interesting information they got from this teaching session?</li> <li>• How could they use this new knowledge in their daily work?</li> <li>• What are the questions or topics they would like to continue exploring?</li> </ul> </li> </ol>
<p><b>Summary and conclusion of</b></p>	<p>5'</p>	<p><b>Objectives:</b></p>

<b>the teaching block</b>		<ul style="list-style-type: none"> <li>To summarize and conclude this teaching block.</li> </ul> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>Ask every pair to share their thoughts. Write them down.</li> <li>If some important parts of this session were not mentioned, add it by yourself in the end to help participants to better memorize the new information.</li> </ol>
<b>Final comments for the whole training (Modules 1-3)</b>	10'	<p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>The trainer/group of trainers thank all participants for their active participation to the training and their valuable contributions.</li> </ol>

MODULE III				PART II, Self-directed on-line learning	
Section 6	Knowledge, skills and attitudes educators should acquire to facilitate successful online learning sessions - A set of online learning material	Time	240 mins	Target Group	Adult educators and trainers; Migrant support workers.
Aims	<ul style="list-style-type: none"> <li>To give learners a thorough insight to the various roles that educators must adopt online through a dedicated online reading list</li> </ul>				
Instructions	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>To actively engage the learners with a dynamic set of reading material that will enhance their knowledge, skills and attitudes to facilitate online learning sessions.</li> </ul>				

**Instructions:** Read carefully the sources below and keep notes on the most important elements that summarize the knowledge, skills and attitudes an educator should acquire as to facilitate successful online sessions.

- Elize Terblanché (2015) Deciding to teach online: Communication, opportunities and challenges for educators in distance education, *Communicatio*, 41:4, 543-563. <https://www.tandfonline-com.ezproxy.utlib.ut.ee/doi/abs/10.1080/02500167.2015.1115416>
- Evrim Baran, Ana-Paula Correia & Ann Thompson (2011) Transforming online teaching practice: critical analysis of the literature on the roles and competencies of online teachers, *Distance Education*, 32:3, 421-439. <https://www.tandfonline.com/doi/abs/10.1080/01587919.2011.610293>
- Avgerinou, Maria & Andersson, C.. (2007). E-Moderating personas. *Quarterly Review of Distance Education*. 8. 353-364. [https://www.researchgate.net/profile/Maria\\_Avgerinou/publication/313085916\\_E-Moderating\\_personas/links/58ff134a0f7e9bcf65451440/E-Moderating-personas.pdf](https://www.researchgate.net/profile/Maria_Avgerinou/publication/313085916_E-Moderating_personas/links/58ff134a0f7e9bcf65451440/E-Moderating-personas.pdf)
- Margaret Edwards, Beth Perry & Katherine Janzen (2011) The making of an exemplary online educator, *Distance Education*, 32:1, 101-118. <https://www-tandfonline-com.ezproxy.utlib.ut.ee/doi/full/10.1080/01587919.2011.565499>
- Peter Kilgour, Daniel Reynaud, Maria Northcote, Catherine McLoughlin & Kevin P. Gosselin (2018): Threshold concepts about online pedagogy for novice online teachers in higher education, *Higher Education Research & Development*. <https://www-tandfonline-com.ezproxy.utlib.ut.ee/doi/full/10.1080/07294360.2018.1450360>
- Lily K.L. Compton (2009) Preparing language teachers to teach language online: a look at skills, roles, and responsibilities, *Computer Assisted Language Learning*, 22:1, 73-99, <https://www.tandfonline.com/doi/full/10.1080/09588220802613831>
- Quality Assessment for E-learning: a Benchmark Approach (2016) [https://e-xcellencelabel.eadtu.eu/images/E-xcellence\\_manual\\_2016\\_third\\_edition.pdf](https://e-xcellencelabel.eadtu.eu/images/E-xcellence_manual_2016_third_edition.pdf); Introductory videos of manual: <https://e-xcellencelabel.eadtu.eu/tools/manual>

	<ul style="list-style-type: none"> <li>▪ Schmidt Klaus (2004), A Model to Integrate Online Teaching and Learning Tools Into the Classroom, <i>Journal of Technology Studies</i>, v30 n2 p86-92. <a href="https://eric.ed.gov/?id=EJ905129">https://eric.ed.gov/?id=EJ905129</a></li> <li>▪ Heather Kanuka &amp; Liam Rourke (2008) Exploring amplifications and reductions associated with e-learning: conversations with leaders of e-learning programs, <i>Technology, Pedagogy and Education</i>, 17:1, 5-15. <a href="https://www.tandfonline.com.ezproxy.utlib.ut.ee/doi/full/10.1080/14759390701847401">https://www.tandfonline.com.ezproxy.utlib.ut.ee/doi/full/10.1080/14759390701847401</a></li> </ul>
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MODULE III				PART II, Self-directed on-line learning	
<b>Section 7</b>	<b>Relationship dynamics between educators and learners in the online environments</b>	<b>Time</b>	240 mins	<b>Target Group</b>	Adult educators and trainers; Migrant support workers.
<b>Aims</b>	<ul style="list-style-type: none"> <li>• To enable learners to think critically and reflect on their own experience concerning online learning</li> </ul>				
<b>Instructions</b>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• To reflect on your experience regarding online learning both as a tutor and a learner</li> </ul> <p><b>Instructions:</b> After carefully reading the article below, take some time to think through your own experience, both as a tutor and a learner, in an online learning environment. Create a mind map of how you have experienced online learning so far; list all the elements that constituted your relationship to the others in an online environment; and number those which are susceptible to change.</p> <ul style="list-style-type: none"> <li>▪ Gurhan Durak &amp; Murat Ataizi (2016) Learner Views About a Distance Education Course, <i>Contemporary Educational Technology</i>, 7(1): 85-105. Available in: <a href="https://www.cedtech.net/download/learner-views-about-a-distance-education-course-6164.pdf">https://www.cedtech.net/download/learner-views-about-a-distance-education-course-6164.pdf</a></li> </ul>				

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MODULE III				PART II, Self-directed on-line learning	
Section 8	Benefits and Limits of online teaching: how to safeguard oneself in the online teaching and learning environments	Time	240 mins	Target Group	Adult educators and trainers; Migrant support workers.
Aims	<ul style="list-style-type: none"> <li>To enable learners to get acquainted with the various advantages and disadvantages that online teaching entails.</li> </ul>				
Instructions	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>To critically reflect on the various benefits and limits of online teaching</li> </ul> <p><b>Instructions:</b> After carefully watching the videos below and considering the different advantages and disadvantages you have been presented with, create a list regarding the ways you could safeguard yourself in the online teaching and learning environments.</p> <ul style="list-style-type: none"> <li>Online Learning Benefits and Teaching Using Digital Content with Brendan Kavanagh <a href="https://www.youtube.com/watch?v=t2dGnD1KR1E">https://www.youtube.com/watch?v=t2dGnD1KR1E</a></li> <li>Advantages and Disadvantages of E-learning <a href="https://www.youtube.com/watch?v=yGTovSBTfTs">https://www.youtube.com/watch?v=yGTovSBTfTs</a></li> <li>Why is online teaching important? <a href="https://www.youtube.com/watch?v=EDULQMR6wJs">https://www.youtube.com/watch?v=EDULQMR6wJs</a></li> <li>The advantage and disadvantage of Online Learning <a href="https://www.youtube.com/watch?v=bTeD48X-bU8">https://www.youtube.com/watch?v=bTeD48X-bU8</a></li> </ul>				



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