



Distance Educator



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COMMERCE & INDUSTRY**



**VYTAUTAS MAGNUS
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ACADEMY**

DISTANCE EDUCATOR CURRICULUM

IO1/A2

Definition of learning units and training

ENGLISH

Distance Educator- Training Educators of Adults in the digital age

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MODULE 1: SKILLS / CHARACTERISTICS OF AN ADULT EDUCATOR

The aim of the Module1: SKILLS / CHARACTERISTICS OF AN ADULT EDUCATOR

This module aims to provide adult educators/trainers in VET sector with the framework of the innovative digital skills they need to be equipped to be competent as professionals. It is an easy-to-use package emphasising the importance of being digitally literate and it provides practical ways to apply the key competences in practice. It can also be used as a guide for adult educators to keep digital efforts upgraded and aligned with modern practices.

Time duration:	12 hours
Level of EQF	4
ECVET:	3 CREDITS
Assignment:	The assignment is available through the mobile app: DigiEduAdult app

Learning objectives of the Module:

- *to understand what the European Framework for the Digital Competence of Educators means for learning in a digital age.*
- *to understand the importance of digital competences.*
- *to list the digital competences based the European Framework for the Digital Competence of Educator.*
- *to know the educators' pedagogic competences*
- *to know the educators' professional competences*

Learning outcomes of the Module:

- *participants will have a better understanding of Digital Competences*
- *participants will understand what the European Framework for the Digital Competence of Educators means for learning in a digital age*

Teaching methods of the Module:	<input type="checkbox"/> Student-centred learning <input type="checkbox"/> Self-directed learning <input type="checkbox"/> Experimental learning
Teaching tools used:	<input type="checkbox"/> Open educational resources <input type="checkbox"/> Mobile app <input type="checkbox"/> Videos <input type="checkbox"/> Exercises



Topics of the Module:

Submodule 1.1 Introduction of adult educator and introduction to digital competence

Duration: 4 hours of self-study

Learning outcomes of Submodule 1.1 Introduction of adult educator and introduction to digital competence

Knowledge	Skills	Competences
<ul style="list-style-type: none"> • <i>General and/or specialized knowledge acquired through knowledge of different academic and/or professional fields and theoretical principles.</i> • <i>Learning primarily through analytical thinking</i> 	<ul style="list-style-type: none"> • <i>Wide-ranging skills, may also be specialized, including the use of appropriate tools, methods, different technological procedures, materials, and theories.</i> • <i>Evaluation and use of information to formulate decisions and solutions. Formulation of solutions of well-defined abstract problems.</i> • <i>Ability to carry out various, non-standardized tasks.</i> 	<ul style="list-style-type: none"> • <i>Ability to operate in diverse and specific settings.</i> • <i>Taking responsibility for the quality of the work process and results, showing autonomy and a degree of initiative.</i> • <i>Taking responsibility and initiative for the acquisition of new knowledge and skills.</i> • <i>Characterized by an entrepreneurial orientation and the ability to organize and work in complex teams.</i>
<ul style="list-style-type: none"> • The participant has an integrated knowledge about the Digital competences 	<ul style="list-style-type: none"> • The participant knows and names the different digital competences 	<ul style="list-style-type: none"> • Regardless of educational level and experience, the participants will improve their professional skills and will upgrade the effectiveness of open education and vocational training programs

1.1. Introduction of adult educator and introduction to digital competence

According to the *European Qualification Framework (EQF)*, an adult educator is a professional who is responsible for facilitating learning processes for adults. Adult educators are expected to have a broad range of knowledge, skills, and competencies to design, deliver, and evaluate effective adult learning activities.



An *Adult Educator* is an individual who facilitates and supports the education of adults by utilizing a variety of practices and theories to impart knowledge on a particular subject or topic. Teaching adults requires different approaches than teaching children, as evidenced by the different teaching methods used in Early Years, Primary, Secondary, and Higher Education. Whereas teaching children is based on pedagogy, teaching adults is based on *Andragogy*.

To become an Adult Educator, one must have similar qualifications as any other teacher, which may include a degree in their area of specialization and an official teaching qualification. Additionally, Adult Educators may need relevant experience in teaching or their subject area. In the current era, due to the rapid evolution of technology and the impact of Covid-19, Adult Educators must also possess specific skills and competencies based on the European Framework for the Digital Competence of Educators.

The *European Framework for the Digital Competence of Educators (DigCompEdu)* further specifies that adult educators should possess digital competence, which includes the skills, knowledge, and attitudes needed to effectively use digital technologies and media. This is becoming increasingly important in today's digital age, as adult learners are often required to use technology to access and engage with learning materials and resources.

The *European Digital Competence Framework for Citizens (DigComp)* captures learners' digital competence that organized into six areas of digital competence that adult educators should possess.

The first area is Information and Data Literacy, which includes competences related to searching, evaluating, and using digital information effectively. This involves understanding how to access and evaluate digital resources, as well as how to use data to inform decision-making.

The second area is Communication and Collaboration, which includes competences related to using digital technologies to communicate and collaborate with others. This involves understanding how to use digital tools to facilitate online discussions, work collaboratively on digital projects, and engage with learners using digital media.

The third area is Digital Content Creation, which includes competences related to creating and sharing digital resources. This involves understanding how to use digital tools to create multimedia content, design digital learning materials, and share digital resources with learners.

The fourth area is Safety, which includes competences related to protecting personal data and ensuring online safety. This involves understanding how to protect personal information, recognize and avoid online risks, and maintain a safe and secure online environment for learners.



The fifth area is *Problem Solving*, which includes competences related to using digital tools to solve problems and make decisions. This involves understanding how to use digital technologies to analyze data, solve problems, and make decisions.

The sixth and final area is *Innovation*, which includes competences related to adopting and adapting to new digital technologies and media. This involves understanding how to evaluate and adopt new digital tools, as well as how to adapt to changing digital environments and evolving learner needs.

Overall, possessing digital competences is essential for adult educators in today's digital world, as it enables them to effectively engage and support learners using digital technologies and media.

The DigCompEdu framework outlines 22 competences: The three levels refer to the:

1. Educators' professional competences
2. Educators' pedagogic competences
3. Learners' competences and organized into six areas, with each area focusing on different aspects of an educator's professional activities.

Areas 1-3 are anchored in the stages of any teaching process and detail how to use digital technologies effectively when planning, implementing, and assessing teaching and learning. Area 4 focuses on enhancing assessment using digital technologies and strategies, while Area 5 acknowledges the potential of digital technologies for learner-centered teaching and learning strategies. Area 6 is dedicated to facilitating learners' digital competence. The core of the DigCompEdu framework is defined by Areas 2-5, which explain the digital competences educators need to foster efficient, inclusive, and innovative teaching and learning strategies. Area 5 is transversal to Areas 2-4 and contains guiding principles relevant and complementary to the competences specified in these areas.

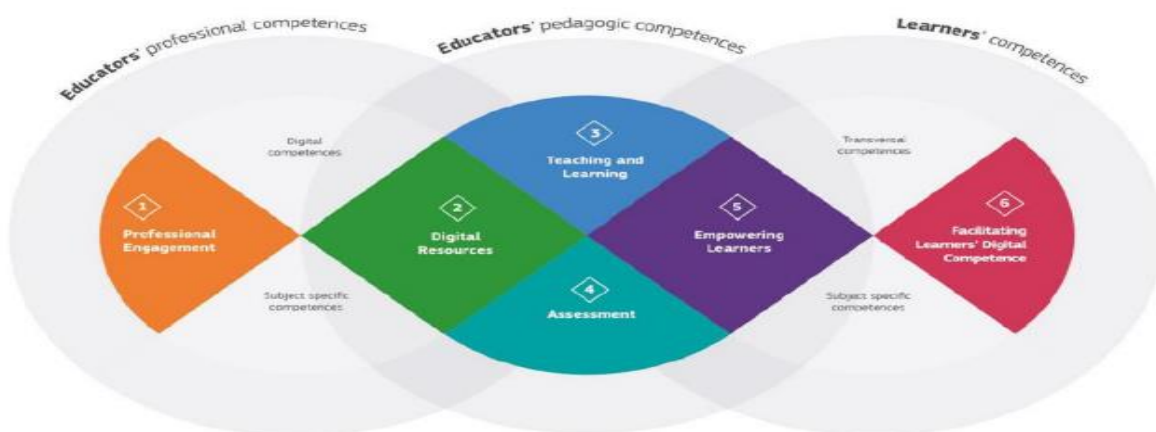


Figure 1. DigCompEdu areas and scope

Source: https://joint-research-centre.ec.europa.eu/digcompedu_en

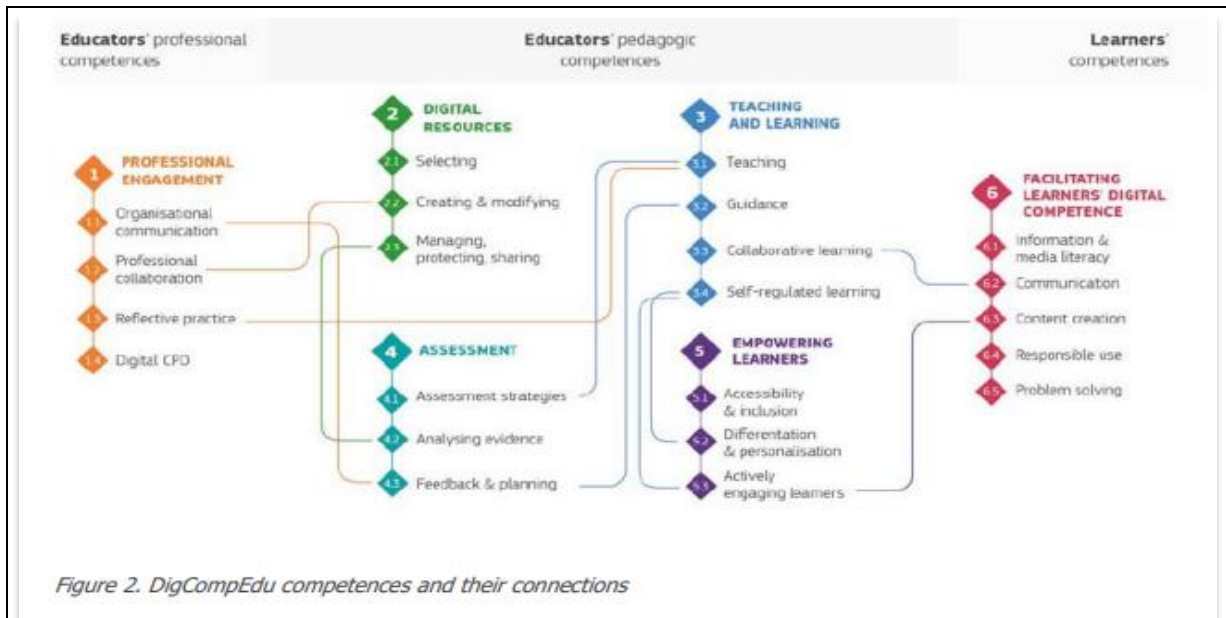


Figure 2. DigCompEdu competences and their connections

Source: <https://publications.irc.ec.europa.eu/repository/handle/JRC107466>

Suggestions for trainers

1. *Encourage trial-and-error learning processes:* Rather than focusing on technical knowledge or specific IT tools, trainers should encourage learners to approach "the machine" with curiosity, stimulating exploratory attitudes, abductive abilities, and problem-solving skills. Trainers should promote a learning environment where making mistakes is not a shame but a productive way to reflect on the causes of the error, while being successful may generate new good practices.
2. *Promote abductive reasoning:* Encourage trainees to develop the ability to carry on abductive inferences related to the elaboration of information found on the web. Abduction has to do with inferential processes leading to the formation of explanatory theories and the generation of new ideas. Thinking of the web, the navigation experience from one Internet source to another requires users to develop the ability to generate new meanings in the wide landscape of the digital networked complexity.
3. *Develop problem-solving skills:* Trainers should support the development of problem-solving skills associated with the use of technologies. This includes the capacity to solve technical problems, as well as the ability to propose technological solutions for the problems of everyday life. Making an artifact such as a multimedia resume, for example, allows trainees to get involved in learning by doing activities that require learners to confront technical challenges, be creative, and express themselves.
4. *Emphasize transversal skills:* Digital competence has to do not only with technologies but also with transversal skills that are crucial for lifelong learning processes. Trainers should promote the development of cognitive flexibility and openness towards change,



encouraging learners to approach the digital landscape with curiosity and a willingness to explore.

By following these suggestions, trainers can help adult learners develop the digital competences they need to be active citizens and engage in continuous professional development and learning.

Submodule 1.2. Educators' professional competences

Duration: 3 hours of self-study

Learning outcomes of Submodule 1.2 Educators' professional competences

Knowlegde	Skills	Competences
<ul style="list-style-type: none"> <i>The participant has an integrated knowledge about educator's professional competences</i> 	<ul style="list-style-type: none"> <i>The participant knows and names the different educator's professional competences</i> 	<ul style="list-style-type: none"> <i>The participants realize the usefulness of the educator's professional competences</i>

1.2. Educators' professional competences

A significant challenge faced by educators, teachers, and mentors is the need for *pedagogical content knowledge* (PCK) for online teaching. This includes professional, pedagogic competencies required to design and facilitate meaningful online learning experiences.

The Covid-19 crisis has resulted in an abundance of advice, tools, and suggestions for educators, with a primary focus on developing digital competencies based on the European Framework for the Digital Competence of Educators. However, the challenge for educators lies not only in acquiring technical skills but also in developing pedagogical skills that align with online learning environments.

This unit aims to address the skills and competencies required for delivering effective online courses. The unit will reference the European Framework for the Digital Competence of Educators, and learners can explore this further by following the link in the bibliography.

By completing this unit, learners will gain valuable knowledge and skills that will help them design and facilitate engaging and effective online learning experiences. They will develop a deeper understanding of the pedagogical strategies required to create successful online courses and the technical competencies necessary for their implementation.

The skills/ competences for delivering online training courses:

1. Fundamental competencies

- Basic technological skills
- Technical and communication skills
- Adaptability and availability skills





- Be a cultural facilitator and embrace cultural awareness.

2. Specialized competences focus on working with and for learners.

- Plan and implement online courses (research skills)
- Organise the online course (organizational skills)
- Evaluate learning.
- Manage how the class operates.
- Have in mind the student diversity.
- Support learners and lifelong learning.
- Enthusiasm for learning and teaching

3. Professionalism and collaborative professionalism

- Organizational communication
- Commit to own professional development and to the profession.

4. Curricular competencies

- Digital Continuous Professional Development

1. Fundamental competencies

The fundamental competencies for an adult educator include *basic technological skills* such as understanding and using classroom management software, databases, and electronic presentations. *Technical and communication skills* are also crucial for engaging learners and interpreting non-verbal communication during online training sessions. *Adaptability and availability skills* are important for being prepared for unexpected situations, and trainers should be available for communication during the training course. Finally, *cultural facilitation skills* are needed to enrich and develop learners' cultural experiences through various activities and works.

Tips:

- *Check internet speed, microphone, camera.*
- *Share some information about yourself* and let the trainees do it as well. *First*, it helps to establish a connection and build rapport between the educator and the learners. This can create a more comfortable and welcoming learning environment. *Second*, it helps to humanize the educator and makes them more approachable, which can encourage learners to ask questions and seek clarification. *Finally*, it can help to create a sense of community among the learners, which can lead to greater engagement and participation in the course.
- *Involve trainees from the beginning of the course* (try to involve them every 15-30 minutes give them exercises, case studies, quizzes, video, interactions group exercises etc.)
- *Set well-explained tasks with clear rationales.*



- One important skill for adult educators is *active listening*. By listening carefully to what their learners are saying about their experiences, educators can gain valuable insights into their learners' needs, interests, and challenges. This can help educators tailor their teaching approach to better meet the needs of their learners and create a more engaging and effective learning experience. Active listening also demonstrates that educators value their learners' perspectives and opinions, which can help build a positive and collaborative learning environment. To be effective listeners, educators should give their full attention to the speaker, ask clarifying questions, and avoid interrupting or jumping to conclusions. By prioritizing active listening, adult educators can foster stronger relationships with their learners and create more meaningful learning experiences.
- *The delivery of training course* is to be offered professionally, keeping in mind the type, need, and knowledge level of the trainees.
- *List all types of non-verbal communication* and try to decode it.
- *Be prepared for the unexpected*. As adult education increasingly moves towards online and hybrid formats, it is crucial for educators to be prepared for unexpected situations that may arise during a training course. This can include technical issues, unexpected questions or comments from learners, or other unforeseen challenges. Being prepared can involve having backup plans or alternative approaches ready, as well as being flexible and adaptable in response to changing circumstances. Additionally, having good communication and problem-solving skills can help educators navigate unexpected situations effectively and ensure that learners are still able to achieve their learning objectives. Ultimately, being prepared for the unexpected can help educators deliver high-quality and effective training courses, even in challenging circumstances.
- *Adult educators should work as cultural facilitators* and consider the cultural background of their learners when designing and delivering training courses. They can include examples or case studies from different cultures to enrich the learning experience and promote cultural awareness among learners. This can lead to a more inclusive and diverse learning environment, and help learners develop a better understanding and appreciation of different cultures.

2. Specialized competences focus on working with and for learners.

The specialized competencies of adult educators focus on working with and for learners in a variety of settings, including online courses. Here are some of the key competencies that adult educators should possess:

- *Plan and implement online courses*: Adult educators should have research skills that allow them to develop effective online courses that meet the needs of their learners. This involves selecting appropriate resources, designing engaging activities, and creating assessments that accurately measure learning outcomes.



- *Organize the online course:* In addition to planning the course content, adult educators should have strong organizational skills that allow them to manage the technical aspects of an online course, such as setting up and managing a learning management system, creating a schedule, and communicating with learners.
- *Evaluate learning:* Adult educators should be able to evaluate learning outcomes and adjust their teaching strategies accordingly. They should be able to assess student progress using a variety of tools, such as quizzes, essays, and group projects, and use this information to identify areas where learners may need additional support.
- *Manage how the class operates:* Adult educators should be able to manage the online learning environment effectively, including facilitating discussion forums, managing group projects, and providing feedback to learners in a timely and constructive manner.
- *Have in mind the student diversity:* Adult educators should be sensitive to the needs of learners from diverse backgrounds and be able to adapt their teaching strategies to accommodate different learning styles, cultural backgrounds, and levels of experience.
- *Support learners and lifelong learning:* Adult educators should be able to provide learners with ongoing support and encouragement to help them achieve their learning goals. They should be able to recognize when learners may need additional help or resources and be able to provide them with appropriate guidance and support.
- *Enthusiasm for learning and teaching:* Adult educators should have a passion for learning and teaching and be committed to creating a positive and engaging learning environment. They should be able to inspire learners and encourage them to develop a lifelong love of learning.

In summary, adult educators who work with online learners should possess a wide range of specialized competencies, including research skills, organizational skills, the ability to evaluate learning, managing how the class operates, considering student diversity, supporting learners and lifelong learning, and having enthusiasm for learning and teaching. These competencies are essential for creating an effective and engaging online learning experience for adult learners.

Tips:

- When *choosing materials for students*, it's important to consider the diversity of the student population. By considering different aspects of diversity such as gender, culture, religion, language, and other identities, educators can create a more inclusive and welcoming learning environment. Here are some ways to *improve the selection of materials*:
 - *Conduct a diversity audit:* Start by examining the materials you currently use and evaluate their representation of diverse perspectives. Look for gaps in representation and areas where stereotypes or biases may be present.





- *Seek out diverse perspectives:* Look for materials that include voices and experiences from a variety of cultures, religions, genders, and languages. Seek out authors and creators who come from diverse backgrounds.
 - *Engage with the community:* Reach out to families and members of the community to learn more about their cultures, beliefs, and practices. Use this information to inform your selection of materials and to ensure that you are accurately representing diverse perspectives.
 - *Incorporate authentic resources:* Use authentic resources such as primary source documents, news articles, and literature to give students a firsthand look at different cultures and perspectives.
 - *Use inclusive language:* Choose materials that use inclusive language and avoid stereotypes or derogatory language. Make sure that all students can see themselves reflected in the materials.
- By taking these steps, educators can create a more inclusive and diverse learning environment that supports all student.
- Give proper and detailed instructions.
 - Every session sends the training material.

3. Professionalism and collaborative professionalism

Professional collaboration is essential for educators to exchange knowledge, ideas, and experiences to discover and improve pedagogic practices.

To enhance professional collaboration, educators can use digital tools and innovative technologies, such as online group meetings, digital forums and platforms, cloud-based sharing of educational resources, and email calendars. Collaboration requires formal changes in operation and strong cultural support within an organization.

To improve professional collaboration within an organization, educators can create digital social cohesion, involve more individuals in decision-making and problem-solving, encourage open online conversations, and spend time constructively criticizing existing practices and pursuing new ideas. These innovative ways of using the competence of collaboration promote a collaborative culture, encourage innovation and risk-taking, and contribute to existing knowledge.

Organizational communication and commit to own professional development and to the profession.

Professional collaboration is crucial for educators to exchange knowledge, ideas, and experiences, and improve pedagogic practices. This collaboration involves the use of digital technologies to connect with other educators remotely or in the same place. To enhance professional collaboration, educators can utilize several digital tools and innovative technologies such as online group meetings, digital forums and platforms, cloud-based



sharing of educational resources, and email calendars. Collaboration is different from communication because it focuses on contributing to existing knowledge and creating innovation. To improve professional collaboration within an organization, formal changes in operation and strong cultural support are necessary. To achieve this, educators can create digital social cohesion, involve more individuals in decision-making and problem-solving, encourage open online conversations to surface innovative ideas, and spend time constructively criticizing existing practices and pursuing new ideas. These innovative ways of using collaboration promote a collaborative culture, encourage innovation and risk-taking, and contribute to existing knowledge.

Tips:

- *Use digital tools and innovative technologies:* Utilize digital tools such as online group meetings, digital forums, cloud-based sharing of educational resources, and email calendars to connect with other educators remotely or in the same place.
- *Focus on collaboration:* Collaborate with other educators to exchange knowledge, ideas, and experiences to improve pedagogic practices. This should involve contributing to existing knowledge and creating innovation.
- *Implement formal changes:* To achieve effective collaboration, it's important to make formal changes in operation and provide strong cultural support within the organization.
- *Create digital social cohesion:* Establish connections of trust with colleagues by connecting with them on social networking websites.
- *Pursue new ideas:* Spend time constructively criticizing existing practices and pursuing new ideas by dropping your thoughts in an online, anonymous suggestion box, and encouraging others to do the same.

Implementing these suggestions can enhance professional collaboration among educators, promote a collaborative culture, encourage innovation and risk-taking, and contribute to existing knowledge.

4. Curricular competencies**Digital Continuous Professional Development**

Digital Continuous Professional Development (CPD) is the ongoing improvement of teaching practice using digital resources. To enhance CPD, Doug Lemov advises educators to apply the following techniques:

- *Practice the 80-20 rule:* Spend more time improving the 20% of things that are most critical and responsible for the most considerable amount of value that the other 80%. In other words, prioritize the most critical aspects of your teaching practice.



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- *Focus on specific things:* Work intensively on a particular skill that requires strategic thinking and self-discipline. Identify the key competence you want to improve, isolate it, and be persistent in your efforts.
- *Facilitate feedback circles:* Feedback is an essential element of formative assessment. To enhance CPD, educators can facilitate feedback circles where they receive feedback from colleagues and use it to improve their teaching practice.

By implementing these techniques, educators can enhance their CPD using digital resources. They can prioritize critical aspects of their teaching practice, focus on specific skills, and receive feedback to improve their teaching practice. This can lead to ongoing improvement and better outcomes for learners.

Innovative ways to make use of the competence in action.

- *Attend online courses:* Look for and attend online courses for specific topics you would like to improve your skills in. This is an excellent way to stay updated and enhance your digital competence.
- *Seek help:* Don't be afraid to seek help from the IT expert of your organization, a colleague, or even a student. They can provide valuable assistance and guidance.
- *Apply new knowledge:* Once you have gained new knowledge, apply it in your class and ask for feedback from your students. This will help you identify areas for improvement and enhance your teaching practice.
- *Take risks:* Don't be afraid to use new digital tools and techniques in your teaching practice. Taking risks can lead to innovative solutions and better outcomes for your learners.
- *Connect with professional networks:* Connect with professional collaborative networks online to exchange practices, share knowledge and ideas, and stay updated with the latest trends.
- *Look for new sources of knowledge:* Look online for new webinars, video tutorials, or other sources of knowledge to enhance your digital competence and stay updated.

By implementing these innovative ways to make use of digital competence, educators can improve their teaching practice, stay updated with the latest trends, and better serve their learners.



Source https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.elearningproject.cloud%2Fidl%2F&psig=AOvVaw2bG9YclZisP_32spZ0G5_f&ust=1684399328230000&source=images&cd=vfe&ved=0CBEQjRxqFwoTCODZyc76-4CFQAAAAAdAAAAABAJ





Submodule 1.3. Educators' pedagogic competences

Duration: 5 hours of self-study

Learning outcomes of Submodule 1.3 Educators' pedagogic competences

Knowlegde	Skills	Competences
<ul style="list-style-type: none"> The participant has an integrated knowledge about Educators' pedagogic competences 	<ul style="list-style-type: none"> The participant knows and names the different Educators' pedagogic competences 	<ul style="list-style-type: none"> The participants realise the usefulness of educators' pedagogic competences

1.3. Educators' pedagogic competences

1. Digital Resources

Selecting digital resources: Educators need to know how to conduct research to find quality information and evaluate the credibility and reliability of sources. *Google* and other search engines can be used to filter information based on specific keywords. Comparing and contrasting results from different search engines can also help in evaluating the reliability of sources.

Creating and modifying digital resources: Educators need to learn how to create and modify digital resources, such as videos and infographics, while respecting copyright licenses. Tools like *Genial.ly*, *Canva*, *Powtoon*, *Videoscribe*, and *Camtasia* can be used to develop this competence. Students can benefit from creating content, which can help them review the contents included.

Managing, protecting, sharing: Educators and students need to know how to store and manage digital content, understand Creative Commons licenses, and share their content appropriately. Platforms like *Symbaloo* and *Pearl trees* offer the ability to store and manage resources and share them while respecting different licenses.

Innovative ways to apply these competences could include asking students to create videos about different topics and incorporate them into an interactive image on *Genial.ly* or modifying free videos using video editing tools like *Videopad* and *Camtasia*. Students could also share their creations on *YouTube* and *Genial.ly* or use *Google Drive* to store and manage different digital contents.

Developing these digital competences can help educators and students access quality information, create, and modify digital resources, and manage and share their content appropriately.



Source: <https://southfayettelibrary.org/explore-digital-resources/>





2. Teaching and Learning

Teaching in a digital environment involves integrating digital devices and resources to enhance the learning process, manage digital learning strategies, and develop new pedagogical methods.

How can you develop this competence?

- Explore innovative teaching methods and practice high-tech approaches (e.g., game-based learning, project-based learning).
- Utilize available classroom technologies such as digital whiteboards, projectors, PCs, and *Google Classroom*, or adapt new technologies to meet students' needs.
- Organize and manage the integration of digital devices and content, such as videos and interactive activities, into the teaching and learning process.
- Use interactive learning principles to engage students (e.g., engagement, interaction, and feedback).
- Innovative ways to make use of the competence in action:
- Use podcasts, motivational talks, interviews, and online courses to enhance teaching.
- Create virtual field trips using *Google Cardboard* to learn about history, explore places, or study earth phenomena.
- Use social media platforms to connect with students, post discussion topics, and share relevant information.

Guidance:

Guidance competence involves using digital technologies and services to interact with learners individually and collectively during and after learning. It includes providing timely and targeted guidance, experimenting with new forms and formats, and offering learners support.

How can you develop this competence?

- Use digital communication tools such as email, chat, and social networks to respond to learners' questions related to homework and tests.
- Utilize different learning platforms, such as *course management systems (CMS)* and *learning management systems (LMS)*.
- Share and use career counseling resources available online.
- *Innovative ways* to make use of the competence in action:
 - Use formative assessment combined with digital solutions to identify struggling students and provide help before their grades drop.
 - Implement *Bring Your Own Device (BYOD)* and use mobile devices for in-class polls and quizzes to receive instant feedback on students' understanding of class concepts.



Collaboration in learning

Collaboration in learning refers to the utilization of digital technologies to promote and enhance learner collaboration, communication, and knowledge creation.

How can you develop this competence?

To develop this competence, you may:

- Explore various models of collaboration, such as remote collaboration, role-based collaboration, and shared-screen collaboration.
- *Implement collaborative activities or projects* to encourage learners to use digital technologies to support their work, such as internet search or presenting their results.
- *Require learners* to document their collaborative efforts using digital technologies, such as digital presentations, videos, and blog posts.
- Set up *collaborative activities in a digital environment*, such as blogs, wikis, Moodle, and virtual learning environments.

Innovative ways to make use of the competence in action.

To make use of this competence innovatively, you may:

- *Monitor and guide learners' collaborative interaction* in digital environments and use digital technologies to enable learners to share insights with others and receive peer-feedback and individual assignments.
- *Allocate time for activities* that help groups and partners get to know each other, both early in the development process and on an ongoing basis.
- *Flip the classroom* by uploading the online lecture and allowing students to view the lecture portion of the lesson plan on their own time, which puts a lot of responsibility on them. However, it frees up a considerable amount of class time for more collaborative work. This changes the dynamic of the classroom from teacher-focused to student-centered.
- *Use class time* to encourage brainstorming sessions. In these sessions, students are free to create and express their ideas. Open discourse enables educators to evaluate students' understanding of concepts and pair them with peers who complement their weaknesses.

Self-regulated learning

Self-regulated learning refers to learners' ability to plan, monitor, reflect on their knowledge and develop creative solutions using digital technologies.

How can you develop this competence?

To develop this competence, you may:



- Encourage learners to *use digital technologies* to support their individual learning activities and tasks, such as obtaining information or presenting results.
- *Use digital technologies* to gather evidence and record progress, such as producing audio or video recordings, photos, and texts.
- Help learners develop, apply, and review appropriate *self-assessment criteria* using digital technologies.
- Give students *planning / strategizing tips* on planning their time, such as using planning tools and calendar applications.

Innovative ways to make use of the competence in action

To make use of this competence innovatively, you may:

- *Discuss the self-regulated learning strategies* that learners use, such as sharing information, active presence, documentation and classification, monitoring and feedback, personal management, self-assessment, and collaborative learning.
- *Support your students in understanding* task comprehension by giving them detailed directions, examples, and marking criteria for the task they need to complete.
- *Encourage self-regulated learners* to use metacognitive processes where they evaluate cognitive strategies, they use to complete a learning task. In these motivational processes, learners set goals and use strategies to attain them, including behavioural methods where learners try to make a schedule to better manage time and modify their environment.

3. Assessment

Assessment is a critical component of the VET learning process that plays a crucial role in evaluating students' knowledge and understanding of a particular subject. It can be broadly divided into *two categories: summative and formative assessment*.

Summative assessment is typically conducted at the end of an instructional unit and is used to evaluate students against a predetermined standard or benchmark.

In contrast, *formative assessment* is designed to monitor students' learning progress continuously, providing ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.

Various *digital tools and strategies* can be employed to support assessment processes. For instance, digital assessment tools can be used to monitor the learning process and gather information on learner progress. Digital technologies can also be used to support learners with their assignments and assessments, providing them with the opportunity to interpret results from formative, summative, self- and peer-assessment perspectives. To ensure the *effectiveness of feedback*, assessment management systems can be employed to provide personal feedback and offer differentiated support to the learners.



Furthermore, digital technologies can be leveraged to generate, select, critically analyses, and interpret digital evidence on learner activity, performance, and progress. This information can be used to inform teaching and learning, allowing VET and adult educators to design and implement activities from which they can acquire data on the activity of learners and their performance. The data generated by the digital technologies can then be analysed to provide insights into the learners' progress and performance, helping educators to adapt their teaching and assessment practices.

In addition, digital technologies can be employed to support peer and self-assessment practices in VET sector. Peer assessment involves students assessing each other's contributions individually using a checklist of criteria. Self-assessment involves students assessing their own contributions, as well as their peers', using an established checklist of criteria.

Finally, it is crucial to critically evaluate the available evidence on VET learner activity and progress, including the data generated by the digital technologies used. VET Educators should also be aware of the pros and cons of different digital and non-digital assessment formats and adapt their strategies accordingly.

Overall, incorporating digital tools and strategies into assessment practices can enhance the effectiveness of teaching and learning, leading to better educational outcomes.

Sources of knowledge of the Module 1. SKILLS / CHARACTERISTICS OF AN ADULT EDUCATOR

Submodule 1.1. Introduction of adult educator and introduction to digital competence

- https://joint-research-centre.ec.europa.eu/digcompedu_en
- <https://epale.ec.europa.eu/en/blog/oer-digital-skills-competences-adult-learners>
- <https://www.cedefop.europa.eu/en/projects/key-competences-vocational-education-and-training>
- https://vp-academic-affairs.kau.edu.sa/Files/838/Files/161958_The%20five%20competencies%20of%20e-learning-En.pdf

Submodule 1.2 Educators' professional competences

- https://joint-research-centre.ec.europa.eu/digcompedu_en
- <https://epale.ec.europa.eu/en/blog/oer-digital-skills-competences-adult-learners>
- <https://www.cedefop.europa.eu/en/projects/key-competences-vocational-education-and-training>
- <https://pecb.com/pdf/brochures/guideline-for-delivering-online-training-courses.pdf>
- http://www.moec.gov.cy/aethee/synedria/2014_teliko/2014_06_26_handbook_englis_h.pdf





- <http://www.basicsskills.eu/wp-content/uploads/2012/01/maria-marquard-competence-development-of-the-adult-educators.pdf>
- https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/genericdocument/wcms_849395.pdf
- https://cdn-contenu.quebec.ca/cdn-contenu/adm/min/education/publications-adm/devenir-enseignant/reference_framework_professional_competencies_teacher.pdf?1611584651

Submodule 1.3. Educators' pedagogic competence s

- https://joint-research-centre.ec.europa.eu/digcompedu_en
- <https://epale.ec.europa.eu/en/blog/oer-digital-skills-competences-adult-learners>

Terms related with the Module 1: SKILLS / CHARACTERISTICS OF AN ADULT EDUCATOR

<i>Adult educator</i>	<i>Lifelong learning</i>	<i>Digital Resources</i>
<i>European Qualification Framework (EQF)</i>	<i>Distance Educator</i>	<i>Digital Continuous Professional Development (CPD)</i>
<i>Problem Solving</i>	<i>Educators' Professional Competences</i>	<i>Innovative ways</i>

Summary of the syllabus for the Module1. SKILLS / CHARACTERISTICS OF AN ADULT EDUCATOR

This module covers the key skills and competencies needed for adult educators to facilitate effective learning experiences in today's digital age. It introduces the European Framework for the Digital Competence of Educators (DigCompEdu), which outlines 22 competencies across six areas necessary for innovative teaching and learning strategies. The module also discusses the importance of pedagogical content knowledge (PCK) for online teaching, and the various competencies required for adult educators working in online settings. Educators are encouraged to develop their digital competencies, utilize digital tools to enhance their teaching, and to provide ongoing feedback to improve learning outcomes. Overall, the module provides a comprehensive guide for educators to design and facilitate meaningful online learning experiences.

The module "Introduction of adult educator and introduction to digital competence" discusses the role of adult educators in facilitating learning processes for adults and the importance of possessing digital competencies in today's digital age. The European Framework for the Digital Competence of Educators (DigCompEdu) outlines 22 competencies organized into six areas that are crucial for efficient and innovative teaching and learning strategies. The module provides suggestions for trainers, including promoting trial-and-error learning processes,





encouraging abductive reasoning, developing problem-solving skills, and emphasizing transversal skills. By following these suggestions, adult learners can develop the digital competencies they need for continuous professional development and engagement as active citizens.

The module "Educators' Professional Competences" discusses the skills and competencies required for delivering effective online courses. The module emphasizes the need for pedagogical content knowledge (PCK) for online teaching and outlines the different competencies required for adult educators working in online settings. These competencies include basic technological skills, research and organizational skills, the ability to evaluate learning, manage the class environment, and support learners from diverse backgrounds. The module also highlights the importance of professionalism and collaborative professionalism among educators and suggests various ways to enhance professional collaboration. Additionally, the module discusses the concept of Digital Continuous Professional Development (CPD) and provides techniques for educators to improve their teaching practice using digital resources. Overall, the module provides a comprehensive guide for educators to design and facilitate meaningful online learning experiences.

Module "Educators' pedagogic competences" of the course focuses on educators' pedagogic competences, specifically in the areas of digital resources, teaching and learning, guidance, collaboration in learning, self-regulated learning, and assessment. The module emphasizes the importance of developing these digital competences to access quality information, create and modify digital resources, and manage and share content appropriately. Educators are encouraged to use various digital tools and strategies to enhance their teaching, such as utilizing available classroom technologies, implementing collaborative activities or projects, and using digital communication tools to respond to learners' questions. Additionally, assessment is a critical component of the learning process and can be supported by digital tools and strategies to provide ongoing feedback to improve teaching and learning outcomes.



Module 1. SKILLS / CHARACTERISTICS OF AN ADULT EDUCATOR ASSESSMENT

PART I. Module 1. DISTANCE EDUCATOR SELF-ASSESSMENT QUESTIONS- PRETEST

M1. I. Q1. An Adult Educator is someone who teaches, supports, and facilitates the education of adults.

- a) **YES**
- b) NO

M1. I. Q2. The Digital Competence Framework for Educators carried out by the European Commission consists of six competence areas in three levels concerning the acquisition of 22 competences. The three levels refer to the: 1. Educators' professional competences 2. Educators' pedagogic competences 3. Learners' competences

- a) **YES**
- b) NO

M1. I. Q3. What suggestion can trainers follow to promote the development of problem-solving skills in adult learners?

- a) ***Trainers can support the development of problem-solving skills associated with the use of technologies.***
- b) Trainers should not focus on problem-solving skills in adult learners.

M1. I. Q4. Digital CPD refers to the ongoing improvement of your teaching practice using digital resources.

- a) **YES**
- b) NO

M1. I. Q5. Can educators use digital communication tools such as email and social networks to respond to learners' questions related to homework and tests

- a) **YES**
- b) NO

M1. I. Q6. Selecting digital resources implies knowing how to create your own digital content and to modify existing content, respecting copyright licences?

- a) YES
- b) **NO**

M1.I. Q7. Teaching adults requires different approaches than teaching children and is based on pedagogy.



Distance Educator

- a) YES
- b) NO**

M1.I. Q8. Trainers should encourage trial-and-error learning processes and promote a learning environment where making mistakes is productive.

- a) YES**
- b) NO

M1.I. Q9. Digital Continuous Professional Development (CPD) involves ongoing improvement of teaching practice using digital resources.

- a) YES**
- b) NO

M1.I. Q10. Pedagogical content knowledge (PCK) is not necessary for online teaching.

- a) YES
- b) NO**

PART II. DISTANCE EDUCATOR SELF- EVALUATION QUESTIONS AFTER COMPLETION OF THE MODULE 1. POST TEST

M1. II. Q1. Adult educators are not required to possess digital competences according to the European Framework for the Digital Competence of Educators?

- a) YES
- b) NO**

M1. II. Q2. Digital content creation is one of the areas of digital competence that adult educators should possess?

- a) YES**
- b) NO

M1.II. Q3. Organizational skills are not necessary for adult educators working with online learners.

- a) YES
- b) NO**

M1. II. Q4. Creating and modifying digital resources does not require educators to respect copyright licenses.

- a) YES
- b) NO**

M1. II. Q5. Educators do not need to understand Creative Commons licenses when managing and sharing digital content.



Distance Educator

- a) YES
- b) NO**

M1. II. Q6. The European Framework for the Digital Competence of Educators is referenced in the unit on delivering effective online courses.

- a) YES**
- b) NO

M1. II. Q7. Formative assessment is conducted at the end of an instructional unit to evaluate students against a predetermined standard.

- a) YES
- b) NO**

M1. II. Q8. Digital technologies can be used to support peer assessment, where students assess each other's contributions using a checklist of criteria.

- a) YES**
- b) NO

M1. II. Q9. Digital content creation is one of the areas of digital competence that adult educators should possess.

- a) YES**
- b) NO

M1. II. Q10. Organizational skills are not necessary for adult educators working with online learners.

- a) YES
- b) NO**

PART III. ESSAY. Please write in five lines your opinion about SKILLS / CHARACTERISTICS OF AN ADULT EDUCATOR In VET SECTOR



Distance Educator

Example M1:

- 1. An adult educator in the VET sector should possess a strong knowledge base in their specialized field, enabling them to deliver relevant and up-to-date content to their students. They should also demonstrate excellent digital competences based on the DigCompEdu framework. These competences include the ability to use digital tools effectively, critically evaluate online resources, and promote digital literacy among learners. By integrating digital competences into their teaching practices, educators can enhance engagement, collaboration, and innovation in the learning process. Additionally, staying updated on emerging technologies and adapting instructional methods accordingly is essential for providing a high-quality learning experience in the digital age.*
- 2. Flexibility, Up to date knowledge of the teaching objective, knowledge of the student's general competence framework and background*
- 3. An adult educator in the VET sector should possess expertise in their subject matter, adaptability to cater to diverse learners, strong communication skills, facilitation abilities to foster interactive learning experiences, and a commitment to lifelong learning to stay current in their field. These skills and characteristics enable educators to effectively teach vocational skills, engage adult learners, create inclusive learning environments, and continuously improve their instructional practices.*
- 4. Adult learners bring increased complexity to the learners , they definitely bring their life experiences and current circumstances and require a different approach to instruction. Adult educators should have in-depth knowledge and expertise in their respective vocational fields. This ensures they can effectively teach and provide relevant, up-to-date information to their adult learners. Strong communication skills are essential for adult educators. In today's digital age, adult educators should be comfortable using technology and incorporating it into their teaching practices. This may include using learning management systems, multimedia resources, online collaboration tools, and virtual learning environments.*
- 5. The educator should be an active listener and attentive to detail. Communication skills, team leading and leadership skills are essential. The educator should be aware of the current methodologies and also have skills to prepare for the teaching in VET context, as well as evaluate the progress of the learners.*
- 6. Passionate, devoted, ready to learn something new, flexible and devoted.*
- 7. Regarding the skills/characteristics of an adult educator in the VET sector, an Adult Educator must have a broad range of knowledge, skills, and competencies in order to design, deliver, and evaluate effective adult learning activities. An Adult Educator must be an individual who facilitates and supports the education of adults by utilizing a variety of practices and theories to impart knowledge on a particular subject or topic. To become an Adult Educator, one must have similar qualifications as any other teacher,*





which may include a degree in their area of specialization and an official teaching qualification.

- 8. Adult educators are expected to implement different teaching processes and practices than children educators, utilizing different practices and theories relevant to their subject/topic. Therefore, adult educators should possess a variety of skills/characteristics and competencies, as well as a lot of knowledge in their field of expertise, so as to be in a position to design and deliver appropriate learning activities and evaluate adult learners effectively. Especially in this post-Covid19 era that everything gets more and more digitalized, adult educators should be flexible enough to shift from a traditional teaching process and adapt to an online one. This requires thus that adult educators should acquire basic digital and technological skills in order for them to be able to plan and organise an online course, being then in a position to efficiently implement, deliver and manage it.*
 - 9. I do believe that the VET sector is crucial for enhancing digital skills. It is essential to develop digital networking skills because many teams are working from a distance. Thus, different communication and collaboration platforms can be used for skills upscale.*
 - 10. Possessing in-depth knowledge and expertise in the specific vocational area being taught is crucial for an adult educator in the VET sector. Strong communication skills, both verbal and written, are essential for effectively conveying information, facilitating discussions, and providing constructive feedback to adult learners. Being adaptable and flexible is important for catering to the diverse needs, learning styles, and preferences of adult learners, creating an inclusive and engaging learning environment. Skilled facilitation involves guiding and supporting adult learners through active participation, critical thinking, problem-solving, and collaborative learning.*
- 5. Engaging in continuous professional development and reflective practice helps adult educators stay updated with industry trends, enhance their teaching skills, and improve the learning experience for their students.*

Module 1. AUTHOR: Maria Voudaski





MODULE 2: TEACHING METHODS AND TECHNIQUES

The aim of the Module:

The aim of this module is to assure the transition to a dynamic distance education model that accommodates new educational and vocational contingencies and learner needs. The new realities are redefining distance education, erasing the concept of “distance” reframing our notions of “learning” and “education,” and forcing learners and their instructors to interact, learn, and work in previously unimaginable ways. In connection with the intensive development of information technologies innovative, and especially Internet technologies, the problem of the development of distance learning is of particular importance, in particular in VET sector

Time duration:

12 hours

Level of EQF

4

ECVET:

3 credits

Assignment:

The assignment is available through the mobile app: DigiEduAdult app

Learning objectives of the Module:

- to understand modes and models of distance education and corresponding teaching methods and techniques
- to understand the importance of innovative teaching techniques
- to understand what leads to successful teaching and learning in a distance environment.
- to understand that feedback and planning are critical components of any effective training program
- to understand the importance of actively engaging learners in a distance environment

Learning outcomes of the Module:

- participants will have a better understanding of distance education/learning concept and main teaching methods and techniques
- participants will understand the importance of distance education/learning and the most effective teaching methods and techniques
- participants will understand the importance of distance education/learning and the most effective assessment strategies
- participants will understand the importance of feedback and planning

Teaching methods of the Module:

- Student-centred learning
- Self-directed learning
- Experimental learning
- Case based learning

Teaching tools used:

- Internet and other platforms/ applications
- Open educational resources
- Mobile app



<input type="checkbox"/> Videos <input type="checkbox"/> Interactive exercises		
Topics of the Module:		
Submodule 2.1 Types and models of distance education		
Duration: 6 hours of self-study		
Learning outcomes of Submodule 2.1 Types and models of distance education		
Knowlegde <ul style="list-style-type: none"> ○ <i>General and/or specialized knowledge acquired through knowledge of different academic and/or professional fields and theoretical principles.</i> ○ <i>Learning primarily through analytical thinking</i> 	Skills <ul style="list-style-type: none"> ○ <i>Wide-ranging skills, may also be specialized, including the use of appropriate tools, methods, different technological procedures, materials, and theories.</i> ○ <i>Evaluation and use of information to formulate decisions and solutions.</i> ○ <i>Formulation of solutions of well-defined abstract problems.</i> ○ <i>Ability to carry out various, non-standardized tasks.</i> 	Competences <ul style="list-style-type: none"> ○ <i>Ability to operate in diverse and specific settings.</i> ○ <i>Taking responsibility for the quality of the work process and results, showing autonomy and a degree of initiative.</i> ○ <i>Taking responsibility and initiative for the acquisition of new knowledge and skills.</i> ○ <i>Characterized by an entrepreneurial orientation and the ability to organize and work in complex teams.</i>
<ul style="list-style-type: none"> ● The participant has an integrated knowledge about distance education – main types and models. 	<ul style="list-style-type: none"> ● The participant knows and names the models of distance education 	<ul style="list-style-type: none"> ● The participants realize the usefulness of different models of distance education
<p><i>Types and models of distance education</i></p> <p>UNESCO defines distance education as “<i>an educational process and system in which all or a significant proportion of the teaching is carried out by someone, or something removed in space and time from the learner.</i>”</p> <p><i>Distance education requires:</i></p> <ul style="list-style-type: none"> – Structured planning – Well-designed courses – Special instructional techniques – Methods of communication by electronic and other technologies. 		



The aim and audience of distance learning has been used as a *pre-service* teacher preparation method with teacher-candidates, mostly with extensive face-to-face preparation, as an *in-service* vehicle to fulfil a mandate to upgrade the knowledge, skills, and qualifications of an existing teaching force and, finally, mainly in the form of Web-based education, serves as a *vehicle for continuing education*, offering enrichment, enhancement, and additional certifications for teachers who have attained at least a minimum level of certification for their content and grade level (Burns, M., 2011, p.9).

Distance education could be split in two categories: **asynchronous** and **synchronous learning**. *Asynchronous distance learning* is based on the interactions between the teacher and the learner at different times, such as learning from instructions on paper, listening to recorded lectures, or watching pre-recorded visual tutorials in a flexible timeframe. On the other hand, *synchronous learning* requires interactions in real-time, such as listening to live radio programs or attending live online lectures. Also, *a mix of these two modes of teaching* could be used. Modern and innovative distance education uses computers and the Internet as the delivery mechanism, with at least 80 percent of the course content delivered online (Yusupova G. Yu., Mukhamadieva F. E., 2020).

As main **models of distance education** the specialized literature records the following (Burns, M., 2011, p.10):

1. *Print-based distance education or Correspondence model* (Examples: Print textbooks, study guides)
2. *Audio-based models* (Examples: Broadcast: IRI, Narrowcast: IAI -via audio tape or CDs-, Two-way radio, Audio conferencing and telephone, Broadcast radio)
3. *Televsual-based models* (Examples: Broadcast television- educational and instructional-, Videoconferencing, Video)
4. *Computer - based or multimedia models* (Examples: Interactive video - disc and tape, CD-ROMs, Digital videodiscs - DVDs/VCDs -, Interactive multimedia, Computer - Aided Instruction, Intelligent Tutoring Systems, Digital learning games)
5. *Web-based models* (Examples: Computer-mediated communication, Internet-based access to World Wide Web resources, Online courses (e-learning), Online conferences (webcasts and webinars), Virtual classes/schools (cyber schools) and universities)
6. *Mobile models* (Examples: Hand-held devices, Portable media players -podcasting-, Cell phones and smart phones, Tablets, E-readers)





The *technologies used to support distance learning* are important for a well-functioning distance education program, but more critical for teacher learning are the type and quality of instruction offered with and through these technologies (Burns, M., 2011, p.123).

How instructors and learners act and interact within a dynamic distance learning environment is shown in the table 2.1. below (Burns, M., 2011, p.123-124):

Table 2.1. Dynamic distance education models

Characteristic	Dynamic distance education models
Technology	<ul style="list-style-type: none"> - Interactive/community-building - Exploratory - Information exchange - Computers integrated into learning experience. - Dynamic media presentation
Instruction	<ul style="list-style-type: none"> - Multimodal/multimedia - Learner-centred - Open, flexible, “any time, any place” learning - Grounded in constructivism
Role of instructor	<ul style="list-style-type: none"> - Co-learner - Assesses and supports learner’s process, progress, and products
Role of learner	<ul style="list-style-type: none"> - Learner as member of community of learning and practice - Promotes collegiality and shared learning. - Constant communication and collaboration among learners - Combines online and face-to-face interactions
Learning	<ul style="list-style-type: none"> - Multisensory/multichannel - Active
Knowledge	<ul style="list-style-type: none"> - Practical, authentic - Problem-based - Application, analysis, synthesis, creativity, evaluation, and critical thinking
Assessment	<ul style="list-style-type: none"> - Practically based/performance-based/focused on classroom application. - Diagnostic, formative, and summative - Assesses knowledge, skills, behaviors, and attitudes. - Assessed by instructor, peers, and self

It is recommended where possible a *dynamic model* that accommodates new educational and vocational contingencies and learner needs.

Recent studies (Perry, T., Findon, M., & Cordingley, P., (2021) identified **six general modes of online or blended teacher education**: 1. Lectures, workshops, seminars, discussion





groups or conferences, including one-off sessions and series; 2. Coaching and mentoring; 3. Classroom observations with feedback and/or discussion; 4. Resource bases or repositories, with varying degrees of user interaction and content creation; 5. Platforms and self-study programs, ranging from less to more structured programs that give access to curated/designed resources, learning content, assessments and/or directed activities to learners; 6. Virtual reality spaces or simulations. While these categories capture common types of activity, a large variation exists within and across these broad groups.

EXAMPLES IN VET SECTOR:

1. Lectures, workshops, seminars, discussion groups or conferences, including one-off sessions and series

Construction trades:

- *Workshop on framing a house:* students work in groups to plan and design a framing plan for a small house, then present their plans to the class for feedback and discussion.
- *Discussion group on safety in construction:* students research and present on different safety hazards in the construction industry, and lead a discussion on how to mitigate these risks on a job site.

Hospitality and tourism:

- *Lecture on customer service:* teacher provides an overview of customer service principles and best practices, then leads a group discussion on how these principles apply to the hospitality industry.
- *One-off seminar on wine tasting:* students learn the basics of wine tasting and food pairing, then participate in a blind tasting and discussion of different wines.

Information technology:

- *Workshop on website development:* students work in groups to design and create a basic website using HTML and CSS, then present their website to the class for feedback and discussion.
- *Seminar on cybersecurity:* teacher presents on common cybersecurity threats and best practices, then leads a discussion on how to mitigate these risks in an organization.

Healthcare:

- *Discussion group on patient communication:* students practice communication skills with simulated patients, then lead a discussion on the importance of clear communication in healthcare settings.
- *Workshop on medical device operation:* students learn the proper operation of different medical devices, then practice using them in a simulated clinical setting.

Business and administration:

- *Lecture on project management:* teacher provides an overview of project management principles and best practices, then leads a group discussion on how to apply these principles to different types of projects.





- *Series of seminars on financial literacy:* students learn the basics of personal finance, including budgeting, investing, and retirement planning.

Creative industries:

- *Workshop on photography:* students learn the basics of photography, including composition, lighting, and editing, then practice taking and editing their own photos.
- *Seminar on social media marketing:* teacher presents on best practices for social media marketing in the creative industries, then leads a discussion on how to develop and execute an effective social media strategy.

2. Coaching and mentoring

Construction trades:

- *Coaching on project management:* students work one-on-one with a mentor to develop and execute a project plan for a small construction project, receiving feedback and guidance throughout the process.
- *Mentoring on apprenticeship success:* students receive guidance from a mentor on how to succeed as an apprentice in the construction industry, including tips on communication, professionalism, and skill development.

Hospitality and tourism:

- *Coaching on guest relations:* students work one-on-one with a mentor to develop their customer service skills and practice handling difficult guest situations.
- *Mentoring on career advancement:* students receive guidance from a mentor on how to develop their skills and advance their careers in the hospitality and tourism industry.

Information technology:

- *Coaching on programming:* students work one-on-one with a mentor to develop their programming skills, receiving feedback and guidance on coding techniques and best practices.
- *Mentoring on industry trends:* students receive guidance from a mentor on the latest trends and developments in the information technology industry, including emerging technologies and job opportunities.

Healthcare:

- *Coaching on patient care:* students work one-on-one with a mentor to develop their patient care skills, receiving feedback and guidance on communication, clinical decision making, and other aspects of patient care.
- *Mentoring on career planning:* students receive guidance from a mentor on how to plan and advance their careers in the healthcare industry, including tips on education, certifications, and networking.

Business and administration:

- *Coaching on leadership:* students work one-on-one with a mentor to develop their leadership skills, receiving feedback and guidance on communication, decision making, and other aspects of leadership.



- *Mentoring on entrepreneurship:* students receive guidance from a mentor on how to start and grow their own business, including tips on market research, financing, and business planning.

Creative industries:

- *Coaching on design:* students work one-on-one with a mentor to develop their design skills, receiving feedback and guidance on creativity, aesthetics, and technical skills.
- *Mentoring on career development:* students receive guidance from a mentor on how to develop their careers in the creative industries, including tips on networking, branding, and portfolio.

3. Classroom observations with feedback and/or discussion

Construction trades:

- *Classroom observation and feedback on safety:* a teacher observes students in a practical class and provides feedback on their adherence to safety protocols, and discusses any areas for improvement with them.
- *Classroom discussion on project planning:* a teacher facilitates a group discussion on the planning phase of a construction project, encouraging students to share their ideas and provide feedback to each other.

Hospitality and tourism:

- *Classroom observation and feedback on customer service:* a teacher observes students in a role-playing activity where they handle customer complaints and provides feedback on their communication and problem-solving skills.
- *Classroom discussion on tourism trends:* a teacher facilitates a group discussion on the latest trends in the tourism industry, encouraging students to share their insights and experiences.

Information technology:

- *Classroom observation and feedback on programming skills:* a teacher observes students in a coding exercise and provides feedback on their coding techniques and problem-solving skills.
- *Classroom discussion on emerging technologies:* a teacher facilitates a group discussion on emerging technologies in the information technology industry, encouraging students to share their knowledge and insights.

Healthcare:

- *Classroom observation and feedback on patient care:* a teacher observes students in a simulated patient care scenario and provides feedback on their communication, clinical decision making, and other aspects of patient care.
- *Classroom discussion on career pathways:* a teacher facilitates a group discussion on different career pathways in the healthcare industry, encouraging students to explore their options and ask questions.

Business and administration:





- *Classroom observation and feedback on leadership skills:* a teacher observes students in a group project and provides feedback on their communication, collaboration, and leadership skills.
- *Classroom discussion on entrepreneurship:* a teacher facilitates a group discussion on entrepreneurship in the business world, encouraging students to share their ideas and ask questions.

Creative industries:

- *Classroom observation and feedback on design skills:* a teacher observes students in a design exercise and provides feedback on their creativity, aesthetics, and technical skills.
- *Classroom discussion on career opportunities:* a teacher facilitates a group discussion on different career opportunities in the creative industries, encouraging students to explore their options and ask questions.

4. Resource bases or repositories, with varying degrees of user interaction and content creation.

Construction trades:

- *Collaborative resource creation:* students collaborate to create a resource base on best practices for safety in construction, using a shared online platform.
- *Interactive resource use:* students use an online resource base to access and interact with 3D models of construction projects, allowing them to explore and analyze the details of each project.

Hospitality and tourism:

- *Student-created content:* students create and upload their own videos showcasing different aspects of the tourism industry, which are then added to a shared online repository.
- *Resource review and feedback:* students use an online resource repository to access and review existing materials on customer service in the hospitality industry, and provide feedback on the quality and relevance of the resources.

Information technology:

- *Collaborative coding project:* students work together to create a shared repository of code snippets and solutions to common programming problems, which they can then use and build upon in their individual projects.
- *Interactive programming challenges:* students use an online platform to access and complete coding challenges, with instant feedback on their progress and the option to share their solutions with others in a shared repository.

Healthcare:

- *Student-created case studies:* students create and upload their own case studies on patient care scenarios, which are then added to a shared online repository for others to access and analyse.



- *Resource rating and ranking:* students use an online resource base to access and rate different materials on medical terminology, anatomy, and other topics relevant to healthcare, helping to identify the most useful and relevant resources.

Business and administration:

- *Collaborative project management:* students collaborate to create a shared repository of project management tools and resources, which they can then use to plan and execute their own projects.
- *Interactive business simulations:* students use an online platform to access and participate in business simulations, with feedback on their decision-making and performance, and the option to share their strategies and solutions in a shared repository.

Creative industries:

- *Student-created portfolios:* students create and upload their own digital portfolios showcasing their work in different areas of the creative industries, which are then added to a shared online repository.
- *Resource remix and repurposing:* students use an online resource base to access and remix existing materials, such as stock photos and design templates, to create their own original content, which they can then add to the shared repository.

5. Platforms and self-study programs, ranging from less to more structured programs that give access to curated/designed resources, learning content, assessments and/or directed activities to learners.

Information Technology:

- *Online programming courses* that offer structured lessons, coding challenges, and assessments.
- Students can use *online coding platforms* like Codecademy or FreeCodeCamp to practice their coding skills and build their own projects.

Healthcare:

- *Online medical terminology courses* that offer interactive lessons and assessments.
- Students can use *online flashcard platforms* like Quizlet to practice medical terminology and improve their understanding of key concepts.

Hospitality:

- *Online courses in hospitality management* that offer video lectures, case studies, and quizzes.
- Students can use *online forums or social media groups* to discuss current trends in the hospitality industry and share their own experiences.

Construction:

- *Online courses in construction safety* that offer videos, interactive simulations, and assessments.



- Students can use *online tools* like SketchUp or AutoCAD to design their own construction projects and receive feedback from their peers.

Business and Management:

- *Online courses in project management* that offer video lectures, case studies, and interactive quizzes.
- Students can use *online project management tools* like Trello or Asana to create their own project plans and collaborate with their peers.

Education and Training:

- *Online courses in instructional design* that offer video lectures, case studies, and interactive activities.
- Students can use *online tools* like Articulate or Captivate to create their own e-learning modules and receive feedback from their peers.

6. Virtual reality spaces or simulations.

Automotive Technology:

- *Virtual reality simulations of car engines* that allow students to explore and understand the different components and systems.
- Students can use *virtual reality headsets to practice repairing or troubleshooting virtual car engines*, which can help them develop hands-on skills.

Culinary Arts:

- *Virtual reality simulations of cooking techniques* that allow students to practice and refine their culinary skills.
- Students can use *virtual reality simulations to practice cooking techniques* like knife skills, sautéing, or pastry making, which can help them improve their abilities in a safe and controlled environment.

Healthcare:

- *Virtual reality simulations of medical procedures* that allow students to experience and practice different techniques and scenarios.
- Students can use *virtual reality simulations to practice medical procedures* like suturing, catheter insertion, or CPR, which can help them develop skills and confidence in a realistic setting.

Construction:

- *Virtual reality simulations of building sites* that allow students to experience and learn about different construction processes and safety protocols.
- Students can use *virtual reality headsets* to explore and identify potential safety hazards on virtual building sites, which can help them develop awareness and prevention strategies.

Business and Management:

- *Virtual reality simulations of business scenarios* that allow students to practice decision-making and problem-solving skills.



- Students can use *virtual reality simulations* to practice managing teams, negotiating deals, or responding to unexpected events, which can help them develop critical thinking and leadership abilities.

Environmental Science:

- *Virtual reality simulations of natural environments* that allow students to explore and learn about different ecosystems and sustainability practices.
- Students can use *virtual reality simulations* to explore and identify different plant and animal species, and analyze environmental factors that affect their growth and survival.



Source: <https://www.educred.ro/wp-content/uploads/2020/03/4-291x300.jpg>

Submodule 2.2. Methods and techniques

Duration: 6 hours of self-study

Learning outcomes of Submodule 2.2 Methods and techniques

Knowledge	Skills	Competences
<ul style="list-style-type: none"> • <i>The participant has an integrated knowledge about methods, teaching techniques and assessment strategies</i> 	<ul style="list-style-type: none"> • <i>The participant knows how to use the methods, teaching techniques and assessment strategies</i> 	<ul style="list-style-type: none"> • <i>The participants realise the usefulness of the methods, teaching techniques and assessment strategies</i>

1. Developing “Good” Teachers

A “good” distance education program is related to a “good” teacher who in turn could provide “good” teaching. So, it is very important to come to a consensus on what constitutes good teaching so that we can establish practices that support the cultivation of the factors that contribute to good teaching.





Source: https://www.petreanu.ro/wp-content/uploads/2020/10/learn-3653430_1280.jpg

Teaching involves a complex *set of practices*. Teachers must know their content, be fluent in numerous instructional approaches, know how to *transfer content knowledge to students* through a variety of activities and experiences, understand how students learn, and have a value system rooted in the belief that all children can learn. Each year, they must be *educators, counselors, parents, social workers, disciplinarians, and mentors* to hundreds of students who enter classrooms with different personalities, learning styles, socioeconomic backgrounds, family situations, affiliations, religions, classes, abilities/disabilities, and life experiences (Burns, M., 2011, p.133).

Anyway, five *inputs* are considered crucial *in defining a good teacher* (OECD, 2008):

- 1) Content Knowledge
- 2) Structured Instructional Approach
- 3) Pedagogical Content Knowledge
- 4) Knowledge of how students learn.
- 5) Efficacy

The Finnish education system is often regarded as a model for developing "good" teachers.

- The country consistently ranks among the top performers in international assessments like the Programme for International Student Assessment (PISA). One key aspect of their success lies in their emphasis on teacher quality.
- In Finland, becoming a teacher is a highly competitive process. Prospective teachers undergo rigorous training programs at universities and are required to earn a master's degree in education. These programs focus on developing a deep understanding of subject matter knowledge, pedagogical skills, and knowledge of how students learn.
- Teachers in Finland are encouraged to have a learner-centered approach, valuing the individual needs and strengths of each student. They are trained to create inclusive classrooms that cater to students with diverse backgrounds and abilities. Finnish teachers also emphasize collaboration, working closely with colleagues to continuously improve their teaching practices.
- The Finnish education system places a strong emphasis on ongoing professional development for teachers. They have a culture of trust and autonomy, allowing teachers to take ownership of their professional growth. They have dedicated time for collaboration, reflection, and participating in professional learning communities.



2. Professional Development

High-quality teaching demands high-quality professional development, consist in *time and resources*. Countries that are recognized for having high-quality teachers and high student achievement levels typically also offer teachers extensive and rigorous professional development opportunities. They also provide teachers with the release time and support necessary to enhance their VET qualifications.



Source: <https://www.didactic.ro/revista-cadrelor-didactice/stiluri-de-inva-are>

Example: Singapore's Teacher Professional Development Framework

- Singapore is known for its high-quality education system, and professional development plays a crucial role in maintaining and enhancing teaching standards. The country has a comprehensive Teacher Professional Development Framework that ensures continuous growth and learning for teachers.
- The framework in Singapore focuses on three key domains: professional growth, instructional excellence, and student outcomes. It provides a structured approach to professional development, offering a variety of opportunities for teachers to acquire new knowledge, skills, and pedagogical strategies.
- Teachers in Singapore engage in regular professional development activities, which include attending workshops, seminars, conferences, and collaborative lesson planning sessions. They also have access to online resources and platforms for self-paced learning. The framework encourages teachers to reflect on their practice, set goals, and engage in action research to improve their instructional effectiveness.
- The Ministry of Education in Singapore invests in the professional development of teachers, providing dedicated time and resources for their growth. This commitment to ongoing professional development contributes to the continuous improvement of teaching practices and ultimately enhances student outcomes.

3. Instructional Design

Distance learning demands instructional design that is grounded in an understanding of learning—specifically adult learning. An *innovative instructional design* within a distance context also requires that theory be linked to practice, that overall design be flexible, that learning materials be accessible to all learners (regardless of abilities or disabilities), and that



the distance learning experience capitalize on and customize various technologies, such as multimedia, to reach the greatest number of learners possible and ensure their academic success (Burns, M., 2011, p.150).

A standard in instructional design has been established since the 1960s both in face-to-face and distance learning with *nine steps* to be follow: 1. *Gain the student's attention*; 2. *Inform learners of objectives*; 3. *Stimulate recall of prior knowledge*; 4. *Present the content*; 5. *Provide learning guidance*; 6. *Elicit performance*; 7. *Provide feedback*; 8. *Assess performance*; 9. *Enhance retention and transfer*. (Gagné, R. M., 1965)

Feedback and planning are critical components of any effective and innovative training program. Developing a systematic plan for training can ensure that each lesson session builds off the next and that objectives are clearly identified. Designing feedback forms, surveys and other assessment tools can help you track student's progress, identify areas where they need additional help and adjust the course accordingly.

Example: Khan Academy (<https://www.khanacademy.org>)

Khan Academy is an online educational platform that exemplifies effective instructional design for distance learning. The platform provides a wide range of educational resources, including video lessons, practice exercises, and assessments, covering various subjects and grade levels.

- Khan Academy's instructional design is grounded in an understanding of learning, particularly for self-paced and distance learning contexts. The platform employs a flipped classroom model, where students can access video lessons and other resources at their own pace before engaging in practice exercises and assessments.
- The design of Khan Academy's learning materials is accessible to all learners, accommodating different learning styles and abilities. It utilizes multimedia elements, such as videos, interactive exercises, and visual representations, to engage and support students' understanding.
- Furthermore, Khan Academy incorporates the principles of instructional design outlined by Gagné's nine steps. It captures learners' attention, sets clear objectives, provides guidance throughout the learning process, elicits performance through practice exercises, offers feedback, and assesses learning outcomes.
- The instructional design of Khan Academy demonstrates the effective integration of technology and learning theory, making education accessible, engaging, and adaptable for distance learners.

4. Instruction

Not all instruction is equal. Distance education raises instructional issues that depend on many factors: whether the course is taught synchronously (in real time) or asynchronously, what technology is used—for example, teaching via videoconferencing is very different from online

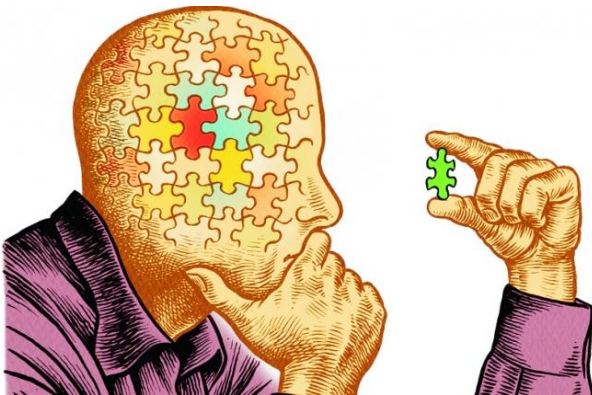




instruction—and what the educational outcomes of the distance learning program or course are. Nevertheless, it is critical in all modes of distance education to model effective instructional techniques. Teachers must be taught using the same instructional methods with which they are expected to teach students and, as much as possible, participate in a variety of appropriate instructional models. These include direct instructional models (transmission of concepts, skills, and procedures), cognitive models (inductive reasoning, teaching via analogy) and social models (learner-centered instruction) (Burns, M., 2011, p.151).

Learner-centered instruction approach comprises: Collaborative learning, Project-oriented learning, Inquiry-based learning, Problem-based learning, and Case-based learning.

There are several *teaching methods that have been found to be effective and innovative*, such as *blended learning, gamification, flipped classrooms, and project-based learning*. *Blended learning* involves combining online learning and classroom instruction. *Gamification* is the use of gaming elements within a course for engagement and motivation. *Flipped classrooms* are where students review lecture materials prior to class and in-class time is devoted to practice and questions. *Project-based learning* is a type of experiential learning where students are presented with real-world problems to tackle.



Source: <http://ancatirca.blogspot.com/2018/10/vorba-de-educatie-gandirea-critica.html>

Example: Project-Based Learning in a Virtual Environment

- Project-based learning (PBL) is an effective and innovative instructional method that can be adapted to a virtual or distance learning environment. It promotes active engagement, critical thinking, collaboration, and problem-solving skills among students.
- In a virtual PBL setting, students are presented with real-world problems or challenges that require them to apply their knowledge and skills. They work in teams, using online communication tools and collaboration platforms to collaborate on project tasks, share ideas, and develop solutions.
- For example, a virtual PBL project in a vocational education training program could involve students working together to develop a business plan for a specific industry. They would engage in research, analyze market trends, create financial projections, and present their plan using online tools like video conferencing or presentation software.



- Virtual PBL provides opportunities for students to develop practical skills relevant to their chosen field while fostering independent learning and critical thinking. It also simulates real-world work environments, where remote collaboration and problem-solving are becoming increasingly common.

5. Assessing Distance Learners

Realigning *teacher assessment within a distance learning system* will require shift to a more learner-centered approach using open-ended essay questions that probe understanding; projects; portfolios; and performance-based assessments that measure what, how, and why students have learned (Burns, M., 2011, p.174).

There are many assessment strategies you can use when it comes to vocational education training. For example, you can integrate technology-based assessment tools such as interactive quizzes or games. You can also use oral or written examinations to assess students' knowledge. Additionally, you can also consider real-world assessments, such as job-shadowing or on-site job training.



Source: <https://www.sucitoruldeminti.ro/reflexiv-in-educatie/cariera-didactica-in-romania-anului-2035-exercitiu-de-imaginatie/>

Example: Competency-Based Assessments in Vocational Training

- Competency-based assessments offer an effective approach for assessing distance learners in vocational education training. Rather than focusing solely on knowledge recall, these assessments evaluate students' ability to apply skills and demonstrate competence in specific tasks.
 - *For instance, in a culinary arts program conducted through distance learning, students could be assessed through a combination of practical assessments and portfolio submissions. They might be required to record cooking demonstrations, create dishes following specific recipes, document their progress, and reflect on their learning.*
- Technology-based assessment tools can be integrated into the process, such as interactive quizzes or simulations that assess students' understanding of theoretical concepts or decision-making skills in realistic scenarios.



- Real-world assessments, like job-shadowing or on-site job training, can also be incorporated to provide practical experiences and evaluate students' ability to apply their skills in real work settings.
- By using a variety of assessment strategies that align with the vocational training context, educators can effectively evaluate distance learners' competencies, ensuring they are well-prepared for their chosen careers.

6. *Preparing Distance Instructors*

Distance learning institutions should develop *standards for teaching in an online environment*. Web-based instructors must exhibit qualifications that conform to these standards. They should possess technology skills, including the ability to use synchronous and asynchronous tools such as discussion boards, chat tools, and digital whiteboards; be able to promote interaction between instructors and learners; demonstrate strategies to encourage active learning, interaction, participation, and collaboration in the online environment; provide regular feedback, prompt responses, and clear expectations to learners; and be able to implement and deliver online assessments that are both valid and reliable, but also complex enough to test student knowledge beyond a multiple-choice exam. Also, administrators of distance learning programs also need professional development to support a fully sustained distance education system (Burns, M., 2011, p.183).

Mentoring Programs

- The VET institution establishes a mentoring program where experienced distance instructors are paired with new or less-experienced instructors. The mentors provide guidance, support, and share best practices related to online teaching methodologies, instructional design, and effective use of technology in a distance learning environment.

Quality Assurance Processes

- The VET institution implements a rigorous quality assurance process for distance instructors. This includes regular reviews of instructional materials, assessments, and course delivery methods to ensure alignment with learning outcomes, adherence to instructional standards, and overall quality of the learning experience.

Collaborative Course Development

- Distance instructors in the VET sector participate in collaborative course development initiatives. They work together in teams to design, review, and refine online courses. This collaborative approach promotes sharing of expertise, diverse perspectives, and ensures that courses are engaging, relevant, and meet the needs of the learners.

Accessible Design and Universal Design for Learning (UDL)

- Distance instructors in the VET sector are trained to design and deliver courses following principles of accessible design and Universal Design for Learning (UDL). They create course materials and activities that are accessible to diverse learners, including those with disabilities, by providing alternative formats, captions, transcripts, and ensuring compatibility with assistive technologies.



Professional Learning Communities

- The VET institution establishes professional learning communities for distance instructors. These communities provide a platform for instructors to engage in ongoing professional development, share innovative teaching strategies, discuss challenges, and collaborate on research or curriculum projects, fostering a culture of continuous learning and improvement.

Ongoing Feedback and Evaluation

- The VET institution establishes a system of ongoing feedback and evaluation for distance instructors. This includes regular evaluations by students and peers, as well as self-reflection and self-assessment processes. Feedback and evaluation are used to identify areas of strength, areas for improvement, and to provide targeted support and professional development opportunities.

7. Preparing Distance Learners

Distance programs can undertake this preparation in several ways (Burns, M., 2011, p.185):

- Diagnostically assess a learner's "readiness" to participate in a distance course;
- Offer a face-to-face orientation (especially for new distance learning models);
- Offer orientation in the distance mode in which learners will participate;
- Organize learners into learning teams, cohorts, or a community;
- Help learners develop self-study and time-management habits;
- Help learners with writing;
- Help learners develop good reading skills;
- Provide some level of technology training,
- Provide structure for distance learners;
- Educate potential learners and instructors about the "spirit" of distance learning;
- Offer blended learning opportunities.

Source: <https://profesorinonline.ro/>

Orientation and Readiness Assessments

- *The VET institution conducts an online orientation program specifically designed for distance learners. This orientation provides an overview of the learning management system, course expectations, resources available, and support services. Additionally, a readiness assessment is administered to gauge students' technical skills, time management abilities, and self-motivation to succeed in a distance learning environment.*

Self-Study and Time Management Skills

- *The VET institution offers a comprehensive online module or workshop that equips distance learners with self-study techniques and time management skills. This includes guidance on goal setting, creating effective study plans, prioritizing tasks, and managing distractions. Interactive activities and resources are provided to help learners develop effective self-directed learning habits.*

Technology Training



- To ensure distance learners are proficient in using the necessary technology for online learning, the VET institution offers technology training sessions or online tutorials. These sessions cover topics such as navigating the learning management system, accessing course materials, participating in online discussions, submitting assignments electronically, and using communication tools effectively.

Academic Support

- The VET institution provides robust academic support for distance learners. This includes access to online tutoring services, virtual office hours with instructors, and peer support through online discussion forums. The institution also offers resources and guidance on effective study strategies, research skills, and academic writing to help learners excel in their courses.

Community Building

- The VET institution fosters a sense of community among distance learners through various online platforms and activities. For example, they facilitate virtual networking events, discussion boards, and collaborative group projects. These initiatives encourage interaction, collaboration, and the exchange of ideas among learners, creating a supportive and engaging learning community.

Blended Learning Opportunities

- In addition to online learning, the VET institution incorporates blended learning opportunities that combine online instruction with face-to-face components. This can include practical workshops, laboratory sessions, or on-site training at partner organizations or industry settings. Blended learning experiences allow learners to apply their knowledge in real-world contexts and interact with instructors and peers in person.

8. Building Community

Being part of an online community is linked to teacher satisfaction with distance learning courses—and being part of a school-based community of teachers is linked to school change. So the importance and formation of on- and offline communities as part of any distance learning program will encourage teachers who wish to *acquire new knowledge, learn new skills, and adapt their practice through a community* approach that allow learners to view model practices (in person or via video), practice using *new approaches* in their particular classroom setting, reflect upon their experience, engage in discussions and activities with peers and mentors.

Online Forums and Discussion Boards

- The VET institution creates dedicated online forums and discussion boards for learners, where they can engage in discussions, ask questions, and share resources related to their courses. These platforms provide a space for learners to interact with their peers, exchange ideas, and collaborate on assignments or projects.

Professional Learning Communities (PLCs)

- The VET institution establishes professional learning communities for instructors, where they can share best practices, discuss pedagogical strategies, and collaborate on curriculum development. These communities can be facilitated through online platforms,



allowing instructors to connect, learn from one another, and continuously improve their teaching practices.

Mentoring Programs

- The VET institution implements mentoring programs that pair experienced learners or alumni with new or struggling learners. Mentors provide guidance, support, and share their experiences to help mentees navigate their learning journey. This mentorship can be facilitated through online communication channels, providing regular check-ins and opportunities for mentees to seek advice and assistance.

Webinars and Virtual Conferences

- The VET institution organizes webinars and virtual conferences on relevant topics within the field, inviting learners, instructors, and industry experts to participate. These online events provide opportunities for networking, knowledge sharing, and professional development. Learners can engage with experts, participate in discussions, and expand their professional networks.

Collaborative Projects

- The VET institution incorporates collaborative projects into the learning experience, where learners work together on real-world tasks or assignments. This can be facilitated through online platforms that allow learners to collaborate virtually, share documents, and provide feedback to one another. Collaborative projects foster teamwork, problem-solving skills, and community-building among learners.

Social Media Groups

- The VET institution establishes social media groups or communities specific to the VET sector. These groups provide a platform for learners, instructors, and alumni to connect, share resources, discuss industry trends, and engage in meaningful conversations. Social media platforms such as LinkedIn or Facebook can be utilized to create and manage these groups.

9. Supporting Distance Learners

The distance education programs demand the presence of a school-based support person to strike a balance between competing goals and to move change forward in a thoughtful, pragmatic, holistic way.

For *pre-service teacher-candidates* attempting to successfully fulfill course requirements for a distance-based teacher training course and for in-service teachers hoping to upgrade content or instructional skills, distance education programs that offer a range of human supports can help teachers with the conceptual, behavioral, attitudinal, and logistical challenges that accompany new learning or change. *Educational entities* must build a functioning system of teacher-support personnel, starting with standards for coaches, mentors, and teacher-leaders (Burns, M., 2011, p.221).



10. Academic Support

- The VET institution provides academic support services such as online tutoring, virtual office hours, or study groups where learners can seek assistance with course content, assignments, and exam preparation. This support can be facilitated through video conferencing platforms, chat tools, or discussion forums to ensure learners have access to timely and personalized academic guidance.

Technical Support

- The VET institution offers technical support services to help learners navigate the online learning platform, troubleshoot technical issues, and access course materials. Technical support staff can be available through email, live chat, or a dedicated helpline to provide prompt assistance and ensure learners can engage effectively in their online learning experience.

Learning Resources

- The VET institution provides a variety of digital learning resources, such as interactive modules, multimedia presentations, e-books, and online libraries. These resources are easily accessible to distance learners and cater to different learning styles, providing comprehensive and engaging content to support their learning journey.

Communication Channels

- The VET institution establishes effective communication channels, such as email, discussion forums, or messaging platforms, to facilitate timely and consistent communication between learners, instructors, and support staff. These channels ensure that learners can easily reach out for clarifications, seek guidance, and stay informed about important updates or announcements.

Personalized Support

- The VET institution offers personalized support to distance learners based on their individual needs and circumstances. This can include individualized learning plans, one-on-one mentoring, or tailored accommodations for learners with disabilities. Personalized support ensures that learners receive the necessary assistance to overcome challenges and succeed in their educational journey.

Community Engagement

- The VET institution encourages community engagement among distance learners through virtual events, group projects, or collaborative activities. These opportunities foster a sense of belonging, promote peer-to-peer interaction, and create a supportive learning community where learners can connect, share experiences, and learn from one another.

Progress Tracking and Feedback

- The VET institution implements systems for tracking learner progress and providing timely feedback on assessments and assignments. This can include online grading systems, rubrics, or feedback forms that help learners understand their strengths and areas for improvement, allowing them to make progress and continuously enhance their learning outcomes.



11. Developing Content

Content can include text, multimedia, simulations, animations, lectures, presentations, tutorials, collections, resources, subject- and task-specific cognitive tools, references, assessments (quizzes/tests/exams), and readings. Digital educational content must offer several long-term benefits for learners: Interactivity, Flexibility, Customizability, Multiple formats, Connected learning, and Price.

Interactive Online Modules

- The VET institution develops interactive online modules that engage learners through multimedia elements, interactive quizzes, and simulations. These modules allow learners to actively participate in their learning, explore concepts, and apply their knowledge in a practical and engaging manner.

Case Studies and Real-World Scenarios

- The VET institution incorporates case studies and real-world scenarios into the course content to provide learners with practical examples and opportunities to analyze and solve authentic problems. These case studies can be presented through written materials, videos, or interactive discussions to enhance learners' critical thinking and problem-solving skills.

Video Demonstrations and Tutorials

- The VET institution creates video demonstrations and tutorials that provide step-by-step instructions and visual demonstrations of practical skills or processes. These videos can be accessed online and serve as valuable resources for learners to observe and practice skills in a self-paced and accessible manner.

Online Resources and References

- The VET institution curates and provides online resources and references such as articles, e-books, websites, and industry-specific materials. These resources support learners in expanding their knowledge, conducting further research, and staying updated with industry trends and best practices.

Collaborative Projects and Group Activities

- The VET institution incorporates collaborative projects and group activities into the learning experience to promote teamwork and cooperation among learners. These activities can be facilitated through online platforms where learners collaborate virtually, share ideas, and collectively work towards achieving learning objectives.

Adaptive Learning Technologies

- The VET institution utilizes adaptive learning technologies that personalize the learning experience based on learners' individual needs, progress, and learning styles. These technologies adjust the content and pace of instruction to optimize learning outcomes and ensure that learners receive tailored support and challenges.

Mobile Learning Applications



- The VET institution develops mobile learning applications that allow learners to access course content, resources, and interactive activities on their mobile devices. These applications provide flexibility and convenience for learners to engage with the content anytime, anywhere, and enhance their learning experience.

Competency-Based Assessments

- The VET institution designs competency-based assessments that evaluate learners' practical skills and knowledge attainment. These assessments focus on demonstrating specific competencies required in the vocational field and may include performance-based tasks, simulations, or portfolio assessments.



a



b



c



Sursa: <https://manuale.edu.ro/manuale/Clasa%20a%20VI-a/Educatie%20tehnologica%20si%20aplicatii%20practice/EDP/index.html#p=101>

Sources of knowledge of the Module 2. TEACHING METHODS AND TECHNIQUES

Submodule 2.1. Types and models of distance education

- Burns, M. (2011), *Distance Education for Teacher Training: Modes, Models, and Methods*, Education Development Center, Inc. Washington, DC
- Yusupova G. Yu., Mukhamadieva F. E (2020), *Methods and models of distance learning*, NOVATEUR PUBLICATIONS JournalINX- A Multidisciplinary Peer Reviewed Journal ISSN No: 2581 – 4230, VOLUME 6, ISSUE 6
- Pregowska, A., Masztalerz, K., Garlińska, M., & Osial, M. (2021). *A worldwide journey through distance education—from the post office to virtual, augmented and mixed realities, and education during the COVID-19 pandemic*. *Education Sciences*, 11(3), 118.
- Perry, T., Findon, M., & Cordingley, P. (2021). *Remote and blended teacher education: A rapid review*. *Education Sciences*, 11(8), 453 .



- Digital Competence Framework for Educators (DigCompEdu) <https://publications.jrc.ec.europa.eu/repository/handle/JRC107466>

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- <https://epale.ec.europa.eu/en/blog/oer-digital-skills-competences-adult-learners>

Terms related with the Module2. TEACHING METHODS AND TECHNIQUES

<i>Distance education</i>	<i>Dynamic model</i>	<i>Blended teacher education</i>
<i>Adult Educators</i>	<i>Project-based learning</i>	<i>Coaching and mentoring</i>
<i>Classroom observations with feedback and/or discussion</i>	<i>Collaborative learning</i>	<i>Inquiry-based learning</i>



Summary of the syllabus for the Module 2. TEACHING METHODS AND TECHNIQUES

This syllabus provides an overview of the main objectives of the Module “Teaching methods and techniques”, as well as the learning outcomes, after the successful completion and study of the submodules and the accompanying activities, videos, and articles.

Distance education requires: Structured planning; Well-designed courses; Special instructional techniques; Methods of communication by electronic and other technologies.

Modern and innovative distance education uses computers and the Internet as the delivery mechanism, with at least 80 percent of the course content delivered online.

It is recommended where possible to be a dynamic model that accommodates new educational and vocational contingencies and learner needs.

There were identified six general modes of online or blended teacher education: 1. Lectures, workshops, seminars, discussion groups or conferences, including one-off sessions and series; 2. Coaching and mentoring; 3. Classroom observations with feedback and/or discussion; 4. Resource bases or repositories, with varying degrees of user interaction and content creation; 5. Platforms and self-study programs, ranging from less to more structured programs that give access to curated/ designed resources, learning content, assessments and/or directed activities to learners; 6. Virtual reality spaces or simulations.

Learner-centered instruction approach comprises: Collaborative learning, Project-oriented learning, Inquiry-based learning, Problem-based learning, and Case-based learning.

There are several teaching methods that have been found to be effective and innovative, such as blended learning, gamification, flipped classrooms, and project-based learning.

Realigning teacher assessment within a distance learning system will require shift to a more learner-centered approach using open-ended essay questions that prove understanding; projects; portfolios; and performance-based assessments that measure what, how, and why students have learned.



Module 2. TEACHING METHODS AND TECHNIQUES ASSESSMENT

PART I. Module 2. DISTANCE EDUCATOR SELF-ASSESSMENT QUESTIONS- PRETEST

M2.I.Q1. Which of the following requirements is not associated with "Distance education":

- A: Structured planning
- B: Well-designed courses
- C: *Building communities***
- D: Methods of communication by electronic and other technologies

M2.I. Q2. Asynchronous distance learning is based:

- A: *on the interactions between the teacher and the learner at different times, such as learning from instructions on paper, listening to recorded lectures, or watching pre-recorded visual tutorials in a flexible timeframe***
- B: on interactions in real-time, such as listening to live radio programs or attending live online lectures.
- C: on using the Internet as the delivery mechanism
- D: on face-to-face interaction

M2.I.Q3: Which of the following modes of online or blended teacher education are considered innovative:

- A: Lectures, workshops, seminars, discussion groups or conferences, including one-off sessions and series.
- B: Coaching and mentoring.
- C: Classroom observations with feedback and/or discussion.
- D: *Virtual reality spaces or simulations.***

M2.I.Q4: Which of the following components are considered critical for effective and innovative training:

- A: *Feedback and planning***
- B: The design
- C: The materials
- D: Learning tools

M2.I.Q5: Learner-centered instruction approach comprises:

- A: Collaborative learning,
- B: Project-oriented learning
- C: Problem-based learning
- D: *All of the above-mentioned learning***





M2.I.Q 6: Which of the following assessment strategies is recommended when it comes to vocational educational training:

- a) **A: Interactive quizzes or games**
- b) B: Just oral or written examinations
- c) C: Just real-world assessments, such as job-shadowing or on-site job training
- d) D: Just projects presentation

M2.I.Q7: Digital educational content must offer several long-term benefits for learners:

- a) A: Interactivity
- b) B: Flexibility
- c) C: Connected learning
- d) **D: All the above**

M2.I.Q8: Which of the following is an example of asynchronous distance learning?

- a) Listening to live radio programs
- b) Attending live online lectures
- c) **Learning from instructions on paper**
- d) Participating in real-time video conferences

M2.I.Q9: What technology is integrated into the learning experience in dynamic distance education models?

- a) Broadcast television
- b) Two-way radio
- c) **Computers**
- d) Print textbooks

M2.I.Q10: In a dynamic distance learning environment, what is the role of the instructor?

- a) **Co-learner**
- b) Assessor and supporter of learners
- c) Member of a community of learning and practice
- d) Learner-centered facilitator

PART II. DISTANCE EDUCATOR SELF- EVALUATION QUESTIONS AFTER COMPLETION OF THE MODULE 2. POST TEST

M2. II. Q1: Distance education requires: Structured planning; Well-designed courses; Special instructional techniques and Methods of communication by electronic and other technologies.

- a) **TRUE**



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b) FALSE

M2. II. Q2: Modern and innovative distance education uses computers and the Internet as the delivery mechanism, with at least 80 percent of the course content delivered online.

a) TRUE

b) FALSE

M2.II. Q3: Is project-based learning a type of experiential learning where students are presented with real-world problems to tackle?

a) YES

b) NO

M2.II.Q4: Developing content can include text, multimedia, simulations, animations, lectures, presentations, tutorials, collections, resources, subject- and task-specific cognitive tools, references, assessments (quizzes/tests/exams), and readings.

a) TRUE

b) FALSE

M2.II.Q5. Which of the following are considered types of distance education? (Select all that apply)

a) **Online learning**

b) **Blended learning**

c) Face-to-face learning (Incorrect)

d) **Correspondence courses**

M2.II.Q6. Synchronous learning refers to real-time interaction between instructors and learners in distance education.

a) **True**

b) False

M2.II.Q7: The importance and formation of on- and offline communities not will encourage teachers who wish to acquire new knowledge and adapt their practice through a community approach

a) True

b) **False**

M2. II. Q8: Which of the following are effective methods for promoting student engagement in distance education? (Select all that apply)

a) **Collaborative learning**

b) **Gamification**

c) **Direct instructional models**

d) Lecture-based instruction



Distance Educator

M2.II.Q9: The importance and formation of on- and offline communities not will encourage teachers who wish to acquire new knowledge and adapt their practice through a community approach

- a) True
- b) False**

M2 .II. Q10: Web-based instructors must provide regular feedback, prompt responses and clear expectations to learners; and be able to implement and deliver online assessments that are both valid and reliable, but also complex enough to test student knowledge beyond a multiple-choice exam.

- a) True**
- b) False

PART III. ESSAY M2. *Please write in five lines your opinion about INOVATIVE TEACHING METHODS AND TECHNIQUES ASSESSMENT in VET SECTOR*





Examples M 2:

1. *Evaluating innovative teaching methods and techniques in the VET sector demands a comprehensive approach, particularly when it comes to delivering online courses. It necessitates extensive training and a multifaceted evaluation process. Assessing the effectiveness of these methods involves considering factors such as learner engagement, interaction, and the achievement of learning outcomes. Additionally, educators need to acquire specialized skills in utilizing digital tools and platforms to ensure effective delivery of online courses. Ongoing professional development and support are crucial to enable VET educators to navigate the unique challenges and complexities of online teaching successfully.*
2. *In the recent years there have been many innovative systems that have made an important contribution to the learning process and to education of all ages and kinds. Either for pedagogical or for VET education, innovative learning systems and techniques have created a new era for education.*
3. *In the VET sector, innovative teaching methods and techniques assessment are paramount for fostering effective learning experiences. They promote active engagement, critical thinking, and practical application of vocational skills. By incorporating blended learning, gamification, flipped classrooms, and project-based learning, educators can assess learners' abilities in a holistic manner, evaluating their problem-solving, collaboration, and real-world application skills.*
4. *Assessing innovative teaching methods and techniques in the vocational education and training (VET) sector can be done through various means. Here are some assessment approaches that can be used to evaluate the effectiveness of innovative teaching methods. For example, authentic assessments focus on real-world tasks and situations that reflect the challenges and requirements of the industry. This can involve case studies, role-plays, problem-solving exercises, or scenario-based assessments. These assessments provide learners with opportunities to demonstrate their understanding and application of knowledge acquired through innovative teaching methods.*
5. *Innovation is introduced with new technologies and remote learning. There are more tools available online or in general in digital format that support teaching and can also develop digital literacy skills. Therefore, when choosing digital tools not only will the educator have new teaching methods but also develop new skills. It is important to continuously develop your skills to be prepared to provide your learners innovative teaching that will motivate them to learn.*
6. *They aim at improving academic outcomes and address real problems.*
7. *There are several teaching methods that can be used in the VET sector, that have been found to be innovative, such as blended learning, gamification, flipped classrooms, and project-based learning. There are many assessment techniques that can be used when*





it comes to vocational education training. For example, an educator can integrate technology-based assessment tools such as interactive quizzes or games. To use oral or written examinations to assess student's knowledge. Also, to use real-world assessments, such as job-shadowing or on-site job training.

8. *Shifting from a traditional learning to digital teaching, it is of outmost importance to ensure that innovative teaching methods and assessment techniques are implemented, so as to ensure a dynamic distance education model which corresponds to the various needs of the learners, managing to interact and learn in unimaginable, up to that time, ways. Adult trainers should therefore implement teaching methods that correspond to distance learning, such as listening to recorded lectures, or watching pre-recorded visual tutorials in a flexible timeframe, attending live online lectures, etc.*
9. *We can use AI tools that minimize the time for assessment preparation and also helps to create something interesting for learners. Therefore, mixed types of tools and types of assessments can be integrated at the same time.*
10. *In the VET sector, innovative teaching methods and techniques can enhance the learning experience for adult learners. Technology can be leveraged to create innovative assessment methods in the VET sector. This can include online quizzes, interactive multimedia assessments, simulations, virtual reality-based assessments, or the use of e-portfolios to showcase and assess learner achievements. Technology-enhanced assessments can provide immediate feedback, increase engagement, and allow for more authentic and interactive assessments. These innovative teaching methods and techniques for assessment in the VET sector promote active learning, practical application, and the development of relevant skills required in the workplace. They provide learners with opportunities to demonstrate their knowledge, skills, and competencies in authentic ways, preparing them for successful careers in their chosen vocational field.*

Module 2 AUTHORS: Maria OROIAN, Sorina-Mihaela BĂLAN





MODULE 3: DIGITAL TOOLS OF DISTANCE LEARNING

The aim of the Module:

Nowadays, technologies and digital innovative tools in the field of education and VET sector are widely used. This is mainly a result of Covid-19 pandemic which required higher education institutions to pivot towards distance learning. Therefore, the most important and challenging task is to use the widely available, innovative digital tools in the organisation of the whole online educational process. Consequently, the aim of this module is to provide to the adult educators and the VET sector educators with an overview of the various innovative, commercially available digital tools in an attempt to provide them with a wide variety of options to use during their adult education online sessions.

Time duration:	12 hours
Level of EQF	4
ECVET:	3
Assignment:	The assignment is available through the mobile app: DigiEduAdult app

Learning objectives of the Module:

- Describe the different innovative tools available for digital learning facilitation
- Understand the usefulness of each innovative tool
- Describe how the innovative digital tools can be utilised in teaching /education processes
- Detailed description and features of each innovative tool
- Usability and utilisation of each innovative tool
- Analysis of the educational context in which each innovative tool can be used

Learning outcomes of the Module:

- Participants will acquire a holistic overview of the available innovative digital tools described and their usefulness in the VET and adult education sector
- Participants will comprehend the unique features of each innovative tool and how it can be utilised in digital education for adults and for the VET sector
- Participants will also be able to identify the usability of each of the innovative tools for their unique educational purpose in adult and VET sector

Teaching methods of the Module:	<input type="checkbox"/> Student-centered learning <input type="checkbox"/> Self-directed learning
Teaching tools used:	<input type="checkbox"/> Internet and other platforms/ applications <input type="checkbox"/> Open educational resources <input type="checkbox"/> Mobile app <input type="checkbox"/> Videos <input type="checkbox"/> Interactive exercises



Topics of the Module:

Submodule 3.1. Online Communication Tools (Zoom, MS Teams)

Duration: 3 hours of self-study

Learning outcomes of Submodule 3.1. Online Communication Tools (Zoom, MS Teams)

Knowledge	Skills	Competences
<ul style="list-style-type: none"> • <i>General and/or specialized knowledge acquired through knowledge of different academic and/or professional fields and theoretical principles.</i> • <i>Learning primarily through analytical thinking</i> 	<ul style="list-style-type: none"> • <i>Wide-ranging skills, may also be specialized, including the use of appropriate tools, methods, different technological procedures, materials and theories.</i> • <i>Evaluation and use of information to formulate decisions and solutions.</i> • <i>Formulation of solutions of well-defined abstract problems.</i> • <i>Ability to carry out various, non-standardized tasks.</i> 	<ul style="list-style-type: none"> • <i>Ability to operate in diverse and specific settings.</i> • <i>Taking responsibility for the quality of the work process and results, showing autonomy and a degree of initiative.</i> • <i>Taking responsibility and initiative for the acquisition of new knowledge and skills.</i> • <i>Characterized by an entrepreneurial orientation and the ability to organize and work in complex teams.</i>
<p>After the successful completion of this submodule, learners will:</p> <ul style="list-style-type: none"> • Be familiar with two different innovative, digital tools that will facilitate the overall online communication process among educators in VET sector and learner. • Be aware of the various features of these two online communication tools 	<p>After the successful completion of this submodule, learners will be able to:</p> <ul style="list-style-type: none"> • Use the online communication tools analysed. • Apply efficiently the different features of each online communication tool for the purposes of each lesson. • Successfully communicate through online innovative tools (Zoom, MS Teams) for the educational/teaching process to be efficiently completed. 	<p>After the successful completion of this submodule, learners will be able to:</p> <ul style="list-style-type: none"> • Work with Computers • Use innovative digital tools for collaboration/content creation. • Work with digital devices and innovative applications • Information and communication technologies (icts) for adult educators in the VET sector • Collaboration and creativity



Distance Educator

1. Online Communication Tools

1.1. Zoom:

Zoom is one of the most innovative, *widely known online platforms*. It is a cloud-based video conferencing platform that can be used either through a computer desktop or as a mobile app, and allows users to connect online for video conferences, meetings, webinars, and live chat, using video, audio-only, or both. During the Covid-19 crisis, Zoom has seen a huge increase

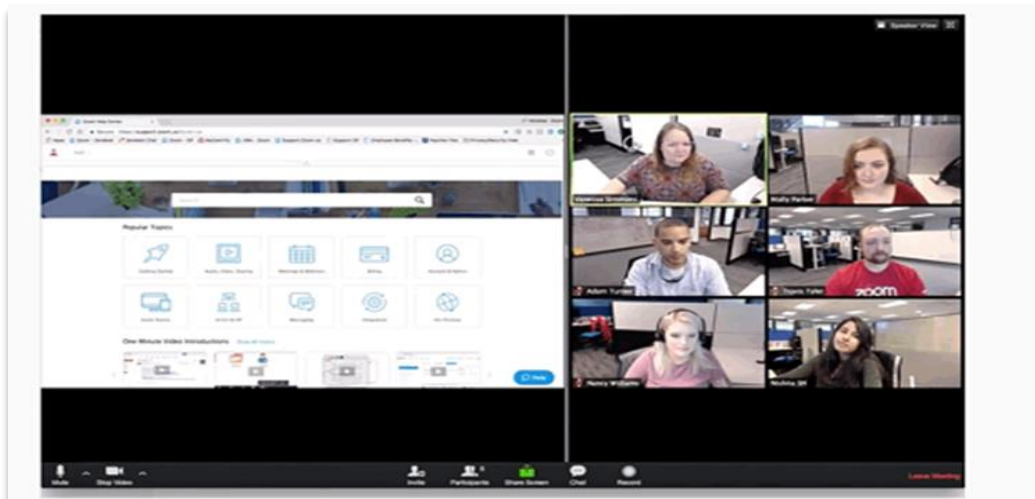
in popularity, with millions of people using it to stay in touch with others. Since it can host a lot of participants in one call as well as the fact that one can utilise a set of features which facilitate distance teaching and learning, Zoom is widely used for teaching purposes. Aside these, it gives the opportunity to the educators to create a virtual classroom setting that will be as equivalent as possible to the traditional one.

Zoom is characterized by some core features including One-on-one meetings, Group video conferences, Screen sharing and Recording while it has dedicated features for education of children and adults through VET sector. Briefly, Zoom implements rapid raising, purposeful polling, virtual pathways, wait questions, digital demonstration, virtual think pair share, panel presentation and practice makes perfect features.



Adapted from:

<https://logos-world.net/zoom-logo/>



Source: <https://answers.microsoft.com/de-de/msteams/forum/all/2-monitor-mit-trennung-zwischen/964e61da-ab06-41ca-aa77-f9b25c546735>.

Additionally, participants can take advantage of some extremely innovative functionalities that Zoom has, which are updated and renewed regularly. For example, some *innovative functionalities of Zoom that educators can use* are the following:



- **Smart Gallery**, that provides individual video feeds of in-room participants, in order for the virtual participants to see their expressions and body language.
- **Slide control**, that gives access to multiple people to control the movement of slides in a presentation.
- **Pair Zoom Rooms**, that gives the ability to pair a personal device such as a mobile phone or laptop to a Zoom Room.
- **Auto-generated captions**, ensures that everyone can enjoy the meeting.

→ Watch a video: [How to use Slide Control for Zoom Meetings and Webinars:](#)

→ Read: [Innovative tools for Zoom](#)

1.2. MS Teams

Microsoft Teams is an invaluable, innovative remote learning tool for the education sector, including the VET sector. As educators, learners, lecturers, researchers, VET sector and support staff become accustomed to the new, socially distanced normal of higher, VET sector and adult education, Teams proves its value once more for hybrid learning.



Adapted from:

<https://logos-world.net/ms-logo/>

Microsoft Teams is an innovative, persistent chat-based collaboration platform complete with document sharing, online meetings, and many more extremely useful features for digital and distance learning. Microsoft Teams is incredibly straightforward and user-friendly. In Microsoft Teams there is no **time limit** on the duration of the online calls and is characterised by a majority of basic functions such as **Chat Function, Document storage in SharePoint, Online video calling and screen sharing, Online meetings and Audio Conferencing.**

In education, both for children and adults, especially in the VET sector, teams facilitate some innovative tools such as classroom creation, connection with professional learning communities, communication with school staff and administration and coordination of departments and productivity. The benefits for the educators and the VET sector are displayed in *Figure 2*.

MS Teams is also highlighted with multiple elements of innovation such as, the **Intelligence Cameras**, that deliver enhanced views of rooms for remote participants, allowing every person in the room to be seen more clearly. **Enhanced webinar experience**, with new structure and expanded options to customise to each event as every event is unique. **Video clip**, that gives the opportunity of recording and sending short video messages in chat. Some other innovative functions of MS Teams are: **Chat with self, expanded reactions, Live share, Shared channels**, etc.



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- ➔ Watch a video: [How video clip works](#), [How Intelligence camera works](#)
- ➔ Watch a video: [Microsoft Teams for Adult and VET sector Educators](#)

BENEFITS FOR EDUCATORS	BENEFITS FOR IT
<p>Bring everyone together in one digital classroom.</p> <p>Teams is a central place for live class sessions, text and voice chat, calendars, assignments, quizzes, Live Events, and more.</p>	<p>Connect users to the tools they need in a single pane of glass.</p> <p>Teams connects to hundreds of apps—like Kahoot, Flipgrid, Prezi, and more—plus your LMS, and you control which apps users access.</p>
<p>Simplify collaboration and class management for educators.</p> <p>Educators can prepare rubrics, post assignments, and stream lectures. Teams also enables internal meetings and sharing of course materials or lesson plans.</p>	<p>Ease your management and support burden.</p> <p>School Data Sync generates class rosters in Teams based on your SIS, and using Teams as a hub negates the need for so many point solutions.</p>
<p>Empower educators to customize teaching and learning.</p> <p>Educators can build tailored experiences through custom apps and tools right within in Teams, no coding experience required.</p>	<p>Streamline processes with apps, flows, and bots.</p> <p>Power Platform integrates with Teams for customizable low-to-no-code apps, flows, chatbots, and analytics to save time on daily tasks.</p>
<p>Personalize learning based on insights about student needs.</p> <p>Using Insights in Teams, educators can track student and class progress, identify at-risk students, and take action to improve outcomes.</p>	<p>Get actionable data to help school leaders optimize learning.</p> <p>The Insights feature helps leaders discover trends, identify areas for improvement, and adapt your school's remote learning strategy.</p>
<p>Include all students with built-in accessibility tools.</p> <p>Microsoft offers a range of accessibility features, including Immersive Reader, dictation, live captions, translation, and more.</p>	<p>Easily manage policies and help ensure student safety.</p> <p>Set policies for team naming, get visibility into security threats, and identify and address offensive language and threatening behaviors.</p>

Figure 2. The benefits for the educators and the VET sector – Retrieved from: <https://www.communicationsquare.com/news/online-teaching-with-microsoft-teams-for-education/>





Distance Educator

Aside from the two most widely used online meeting tools, VET sector, educators and learners can also benefit from other innovative applications similar to the ones described above who are all characterized by a different piece of innovation in their own sectors. As described in several studies, the best alternatives of Zoom or MS Teams for 2023 are:

- Webex Meetings / Webex App
- RingCentral MVP
- GlobalMeet Collaboration
- 3CX
- Fuze
- Google Workspace
- GoTo Meeting
- BlueJeans Meetings
- Join.me



Figure 3: Similar tools to Zoom and MS Teams. Adapted: [The best alternatives of Zoom and MS Teams](#)

→ Read: [The best alternatives of Zoom and MS Teams](#)

Submodule 3.2. Document Management Tools (MS Office, Google Workspace)

Duration: 3 hours of self-study

Learning outcomes of Submodule 3.2. Document Management Tools (MS Office, Google Workspace)

Knowledge	Skills	Competences
<p><i>After the successful completion of this submodule, learners will:</i></p> <ul style="list-style-type: none"> • Identify different innovative workspace programs in order for users to understand their utilities. • Description of their innovation functions in order for the users to identify which meets their needs most. • Basic features and functionalities for each innovative program and detailed description on 	<p><i>After the successful completion of this submodule, learners will be able to:</i></p> <ul style="list-style-type: none"> • Use the various Microsoft office tools that will facilitate distance teaching in terms of documentation management. • Create, edit, store, share their files and access them from anywhere from any of their devices. • Proficient in using workspace programs in distance learning. 	<p><i>After the successful completion of this submodule, learners will become:</i></p> <ul style="list-style-type: none"> • Work with Computers • Use digital tools for collaboration/content creation • Work with digital devices and applications • Information and communication technologies (icts) • Collaboration and creativity



Distance Educator

how to utilise them in every working routine in adult education and VET sector

2.1. MS Office 365

Microsoft Office 365 is an innovative suite of desktop or cloud-based productivity applications that is designed to help with productivity and completing common tasks on a computer. You can create and edit documents containing text and images, work with data in spreadsheets and databases, and create presentations and posters. Learners and educators of all sectors, including VET sector, at eligible institutions can sign up for Office 365 Education for free, including Word, Excel, PowerPoint, OneNote, and now Microsoft Teams, plus additional classroom tools.



Adapted from: <https://logos-world.net/microsoft-office-365-logo/>

Office 365 works like you, everywhere. Familiar applications and always-accessible files update in real time to make building your curriculum seamless and easy on all devices, making it therefore a powerful tool both for educators and learners, since it helps them organise, manage, and facilitate in general the whole educational/teaching process.

Some it's more important and innovative features include:

- Real-time co-authoring (Word, Excel, PowerPoint):** Collaborate online and see each other's changes as they happen with real-time co-authoring in Word.
- Save your file to OneDrive or SharePoint** so others can work on it with you. You can share it directly from the application, thanks to the integrated sidebar.
- Chat with co-workers in Office apps:** Microsoft Teams in-app integrations in Office 365 and Microsoft 365? Users can use these features to chat, share screens and have audio or video conversations with colleagues.
- Inserting links to stored files instead of sending entire files to co-workers
- Turning OneNote items into Outlook calendar events
- Power Map in Excel: Turning data into a map
- Resume reading your Word documents
- 50GB** of email storage
- Retrieving the right version of a document
- Working offline and uploading changes later
- Working anywhere from any device

→ Watch a video: [How does Office 365 work](#)





→ [Free tutorials on Office 365](#)

2.2. Google Workspace

Google Workspace is a collection of cloud-based apps that provide a range of features and services that benefit businesses of all sizes. Whether your employees are remotely working or not, Google Workspace has something for everyone. The three key tools run happily in any web browser and are available as *mobile apps* for *Apple* and *Android devices*. The chief disadvantage of Workspace is that opening files created using other office software is a cumbersome process and file formatting isn't always converted properly. Files are always and anywhere protected while the subscription exist as paid and free version with limited functionalities. Lastly, your files are stored in Google Drive.



Adapted from:

<https://support.google.com/>

The major innovative features of Google Workspace include:

- Domain-Branded Email Using Gmail Client**
- Each user has access to a **Google Drive account** where they can store their files
- Google Workspace allows **automatic syncing** of your accounts across different devices. You can also browse and install **'Work from anywhere'** Google applications that integrate with Google Workspace
- You can integrate Google Workspace with more than 750 third-party applications, including Customer Relationship Management (CRM) software.
- Google Workspace provides a fail-safe option in the event of data loss, data corruption, or potential legal problems that may arise from suspended accounts.
- Google Workspace uses Google AI to help you analyse and further optimise work processes.
- 20Gb** of free storage

→ Watch a video: [Google Workspace](#)

→ Read: [Free Tutorials on Google Workspace](#)

Aside these two well-established, innovative tools in workspace, other exist with significant piece of innovation related to both educators of higher institutions, VET sector and of course adult students and learners. Following current trends, the most widely-used innovative workspace tools are the following:



Distance Educator

- LibreOffice
- FreeOffice
- PolarisOffice
- Zoho Workplace
- Calligra Suite



Figure 4: Innovative Workspace Programmes, Adapted from: [The innovative workspace programmes and their subscription](#)

→ Read: [The innovative workspace programmes and their subscription](#)

Submodule 3.3. Online Quiz Makers (Google Forms, Kahoot)

Duration: 3 hours of self-study

Learning outcomes of Submodule 3 Online Quiz Makers (Google Forms, Kahoot)

Knowlegde	Skills	Competences
<p>After the successful completion of this submodule, learners will:</p> <ul style="list-style-type: none"> ● Be familiar with innovative online quiz making programmes for assessment in distance learning. ● Be familiar with the different innovative features of online quiz making programmes and how to use them for distance learning. 	<p>After the successful completion of this submodule, learners will be able to:</p> <ul style="list-style-type: none"> ● Create forms, surveys, and quizzes. ● Collaboratively edit and share the forms with others. ● Interpret the results obtained from the surveys and quizzes created for assessment purposes. ● Make the courses more interesting, using the online quiz maker programmes and interpret the results of each area of knowledge tested. 	<p>After the successful completion of this submodule, learners will be able to:</p> <ul style="list-style-type: none"> ● Work with Computers ● Use digital tools for collaboration/content creation ● Work with digital devices and applications ● Information and communication technologies (icts) ● Collaboration and creativity ● VET sector



3.1. Google Forms

Google Forms is an innovative free online tool from Google which allows users to create forms, surveys, and quizzes as well as to collaboratively edit and share the forms with other people. Educators can use Google forms to assess their learners at the beginning of the class and gauge pre-existing knowledge. Furthermore, Google forms can be used to give feedback to and receive feedback from learners. Similarly, learners can use Google forms to assess their own learning and set the learning goals as well as to collect data for their research projects.

Different ways of how a VET sector educator can use Google forms from some of them are briefly described below: **Opinion surveys, Quick poll, Late work submission, Sign-up sheets, Lesson plans, Autograded quizzes, Exit ticket/bell ringer, Flipped classroom assessment.**

Some innovative add-ons of Google Forms that can be used by educators are the **Form Recycler**, allows the recycle of the details from a form in order to be used again. **SurveyMonkey**, that can be used to create surveys that helps to easily gauge and comprehend responses. **Advanced Summary**, that can be used for getting a synopsis of the data. **QR code maker, Booking Calendar**, and many other.

→ **Watch a video:** [Google Forms Overview](#) , [Quizzes in Google Forms](#)

→ **Read:** [Practical ways to use Google forms in Classroom](#)

3.2. Kahoot

Kahoot is an innovative quiz/game-based learning platform that educators both in VET sector and higher education can use to make social learning more fun. Kahoot quizzes can be created in seconds. Kahoot is a type of interactive quiz that increases engagement and fosters smooth education. Using *interactive quizzes* in classroom setups, an end can be put to the unidirectional flow of knowledge from educators to learners. The interaction becomes two-way. To summarise, lessons become more valuable and fulfilling because learners do more than just taking notes.

Kahoot has a number of innovative features that can be used in education. Kahoot gives the opportunity to **Combine multiple kahoots**, to **Create a quiz in minutes**, to **Insert YouTube videos into questions**, to **Create interactive lessons by importing existing presentations**, and more.



Adapted from:

<https://support.google.com/>



Adapted from:

<https://support.google.com/>



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Figure 5 – Retrieved from: <https://www.monash.edu/learning-teaching/teachhq/learning-technologies/additional-learning-technologies/kahoot>

- Read: [How to create a Kahoot quizzes](#)
- Read: [Tips and Tricks in Kahoot online activities](#)

Aside these, other innovative tools related to quiz and interactive activities are currently commercially available. These tools are used by a number of professionals in all the sectors. Educators in higher education, VET sector, adult and minor education might benefit from these applications and their unique, innovative options in educational learning.

Some of the most widely used innovative educational learning platforms are:

- Blackboard Learn
- MentiMeter
- Quizizz
- Canvas LMS
- Poll Everywhere
- Quizlet
- Schoology
- TalentLMS
- Mindtickle
- Crowdppur

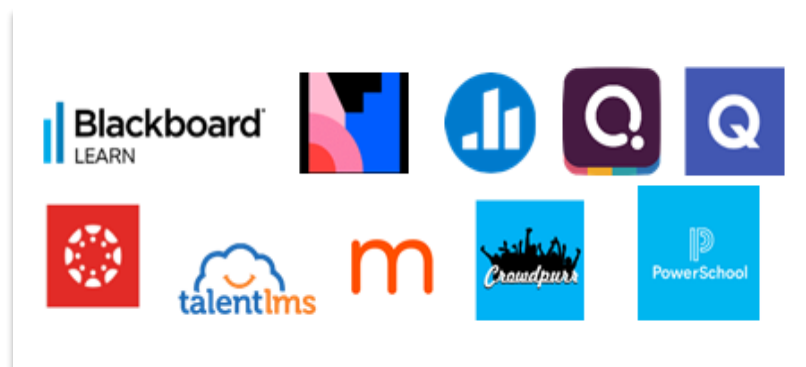


Figure 6: Innovative educational learning platforms, Adapted from: [Innovative educational learning platforms](#)

- Read: [Innovative educational learning platforms](#)



Submodule 3.4.: Online Homework Platforms (Google Classroom, Edulastic)

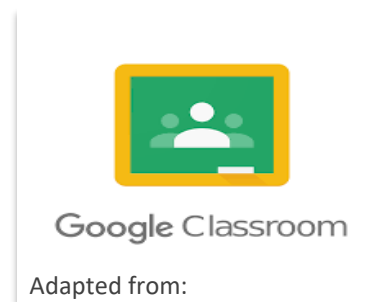
Duration: 3 hours of self-study

Learning outcomes of Submodule 3.4.: Online Homework Platforms (Google Classroom, Edulastic)

Knowlegde	Skills	Competences
<p><i>After the completion of this submodule, learners will:</i></p> <ul style="list-style-type: none"> ● Be familiar with innovative, online platforms that educators from the VET sector can use in assigning homework to the learners. ● Be aware of how to monitoring each student's from VET sector development and improvements. 	<p><i>After the successful completion of this submodule, learners will be able to:</i></p> <ul style="list-style-type: none"> ● Create and design content in assigning homework online through innovative ways. ● Access the learner's work through monitoring the drafts that have been created for a particular document, as well as which students made edits to each document. ● Assign homework to the learners and supervise their performance in real time giving assistance if needed. 	<p><i>After the successful completion of this submodule, learners will be able to:</i></p> <ul style="list-style-type: none"> ● Work with Computers ● Use innovative digital tools for collaboration / content creation. ● Work with innovative digital devices and applications ● Information and communication technologies (icts) ● Collaboration and creativity ● VET sector education

3.4.1. Google Classroom

Google Classroom is an innovative online platform for easy communication, teamwork and sharing homework files. It requires the use of a Gmail account to access Classrooms. In addition, adult educators in VET sector can use Classroom to make a class website and store important resources or information for learners in VET sector.



Adapted from:
<https://support.google.com/>

Every educator of VET sector can create a separate room/class for the learners, which they can join using a code. They can then assign classwork, homework, assignments, quizzes, etc through innovative ways. Learners can then easily read and submit the assigned homework within time. A separate folder is created for each class in the respective user's Google Drive, where the learner can submit work to be graded by the educator. Educators can monitor each learner's progress by reviewing the revision history of a document, and, after being graded, educators can return work along with comments and grades.

Google Classroom has several tools. The best of those tools are listed below:



- Announcement tool:** Educators can create an announcement and learners get a notifications
- Collaboration tool:** Educators can easily divide up their classrooms into teams
- Use comments:** Educators can leave comments and feedback to learners
- Today:** Allows learners to control their time and have an upper hand on deadlines.

→ → **Watch a video:** [Google Classroom tutorial](#)

→ **Read:** [Innovative Learning Platforms](#)

3.4.2. **Edulastic**

Edulastic is a *technology-enhanced assessment solution* for educators and school / district administrators. It can be easily used for classroom formative assessments, quizzes, in-class tests, and homework assignments for learners.

Adapted from: <https://edulastic.com/>

Edulastic empowers educators with instant classroom data that shows who's on track and who needs help so that they can take action and see growth.

As a valuable online education tool, Edulastic's high standards help educators administer assessments, help students, and track their progress. Google Classroom synchronisation is available free to use in combination with Edulastic. Learners can receive the best of both worlds: effective academic resources that are easy to use.

Edulastic has several features that makes it unique. Some of the features that can be used by educators are listed below:

- Shuffle Question Order-**Educators can randomize the order in which questions from a test are displayed for each learner.
- Option to show scores but hide answers from learners**
- Read-aloud (text-to-speech) –** Learners can click on play to hear a voice reading the text.
- Calculator –** Educators can make a calculator available for learners.

→ **Watch a video:** [Edulastic Overview for Teachers](#)

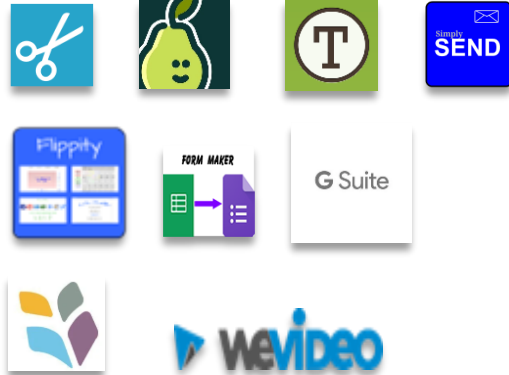
Aside these programmes, a number of other content-related programmes are commercially available for educators in higher education and VET sector to use. These applications, are characterised by a piece of novelty in different features and the most widely used are indicated below:

- WeVideo for Schools
- Snip for G Suite
- Pear Deck for Google Slides Add-on for G Suite



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- Pear Deck for G Suite
- Flippity for G Suite
- Form Maker for G Suite
- Flubaroo for G Suite
- Teachers.io for G Suite
- Literatu for Google Docs for G Suite
- Simply Send for G Suite



→Read: Edulastic Alternatives for Adult Education and VET sector

Figure 7: The top 10 Edulastic Alternatives, Adapted from Edulastic Alternatives for Adult Education and VET sector

Sources of knowledge of the Module 3 DIGITAL TOOLS OF DISTANCE LEARNING

Submodule 3.1: Online Communication Tools (Zoom, MS Teams)

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11. Top 10 Zoom Alternatives & Competitors:

<https://www.g2.com/products/zoom/competitors/alternatives>

Submodule 3.2. Document Management Tools (MS Office, Google Workspace):

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<https://workspace365.net/en/cloud-workspace-or-virtual-desktop-what-suits-your-organisation/>

2. Cloud Vs Virtualization: What's the difference?:

<https://virtualizationreview.com/articles/2020/09/10/cloud-virtualization.aspx>

3. DIY, DaaS or Cloud PC: What's the Best Approach To Virtual Desktops?:

<https://www.spiceworks.com/tech/cloud/guest-article/diy-daas-or-cloud-pc-whats-the-best-approach-to-virtual-desktops/>

4. Microsoft Office 365 cool features: <https://www.sherweb.com/blog/office-365/15-cool-features-you-should-be-using-in-office-365/>

5. Microsoft Office 365: <https://learn.microsoft.com/en-us/microsoft-365/enterprise/microsoft-365-overview?view=o365-worldwide>

6. The 10 Best Features of Google Workspace for Small

Businesses: <https://www.makeuseof.com/best-features-google-workspace-small-businesses/>

7. Google Workspace: <https://support.google.com/a/answer/6043576?hl=en>

8. LibreOffice: <https://www.libreoffice.org/>

9. FreeOffice: <https://www.freeoffice.com/en/>

10. Polaris Office: <http://www.polarisoffice.com>

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12. Calligra Suite: <https://calligra.org/>

13. Compare Calligra with WPS Office: <https://comparisons.financesonline.com/calligra-suite-vs-wps-office>

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Submodule 3.3. Online Quiz Makers (Google Forms, Kahoot):

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6. Kahoot! For schools. How it works. <https://kahoot.com/schools/how-it-works/>

Submodule 3.4. Online Homework Platforms (Google Classroom, Edulastic):

1. Arden, M. (2021, June 11). 25 Best Online Learning Platforms for Students & Teachers to Try in 2022. Prodigy. <https://www.prodigygame.com/main-en/blog/online-learning-platforms/>
2. Zhou, W (2022, July 25). Useful Features Of Google Classroom That You Should Know. Fanatical. <https://xfanatical.com/blog/features-google-classroom/>
3. Google Classroom. Wikipedia. https://en.wikipedia.org/wiki/Google_Classroom
4. (2022, January 2022). How Can I Use Edulastic in the Classroom. GoGuardian. <https://support.goguardian.com/s/article/How-can-I-use-Edulastic-in-the-classroom-1629333826386#:~:text=Teachers%20can%20utilize%20Edulastic%27s%20customizable,student%20mastery%20of%20the%20standards.>
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6. (2022, April 12). 5 tools to make Classroom even better even better. Studyo. <https://studyo.co/blog/5-tools-to-make-google-classroom-even-better>
7. (2021, December 29). What additional features are included in Edulastic premium. GoGuardian. <https://support.goguardian.com/s/article/What-additional-features-are-included-in-Edulastic-premium-1629332489607>

Terms related with the Module 3. DIGITAL TOOLS OF DISTANCE LEARNING:

<i>Technology</i>	<i>Digital tools</i>	<i>Distance learning/teaching</i>
<i>Adult Educators</i>	<i>Covid-19 pandemic</i>	<i>Online communication tools</i>
<i>Document management tools</i>	<i>Online quiz makers</i>	<i>Online homework platforms</i>

Summary of the syllabus for the Module 3. DIGITAL TOOLS OF DISTANCE LEARNING:

This syllabus provides an overview of the overall objectives of the Module “Digital tools of distance learning”, as well as the learning outcomes, after the successful completion and study of the particular module and the accompanying activities, videos and articles.

Through a student-centered and self-centered teaching/learning method, learners will be introduced to four different subjects throughout the module, which will help them gain a better understanding of the various tools that can be used in facilitating the whole teaching and learning process.

The syllabus thus analyses the different knowledge, skills and competencies that will be achieved, after the completion of the module.



Module 3. DIGITAL TOOLS OF DISTANCE LEARNING

PART I. Module 3. DIGITAL TOOLS OF DISTANCE LEARNING -SELF-ASSESSMENT QUESTIONS FOR PRIOR KNOWLEDGE- PRETEST

M3. I. Q1: Which of the following digital tools gives the learners the opportunity to ask the educator to **speed up or slow down** during the lesson?

- A: MS Teams
- B: WhatsApp
- C: Zoom**
- D: Google Classroom

M3. I. Q2: Which of the following digital tools does not have a **time limit** for the duration of the online lesson?

- A: Zoom
- B: MS Teams**
- C: Google Meet
- D: Webex Meeting

M3. I. Q3: Google Workspace allows **automatic syncing** of your accounts across different devices?

- A: Google Workspace**
- B: MS Word
- C: Kahoot
- D: MS Excel

M3. I. Q4: Which of the following digital tools allows you to create, organise and manage the whole educational process?

- A: Prezi
- B: MS Office**
- C: MS Teams
- D: OneNote

M3. I. Q5: Which of the following digital tools allows users to create forms, surveys, and quizzes as well as to collaboratively edit and share the forms with other people?

- A: MS Word
- B: iSpring
- C: MS Teams
- D: Google Forms**

M3. I. Q6: Which of the following digital tools is a quiz/game-based learning platform?

- A: Google Docs





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B: PowerPoint

C: Kahoot

D: iSpring

M3. I. Q7: Which of the following digital tools offers the opportunity to create a separate room/class for the learners, which they can join using a code?

A: Google Classroom

B: MS Office

C: PowerPoint

D: OneNote

M3. I. Q8: Which of the following digital tools empowers educators with instant classroom data that shows who's on track and who needs help?

A: MS Word

B: Edulastic

C: OneNote

D: Prezi

M3. I. Q9: Kahoot allows users to insert YouTube videos into questions or import existing presentations.

A: True

B: False

M3. I. Q10: Zoom doesn't allow users to enable Auto-generated captions during meetings.

A: True

B: False

PART II. DISTANCE EDUCATOR SELF- EVALUATION QUESTIONS AFTER COMPLETION OF THE MODULE 3. POST TEST

M3. II. Q1: Does **Google Forms** allow users to create forms, surveys, and quizzes as well as to collaboratively edit and share the forms with other people?

A: YES

B: NO

M3. II. Q2: Is **Kahoot** a quiz/game-based learning platform?

A: YES

B: NO

M3. II. Q3: 'Google Classroom synchronisation is available free to use in combination with Edulastic. Learners can receive the best of both worlds: effective academic resources that are easy to use.'

A: TRUE

B: FALSE



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M3. II. Q4: All files shared across all conversations in **MS Teams** are being automatically saved in SharePoint Online document library folder.

A: TRUE

B: FALSE

M3. II. Q5: OneDrive helps both educators and learners store and protect their files, but they cannot have access to them whenever and wherever they wish.

A: TRUE

B: FALSE

M3. II. Q6: Using MS Office, educators and learners can communicate with each other through direct messages (chat).

A: TRUE

B: FALSE

M3. II. Q7: Kahoot allows users to insert YouTube videos into questions or import existing presentations.

A: TRUE

B: FALSE

M3. II. Q8: Zoom doesn't allow users to enable Auto-generated captions during meetings.

A: TRUE

B: FALSE

M3. II. Q9: MS Teams has time limit for the duration of the online lesson.

A: TRUE

B: FALSE

M3. II. Q10: Zoom allows users to enable Auto-generated captions during meetings.

A: TRUE

B: FALSE

PART III. ESSAY. Please write in five lines your opinion about INNOVATIVE DIGITAL TOOLS OF DISTANCE LEARNING ÎN VET SECTOR





Example M3:

1. *VET learners have been empowered by digital tools, which offer them flexible, accessible, and immersive learning experiences, effectively bridging the divide between traditional classroom settings and remote education. These tools have enabled learners to engage with educational content at their own pace, access resources from anywhere, and participate in interactive learning activities that simulate real-world scenarios. The integration of digital tools has revolutionized the VET sector, breaking down barriers and expanding educational opportunities beyond physical boundaries.*
2. *VR classrooms, Chatbot assistance for guidance through learning platforms*
3. *In the VET sector, innovative digital tools of distance learning have revolutionized the educational landscape. They provide opportunities for engaging and interactive learning experiences beyond the traditional classroom. These tools, such as virtual simulations, online collaboration platforms, interactive multimedia, and learning management systems, enhance vocational training by offering practical and immersive learning environments.*
4. *It is important to note that the assessment methods chosen should align with the learning outcomes, instructional strategies, and goals of the VET program. The assessment approach should be designed to evaluate both the learners' understanding of the subject matter and their ability to apply knowledge and skills acquired through innovative teaching methods. Video Conferencing and Webinar Tools: Platforms like Zoom, Microsoft Teams, or WebEx facilitate real-time communication and collaboration among learners and trainers. Collaborative Document Editing and File Sharing: Tools like Google Drive, Microsoft Office 365, or Dropbox enable real-time collaboration on documents, spreadsheets, and presentations. Gamification: Gamification involves incorporating game elements and mechanics into the learning process to increase engagement and motivation. Digital tools like Quizlet, Kahoot, or Google Forms.*
5. *Mobile learning is an example of microlearning which is not only a trend but a need of the current times to provide time-saving solutions and in view of the quick pace of life. It is possible to learn selected topics in the app and to also assess your knowledge with the self-assessment. Also when you are faced with real-life situations you can better prepare yourself for the implementation of the solution in your classroom.*
6. *They allow remote education which is very much needed today and are great for students' inclusion.*
7. *It is a very important and challenging task to use widely available, innovative digital tools in the organisation of the whole online educational process in VET sector. Innovative digital tools are very useful for distance learning in the VET sector. Through the introduction of innovative digital tools to VET educators, their lessons will be more interesting and interactive, thus more interesting for the learners to follow.*



8. *Nowadays, technologies and digital innovative tools in the field of education and VET sector are widely used, mainly as a result of the Covid-19 pandemic. Therefore, the most important and challenging task for adult educators is to use the various innovative digital tools available, so as to make the whole online educational process as interactive as possible. More specifically, some of the digital tools that can be used in distance learning are Zoom, as a communication tool, Google Workspace, as a document management tool, Kahoot, as an online quiz maker, and Google classroom, as an online homework platform, all of which include various innovative features that will make the educational process more efficient.*
9. *These are many (generative) artificial intelligence tools for innovative digital tools used in distance learning For instance, some AI platforms can be used for the content itself. Other AI platforms can be used for learners' engagement. Some specific platforms can be used for analytical tasks, like Akkio.com.*
10. *E-Portfolios: E-portfolio platforms like Mahara or Pathbrite enable learners to create digital portfolios showcasing their skills, achievements, and learning progress. Learners can compile evidence of their work, reflections, and feedback, providing a comprehensive overview of their vocational development. E-portfolios allow for ongoing assessment and reflection, and they can be easily shared with educators, employers, or industry professionals. Digital Assessment Tools like Kahoot, Quizlet, or ExamSoft. Webinar tools provide a platform for delivering webinars, workshops, and guest lectures, allowing for interactive presentations and Q&A sessions. Also, Moodle, Canvas, or Blackboard, provide a centralized digital space for managing and delivering course content, assessments, and communication. Distance learning in the VET sector can be enhanced and tailored to meet the needs of adult learners pursuing vocational education remotely.*

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MODULE 4: CULTURAL AWARENESS

The aim of the Module:	
<p>The world today experiences cultural diversity more than yesterday. Cultural awareness is fundamental to providing an equitable learning environment for all students. A classroom that values equality is not the same as one that values equity. While these terms are often used interchangeably, they represent two approaches to teaching with very different goals and outcomes. Equality is the idea that all students should be given equal treatment, that's why is essential for all the educators to be cultural awareness</p>	
Time duration:	12 hours
Level of EQF	4
ECVET:	4h = 1 ECVET. 4 credits
Assignment:	The assignment is available through the mobile app: DigiEduAdult app
Learning objectives of the Module:	
<ul style="list-style-type: none"> • to understand what cultural awareness is • to understand the importance of cultural awareness as an adult educator • to understand the learners cultural background 	
Learning outcomes of the Module:	
<ul style="list-style-type: none"> • participants will have a better understanding of cultural awareness • participants will understand the importance of cultural awareness as an adult educator 	
Teaching methods of the Module:	<input type="checkbox"/> student-centred learning <input type="checkbox"/> self-directed learning <input type="checkbox"/> experimental learning
Teaching tools used:	<input type="checkbox"/> Open educational resources <input type="checkbox"/> Mobile app <input type="checkbox"/> Videos <input type="checkbox"/> Exercises
Topics of the Module:	
Submodule 4.1 What is cultural awareness?	
Duration: 6 hours of self-study	
Learning outcomes of Submodule 4.1 What is cultural awareness?	



Knowledge <ul style="list-style-type: none"> • <i>General and/or specialized knowledge acquired through knowledge of different academic and/or professional fields and theoretical principles.</i> • <i>Learning primarily through analytical thinking</i> 	Skills <ul style="list-style-type: none"> • <i>Wide-ranging skills, may also be specialized, including the use of appropriate tools, methods, different technological procedures, materials and theories.</i> • <i>Evaluation and use of information to formulate decisions and solutions.</i> • <i>Formulation of solutions of well-defined abstract problems. Ability to carry out various, non-standardized tasks.</i> 	Competences <ul style="list-style-type: none"> • <i>Ability to operate in diverse and specific settings.</i> • <i>Taking responsibility for the quality of the work process and results, showing autonomy and a degree of initiative.</i> • <i>Taking responsibility and initiative for the acquisition of new knowledge and skills.</i> • <i>Characterized by an entrepreneurial orientation and the ability to organize and work in complex teams.</i>
<p>The participant has an integrated knowledge about cultural awareness</p>	<p>The participant knows and names the pros of cultural awareness</p>	<p>The participants realize the usefulness of being cultural awareness in a classroom</p>

4.1. What is Cultural Awareness

Cultural awareness is the ability to understand, appreciate, and respect the beliefs, customs, values, and practices of people from different cultures. It involves recognizing and accepting cultural differences and adapting one's behavior and communication style accordingly. In an educational setting, cultural awareness means being sensitive to the cultural backgrounds of students and incorporating their cultural perspectives and experiences into the curriculum.

Cultural awareness is important because it promotes inclusivity, diversity, and understanding in the classroom. When teachers are culturally aware, they can create a learning environment that celebrates and values the differences among students. This can lead to increased engagement, motivation, and academic success for all students, regardless of their cultural background.

To be culturally aware, teachers must first examine their own cultural biases and assumptions. They should be willing to learn about different cultures and seek out opportunities to interact with people from diverse backgrounds. They should also be willing to adapt their teaching



strategies to meet the needs of culturally diverse students. Overall, cultural awareness is an essential component of effective teaching and learning. It helps to create a classroom environment that is equitable, inclusive, and welcoming to all students.



Figure 1:Source: https://www.freepik.com/free-photo/culture-word-wooden-background_4973631.htm#query=CULTURAL%20AWARENESS&position=5&from_view=search&track=ais

What Is Cultural Awareness?

Cultural awareness constitutes the fundamental first step towards developing a culturally responsive approach to teaching. As per the National Education Association (NEA), cultural awareness or cultural competence entails *"comprehending one's own culture, others' culture, and the role of culture in the educational system."* Considering a student's culture as *"the basis for learning, communicating high expectations, and redefining the curriculum to reflect students' diversity"* leads to more favorable educational outcomes.

It is imperative to highlight the significance of cultural awareness in teaching, as it enables educators to appreciate and value the diversity of their students. This understanding can result in more effective teaching and learning, heightened student engagement, and better academic results.

Cultural awareness encompasses recognizing and respecting the *values, beliefs, and customs of different cultures*. It also involves understanding the impact of culture on students' learning and their educational experiences. Culturally responsive teaching entails integrating diverse perspectives and experiences into lessons, encouraging student-led discussions, and employing culturally relevant teaching materials.

Creating an inclusive learning environment mandates the avoidance of generalizations regarding racial, gender, or socioeconomic groups. Rather, teachers ought to concentrate on



recognizing the distinct attributes of each student and constructing a learning environment that respects diversity. Additionally, using inclusive language, such as gender-neutral pronouns, and refraining from stereotypes and assumptions based on cultural backgrounds can promote inclusivity.

Culturally responsive teaching relies on cultural awareness, using that specific competence to achieve better communication with learners and their families. The goal is to encourage students by taking into consideration their cultural backgrounds and tailoring learning to meet and celebrate their experiences.

Why Is It Important?

The impact of the "culture gap" between educators and students can have significant consequences for student performance. According to Educalingo, the culture gap refers to any systematic differences between two cultures that hinder mutual understanding or relationships.

Cultural awareness supports the adoption of culturally responsive teaching, which has become a crucial priority in classrooms today. Educational systems, vocational center and school boards are beginning to address issues of race, gender, and class, which further underscores the importance of educators possessing strong cultural awareness.

Educators who exhibit cultural awareness possess the requisite skills to navigate the challenges of the current educational landscape. They are better equipped to relate to and support learners from diverse backgrounds, enhancing their academic performance and overall well-being. In conclusion, cultural awareness is critical to the promotion of effective teaching and learning, especially in an increasingly diverse educational setting.

What Can Educators do to Develop Cultural Awareness?

1. *To implement cultural awareness* in teaching, educators must first reflect on their own cultural background, including factors such as race, gender, ethnicity, religion, language, socioeconomic status, and disability status. This self-awareness helps educators identify similarities and differences between themselves and their students, and recognize potential "culture gaps." By bridging these divides, educators can create a more inclusive learning environment that fosters greater academic and personal success.
2. *To develop cultural awareness*, educators can engage in professional development by attending training sessions and workshops that provide a deeper understanding of cultural diversity, including norms, values, and communication styles. Such education can support educators in creating an inclusive and effective learning environment that fosters academic and personal success.
3. *To develop cultural awareness*, educators can examine their own biases and assumptions regarding cultural diversity and work to address any misconceptions.





This may involve seeking out opportunities to interact with individuals from diverse backgrounds and learning from their experiences. By doing so, educators can foster a more inclusive learning environment that respects and values diversity.

4. *Incorporate diverse perspectives into teaching:* Educators can intentionally integrate diverse perspectives into their curriculum, materials, and lesson plans. This can include using literature, media, and other resources that reflect the diversity of their students.
5. *Foster a culturally responsive classroom environment:* Educators can create a classroom environment that is respectful and inclusive of all cultures. This may involve setting clear expectations for behavior and language, celebrating diversity, and facilitating opportunities for students to share their cultural backgrounds and experiences.
6. *To confront implicit bias, educators must recognize the ways in which their lived experiences* differ from those of their students and investigate whether those gaps have created unconscious attitudes or stereotypes. Implicit bias refers to the attitudes or stereotypes that influence our understanding, actions, and decisions in an unconscious manner. By questioning those attitudes and supporting an open mind, educators can dismantle implicit biases, creating a more inclusive and equitable learning environment.
7. *Effective communication in a diverse classroom requires cultural awareness.* Cultural backgrounds shape the way individuals communicate, including differences in eye contact, language, and attitudes towards authority and family dynamics. Teachers who understand these cultural norms can communicate more effectively with their students, gaining valuable input and insights from students and families from all backgrounds. This enhances the learning experience for all students and creates a more inclusive and respectful learning environment.
8. *To effectively teach students from diverse backgrounds, educators must view themselves as learners.* Teachers who seek opportunities to learn from their students and their cultures can bridge cultural gaps that may impede learning. This includes engaging in professional development courses or having discussions with students and their families. By continually learning and growing, educators can create a more inclusive and effective learning environment for all students.
9. *To effectively teach a diverse student body, educators must create culturally adaptable lessons.* Lessons that are easily understood by one group of students may not be appropriate for another group. Factors such as limited access to technology, linguistic differences, and family dynamics can impede some students from fully participating in certain lessons. Teachers must try to ensure that their lessons are culturally appropriate for every student, accommodating for varying access and skill sets. By doing so, educators can create an inclusive learning environment that supports the academic success of all students.



To promote cultural awareness, educators must recognize that cultural diversity encompasses more than ethnicity and religion. There are various aspects of culture that can influence a student's perceptions, attitudes, and behaviors. Teachers should account for these cultural categories, which include:

Race

Educators must be aware that students who have physical attributes that differ from the majority culture may experience negative feelings related to their self-perceptions or how their classmates perceive them. It is important for educators to recognize and address these experiences as they observe and interact with their students. This can help create a more inclusive and supportive learning environment that values diversity and promotes the academic success of all students.

Religious persuasion

A significant number of students may originate from families in which there is a tradition of religious adherence. Hence, it is useful for teachers to become acquainted with the ways in which religious traditions and requirements can affect their students' actions inside and outside the classroom environment.

Ethnic background

Ethnicity is not so much defined by physical appearance as it is by things such as culture, ancestry, language, or religion. Ethnic groups can be different in notions such as values, rituals, and communication styles. Realizing these differences can assist educators in becoming familiar with their learners' interests and the way they perceive the world.

Sexual orientation and gender identity

Students who identify as LGBTQ+ may face discrimination and bullying outside of the classroom, which can affect their learning experience. Educators must be aware of this issue and seek information and advice on how to accommodate the learning needs of LGBTQ+ students. Teachers should create a safe and inclusive learning environment where all students feel respected and valued, regardless of their sexual orientation or gender identity. By doing so, educators can support personal success of all students.

Socio-economic status

A student's educational achievement can be affected by their financial background. Educators should have knowledge on how a learner's economic circumstances can lead to classroom pressure and shrink their ability to possess adequate time or an appropriate place to study, including having access to significant learning resources.



How can you create a more inclusive classroom environment?

Educators should play a leading role in establishing a culturally inclusive classroom by revealing their own desire to be culturally alert. This can be accomplished by inviting learners to share their personal stories and associate their cultural experiences in the classroom.

Creating a more inclusive classroom environment involves several key strategies, including:

1. *Valuing diversity:* Educators should actively recognize and celebrate the diversity of their students, including differences in culture, language, ethnicity, religion, and socioeconomic status.
2. *Providing equal opportunities:* Teachers must provide equal opportunities to all students, including access to resources, participation in activities, and engagement in the learning process.
3. *Supporting social-emotional development:* Creating a supportive learning environment that fosters positive social-emotional development is critical for all students. This involves promoting a sense of belonging, positive relationships, and emotional regulation.
4. *Adapting instruction:* Educators should adapt instruction to meet the diverse learning needs of their students, including different learning styles, abilities, and interests.
5. *Addressing bias and discrimination:* Teachers should address any instances of bias or discrimination that may arise in the classroom. This includes providing opportunities for students to discuss and learn about diversity and addressing any incidents of discrimination or harassment.

Cultural differences do not equate to different expectations.

Although learners may have distinct needs, they must all share similar expectations. Cultivate the same high expectations for every student. Maintaining distinct expectations for distinct learners can send the wrong message that cultural differences determine learning outcomes.

Incorporate cultural diversity into your teaching.

In the past, educational systems were primarily ethnocentric and did not make concessions for cultural diversity. To create a more inclusive classroom environment, educators must make a conscious effort to cater to diversity in their classes and learning materials. By doing so, they demonstrate to their students that their cultures are respected, and their needs are valued.

Incorporating cultural, ethnic, and socioeconomic diversity in the classroom has been shown to lead to positive learning outcomes. Exposure to diversity can have a life-changing effect on learners and can help diminish discriminatory attitudes and stereotypes that may have originated from their upbringing.



Teaching and exposing learners to cultural diversity helps them develop empathy and compassion towards individuals from diverse social groups and backgrounds. This encourages them to view the world from different perspectives and critically examine their own biases.

Creating a diverse and inclusive classroom environment allows students to see beyond their own narrow-minded perspectives and fosters open-mindedness. It promotes respect for other groups and their beliefs, regardless of differences. Overall, teaching diversity and awareness in classrooms has the potential to create a more respectful and accepting society.

Enhancing Cultural Awareness in Distance Learning: Strategies for Educators

With the increasing popularity of *online education*, educators face the challenge of promoting cultural awareness in the virtual classroom. Cultural awareness is crucial for fostering understanding, empathy, and respect among students from diverse backgrounds. In this paper, we explore comprehensive strategies that educators can employ to effectively incorporate cultural awareness in distance learning. These strategies include creating an inclusive online environment, incorporating diverse learning materials, facilitating intercultural collaboration and dialogue, sensitizing language, and communication, promoting self-reflection and self-awareness, and leveraging technology for cultural exploration. By implementing these strategies, educators can cultivate cultural awareness and create a transformative learning experience for students in the digital realm.

1. Creating an Inclusive Online Environment:

1.1. Establishing a Welcoming Atmosphere:

- Initiate the course with an introduction session where students can share their cultural backgrounds, experiences, and perspectives.
- Emphasize the value of diversity and highlight the importance of cultural awareness.
- Set ground rules for respectful communication and behavior, ensuring an inclusive environment for all.

1.2. Engaging with Cultural Diversity:

- Incorporate culturally diverse examples, case studies, and readings into the curriculum.
- Encourage students to share resources, stories, or personal experiences related to their cultural heritage.
- Promote dialogue and discussions that explore cultural similarities and differences, fostering a deeper understanding among students.

2. Incorporating Diverse Learning Materials

2.1. Selecting Culturally Representative Resources



- Choose textbooks, articles, and multimedia materials that represent diverse cultural perspectives.
- Include content created by authors and scholars from various cultural backgrounds.
- Encourage students to explore additional resources that reflect their own cultural heritage and share them with the class.

2.2. Integrating Multimodal Learning

- Utilize multimedia resources such as videos, podcasts, and interactive simulations to provide diverse perspectives.
- Incorporate visuals and real-life examples from different cultures to enhance students' understanding.
- Use technology tools that allow students to engage with cultural artifacts or virtual field trips, providing immersive learning experiences.

3. Facilitating Intercultural Collaboration and Dialogue

3.1. Group Projects and Collaborative Activities

- Design group projects that encourage students from different cultural backgrounds to work together.
- Provide clear guidelines for effective intercultural collaboration, fostering teamwork and mutual understanding.
- Facilitate virtual breakout rooms or discussion forums where students can engage in cross-cultural dialogue.

3.2 Structured Online Discussions

- Assign discussion topics that promote critical thinking and exploration of cultural perspectives.
- Encourage students to respectfully challenge assumptions and biases, fostering open-mindedness and empathy.
- Actively participate in discussions, providing guidance and facilitating constructive dialogue

4. Sensitizing Language and Communication

4.1. Language Choices and Cultural Sensitivity

- Be mindful of language choices, avoiding cultural biases or stereotypes in instructional materials and communications.
- Provide guidelines for inclusive language usage, promoting respect and appreciation for diverse cultures.
- Offer support and resources for students who are non-native English speakers or come from different linguistic backgrounds.

4.2. Nonverbal Communication and Cultural Norms:





- Discuss nonverbal communication cues and cultural norms in online interactions.
- Encourage students to be aware of different cultural expressions and gestures.
- Provide guidance on interpreting and responding to diverse communication styles to foster effective cross-cultural communication.

5. Promoting Self-Reflection and Self-Awareness:

5.1. Reflective Assignments and Activities:

- Assign reflective writing tasks that prompt students to explore their own cultural assumptions and biases.
- Provide guiding questions or prompts that encourage self-reflection on personal cultural identities.
- Encourage students to share their reflections and insights in a supportive and non-judgmental environment.

5.2 Building Empathy and Cultural Competence:

- Offer resources and activities that facilitate empathy-building exercises, such as storytelling or role-playing activities.
- Integrate cultural competence frameworks and models into the curriculum, encouraging students to develop a deeper understanding of cultural diversity.
- Provide opportunities for students to engage with individuals from different cultures through virtual guest lectures or community partnerships.

6. Leveraging Technology for Cultural Exploration:

6.1 Virtual Cultural Experiences:

- Organize virtual field trips to culturally significant sites or museums, offering students the opportunity to explore different cultures firsthand.
- Collaborate with cultural organizations or guest speakers to deliver virtual presentations on diverse topics.
- Encourage students to leverage technology tools to conduct independent research and explore cultural practices and traditions.

6.2 International Collaboration and Exchanges:

- Foster connections with educators and students from different countries or cultural backgrounds to promote cross-cultural exchanges.
- Organize virtual cultural exchange programs, allowing students to interact with peers from diverse cultures.
- Encourage the use of digital platforms for cross-cultural collaborations, such as joint research projects or virtual study groups.



Conclusion:

Incorporating cultural awareness in distance learning requires intentional efforts and innovative approaches from educators. By creating an inclusive online environment, incorporating diverse learning materials, facilitating intercultural collaboration and dialogue, sensitizing language and communication, promoting self-reflection and self-awareness, and leveraging technology for cultural exploration, educators can foster cultural awareness and appreciation among students. These strategies not only enrich the learning experience but also equip students with vital skills to thrive in an increasingly globalized and diverse world.

Submodule 4.2. Collaboration of Educators and cooperation of learners

Duration: 6 hours of self-study

Learning outcomes of Submodule 4.2 Collaboration of Educators and cooperation of learners

Knowlegde	Skills	Competences
<i>The participant has an integrated knowledge about collaboration of educators and cooperation of learners</i>	<i>The participant knows how to collaborate with the educators and learners</i>	<i>The participants realise the usefulness of the collaboration</i>

4.2.1. Professional Collaboration

According to research, today’s teachers and school administrators show a higher interest in *educator collaboration* than previous generations. Whereas it has historically been ordinary for teachers to work independently, it is currently becoming more attractive for educators to work in groups. Adherents of educator collaboration support that when educators are working together, they have a positive effect on one another and contribute naturally to school development. Certain kinds of educator collaboration involve working together in groups, sharing responsibilities, providing feedback, and building trust.

Teaching can be taxing and emotionally draining. Either it’s a specifically challenging learner or balancing professional and home life (or both), stress is undoubtedly a part of the job, and other colleagues can be invaluable sources of support. When teachers depend on each other for support, they create relationships built on trust and empathy. These regular interactions are vital in shaping long-lasting professional and mentorship relationships. When educators bear the feeling of support, they have the ability to better extend that same support to their groups of students.

When teachers cooperate, their interests, backgrounds and strengths can contribute to a project. In case educators work in a group, they can delegate responsibilities according to the



personality and expertise of each member. This kind of teamwork contributes to a greater feeling of trust and accountability, and it makes teachers feel confident about contributing their most beneficial skills toward school improvement.

When you pursue an online master's degree in the field of education, you may investigate the advantages of educator collaboration. When teachers cooperate, they form crucial professional and personal relationships. Educators usually absorb support from each other and have the ability to delegate tasks that make each educator feel productive. *Cooperation* between educators adds to school advancement and student success. *Collaboration* is the procedure of working together so as to accomplish a common goal. In teaching, the mutual goal is always improved student outcomes.

Teacher collaboration includes:

- debating, outlining, and problem-solving together
- inquiring, utilizing evidence and research to shape decision-making
- capitalizing on one another's strengths and working with each other's weaknesses
- contributing actively to a respectful and supportive educational environment.

Committing a shift from “*my students*” to “*our students*”

Active collaboration demands a shift from being responsible for the learning of a sole group of learners to receiving collective responsibility for the success and wellbeing of every student. Innovative learning environments (ILEs) are altering the ways that educators teach, plan, and inquire into teaching together, but no matter the teaching context, successful collaboration needs a shift of thinking from “me” to “we” and from “my students” to “our students”.

Collective inquiry is the core of educator collaboration since it brings teachers together as students, with a common goal of advancing learner outcomes. In professional learning communities, all teachers contribute equally, seeking to grasp and act on what is happening for their students. The target is on problem-solving together, drawing on both research and student data to inform and evaluate alterations to practice.

Collective inquiry enhances a trusting and open educational community in which mistakes are an accepted element of learning.



Source: https://www.freepik.com/free-photo/diversity-word-made-with-colorful-cards-colorful-paper-hands_9730474.htm#query=CULTURAL%20AWARENESS&position=3&from_view=search&track=ais

4.2.2 Collaborative learning

Collaborative learning is the educational technique of introducing groups to enhance learning through collaboration. Teams of two or more participants work together to solve problems, fulfill tasks, or learn new notions.

This approach actively involves students in processing and constructing information and concepts instead of using solely memorization of facts and figures.

Learners collaborate with each other on projects, where they must work together as a group to grasp the concepts presented to them. Through standing up for their stances, reshaping ideas, listening to other points of view and articulating their points, learners will achieve a more complete understanding as a team than they could as individuals.

Collaborative vs. cooperative learning: What is the difference?

There is some disorientation about what is different between these two kinds of learning.

To begin with, cooperative learning is a type of collaborative learning, which is the reason why at first glance, the two may appear similar.

The difference between *cooperative learning* and *collaborative learning* is that, in cooperative learning, students are responsible for a certain part of their own learning and success, and that of the group as a unit as well.

They are to use their knowledge and resources to ensure that all the participants of the team understand the notions that they are learning.



The roles and structure of cooperative learning are defined a priori, and are frequently connected to the cast and crew of a theatrical production: the success of the performance depends on all of the interconnected roles supporting one another, but a director exists and oversees the project closely.

In case we consider collaborative learning in terms of roles among an organization, in software development, a team of junior developers has a duty to learn a new framework, then produce part of a program while utilizing it. Each developer has their own share of the code to develop, but their attempt will only be efficient if every participant learns and acts on their part accordingly. Although each individual has a separate role in the process, the entire team has a stake in the success of others.

In *collaborative learning*, individuals must also take responsibility for their team learning and succeeding, but their roles, resources, and organization is left entirely up to them. There is no director to share the rules of engagement, so the team itself must be self-directed.

The benefits of collaborative learning

Collaborative learning is a valuable tool for organizations seeking to cultivate a dynamic and well-informed workforce. The benefits of collaborative learning are manifold, both for the organization as a whole and for individual learners.

Organizational benefits of collaborative learning include the development of *self-management and leadership skills*, as individuals learn to work together to achieve mutual goals. This approach also increases employee skills and knowledge, as learners teach and learn from each other, reducing the need for formal training and promoting continuous upskilling. Collaborative learning also improves relationships across teams and departments, fostering connections and teamwork, particularly in organizations with remote workers. Additionally, collaborative learning has been shown to improve knowledge acquisition and retention, leading to more efficient retention of information.

On an individual level, collaborative learning turns learning into an active process, allowing learners to organize their thoughts, present coherent arguments, and convince others of their perspectives. This approach promotes learning from diverse viewpoints, critical and quick thinking, listening to criticism and advice, and the development of public speaking and active listening skills. Finally, collaborative learning enhances cooperation among learners, resulting in greater understanding of the subject matter and the development of mutual respect.

In conclusion, collaborative learning is an effective approach for organizations looking to cultivate a dynamic and well-informed workforce. The benefits of collaborative learning are



numerous, both for the organization as a whole and for individual learners, and should be considered as a valuable tool for ongoing education and skill development.

Examples of collaborative learning activities

There are several effective ways to introduce collaborative learning within an organization. Here are some examples:

1. *Evaluate training systems.* To encourage collaboration within teams or departments, pair novice employees with senior ones and have them work together to assess the training systems currently used. This exercise allows them to detect flaws in the system and provide recommendations on how to successfully update the training to better accommodate the organization and its employees.
2. *Solve problems across teams* Bring together various groups and present them with a problem to solve. This could be how to develop a new feature for a product, what alterations should be made to an existing software, or instituting a new training program. After outlining the desired outcomes in broad terms, let the teams work together to develop solutions. The groups will then present their ideas, justify their stances, and outline their plans to complete the task.
3. *Develop new products* Collaborative learning can be a significant asset when the focus shifts to developing new products. Groups can work together to identify relevant niches, consider possible solutions, and create product concepts. Presenting these concepts in a question-and-answer session can help refine the ideas further as they defend their ideas, respond to feedback, and sharpen their pitch.
4. *Explain concepts to other departments* Encourage departmental teams to form presentations to showcase their work to other departments. They can present the work they do, the challenges they encounter and solve, and share ongoing projects they are working on. Other departments can take part in a question-and-answer session, providing the benefit of their experience to assist in solving ongoing issues while also learning more about how the organization works as a whole.
5. *Build a collaborative learning community* Establish a collaborative learning community that prioritizes working together to solve challenges, open communication, and numerous opportunities for individuals to learn from and teach others. Regularly offering collaborative learning opportunities can foster an environment in which students actively participate in collaborative learning. Effective collaborative learning activities should have clear instructions, a set goal, mid-sized teams of three to five participants, and flexible rules so that groups can experiment and work with open communication.





Collaborative learning theories

While there are a number of differences among collaborative learning theories, as a whole, collaborative learning is based on the concept that learning is a naturally social act, and that learning arises through talking, trying to solve problems, and seeking to understand the world.

Sources of knowledge of the Module 4: CULTURAL AWARENESS

Submodule 4.1 What is cultural awareness?

- https://joint-research-centre.ec.europa.eu/digcompedu_en
- <https://epale.ec.europa.eu/en/blog/oer-digital-skills-competences-adult-learners>

Submodule 4.2. Collaboration of Educators and cooperation of learners

- https://joint-research-centre.ec.europa.eu/digcompedu_en
- <https://epale.ec.europa.eu/en/blog/oer-digital-skills-competences-adult-learners>

Terms related with the Module:

Cultural-awareness	Cultural awareness in education	Solving problems
Diversity	Self-management	Cooperative learning
Professional collaboration	Leadership skills	Collaborative learning activities

Summary of the syllabus for the Module 4: CULTURAL AWARENESS

This module covers three topics in education: cultural awareness, professional collaboration, and collaborative learning. Cultural awareness involves respecting and understanding diverse cultural backgrounds and adjusting behavior and communication styles accordingly. Professional collaboration among educators promotes positive effects and school development. Collaborative learning involves group work and active engagement in the learning process, leading to improved relationships, enhanced cooperation, and self-management and leadership skills. The module provides strategies and examples for creating an inclusive and collaborative learning environment. Collaborative learning theories emphasize that learning is a social act that arises through problem-solving and seeking to understand the world.

The sub-module 4.1 focuses on cultural awareness in education. It defines cultural awareness as the ability to appreciate and respect the beliefs, customs, values, and practices of people from different cultures, and adapting behavior and communication styles accordingly. The module discusses the importance of cultural awareness in creating an equitable, inclusive, and welcoming learning environment, and how educators who exhibit cultural awareness can better support learners from diverse backgrounds. To develop cultural awareness, the module recommends educators reflect on their own cultural backgrounds, engage in professional



development, examine their biases, incorporate diverse perspectives into teaching, foster a culturally responsive classroom environment, recognize different aspects of culture, and create culturally adaptable lessons. The module also highlights the different aspects of culture that educators should be aware of, including race, religious persuasion, ethnic background, sexual orientation and gender identity, and socio-economic status. Finally, the module provides strategies for creating a more inclusive classroom environment, such as valuing diversity, providing equal opportunities, supporting social-emotional development, adapting instruction, and addressing bias and discrimination. The sub-module 4.2.1 explores the benefits of professional collaboration among teachers and school administrators. Research shows that collaboration leads to positive effects on educators and contributes to school development. Teachers can rely on each other for support, creating relationships built on trust and empathy. Collaboration also allows teachers to delegate tasks and contribute their skills to improve the school. Teacher collaboration includes problem-solving, using evidence and research to make decisions, and creating a respectful and supportive learning environment. Successful collaboration requires a shift from "my students" to "our students" and a focus on collective inquiry to advance student outcomes. Overall, collaboration enhances a trusting and open educational community. The sub-module 4.2.2 discusses collaborative learning as a technique to enhance learning through group work. Collaborative learning involves students working together in teams to solve problems or learn new concepts, actively engaging in the learning process. The module explains the difference between cooperative learning, where students take responsibility for their own learning and the success of the group, and collaborative learning, where individuals take responsibility for team learning and success. The benefits of collaborative learning include the development of self-management and leadership skills, improved relationships across teams and departments, and enhanced cooperation among learners. The module provides examples of collaborative learning activities, such as evaluating training systems, solving problems across teams, developing new products, and building a collaborative learning community. Finally, collaborative learning theories emphasize that learning is a naturally social act, and that learning arises through talking, trying to solve problems, and seeking to understand the world.





Module 4. CULTURAL AWAREANENESS ASSESSMENT

PART I. Module 4. DIGITAL TOOLS OF DISTANCE LEARNING -SELF-ASSESSMENT QUESTIONS FOR PRIOR KNOWLEDGE- PRETEST

M4. I. Q1: Is cultural awareness important in creating an equitable, inclusive, and welcoming learning environment?

- A. YES
- B. NO

M4. I. Q2: What is the core of educator collaboration?

- a) *The core of educator collaboration is collective inquiry, which brings teachers together as students with a common goal of advancing learner outcomes.*
- b) The core of educator collaboration is competition, which pits teachers against each other to see who can achieve the best learner outcomes.

M4. I. Q3: Is successful collaboration among educators focused on collective inquiry to advance student outcomes?

- a) YES
- b) NO

M4. I. Q4: Can educators reflect on their own cultural backgrounds to develop cultural awareness?

- a) YES
- b) NO

M4. I. Q5: Is learning through collaboration based on the concept that learning is a naturally social act?

- a) YES
- b) NO

M4. I. Q6: Should educators recognize different aspects of culture such as race, religion, ethnicity, sexual orientation and gender identity, and socio-economic status?

- a) YES
- b) NO

M4. I. Q7. Cultural awareness involves recognizing and respecting the values, beliefs, and customs of different cultures.

- a) YES
- b) NO

M4. I. Q8. Creating a more inclusive classroom environment means setting different expectations for students based on their cultural background.



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- a) YES
- b) NO**

M4. I. Q9. Cultural awareness involves understanding, appreciating, and respecting the beliefs and practices of people from different cultures.

- a) YES**
- b) NO

M4. I. Q10. Cultural awareness is not important in the educational setting.

- a) YES
- b) NO**

PART II. DISTANCE EDUCATOR SELF- EVALUATION QUESTIONS AFTER COMPLETION OF THE MODULE 4. POST TEST

M4. II. Q1. Cultural awareness is not important in the educational setting.

- a) Yes
- b) NO**

M4. II. Q2. Culturally aware educators should not adapt their teaching strategies to meet the needs of culturally diverse students.

- a) Yes
- b) NO**

M4. II. Q3. Cultural awareness promotes inclusivity, diversity, and understanding in the classroom.

- a) Yes**
- b) NO

M4. II. Q4. Collaborative learning enhances relationships built on trust and empathy among teachers.

- a) Yes**
- b) NO

M4. II. Q5. Collaborative learning involves individuals working together to solve problems and learn new concepts.

- a) Yes**
- b) NO

M4. II. Q6. Collaborative learning involves individuals working together to solve problems and construct knowledge.

- a) Yes**
- b) NO

M4. II. Q7: Cultural awareness in education is only relevant for students studying abroad or in multicultural settings.

- a) True



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b) False

M4. II. Q8: Cultural awareness in education focuses solely on understanding different religions and beliefs.

a) True

b) False

M4. II. Q9: Cultural awareness in education helps students develop empathy and cross-cultural communication skills.

a) True

b) False

M4. II. Q10: Cultural awareness in education has no impact on promoting global citizenship and fostering a more inclusive society.

a) True

b) False

PART III. ESSAY. Please write in five lines your opinion about CULTURAL AWARENESS ÎN VET SECTOR





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Examples M4:

- 1. The VET sector plays a vital role in equipping learners with the skills and knowledge needed to excel in diverse work environments and contribute to a society that values inclusivity. By prioritizing cultural awareness, VET institutions can prepare learners to navigate and thrive in multicultural workplaces*
- 2. Cultural awareness in vet sector is crucial for the correct interaction between the educators and the trainees. Specific cultural characteristics must always be acknowledged in order for the training style to be adjusted and be easily accessible by all trainees.*
- 3. Cultural awareness is of utmost importance in the VET sector as it recognizes the diversity of learners and promotes inclusivity in education. By fostering cultural awareness, educators create an environment that respects and values different perspectives, beliefs, and backgrounds.*
- 4. Cultural awareness plays a crucial role in the VET sector, as it promotes inclusivity, respect, and understanding among diverse learners and stakeholders. Here are some key aspects of cultural awareness in the VET sector: Recognizing and Valuing Diversity, Adapting Teaching Approaches; Effective Communication; Respecting Cultural Practices and.etc.*
- 5. Knowing what other cultures are doing and how they are learning supports the introduction of new solutions to the VET context and will continue to the development of global competences. Cultural awareness is nowadays a competence in need for future generations, also for the purpose of the labour market and to see what works best in other contexts. Acquiring any type of new competences, also cultural awareness enriches your knowledge and attitudes that you can make use of in the VET sector.*
- 6. Cultural awareness helps to break down cultural barriers.*
- 7. Cultural awareness in VET sector, is important because it promotes inclusivity, diversity, and understanding in the classroom. When teachers are culturally aware, they can create a learning environment that celebrates and values the differences among students. This can lead to increased engagement, motivation, and academic success for all students, regardless of their cultural background.*
- 8. The world today is characterized by cultural diversity, more than ever before. Cultural awareness is therefore of outmost importance in developing a learning environment which will be equitable for all students. Consequently, all educators should be trained to promote equality among all the students, in the sense that everyone is given equal treatment and everyone has the same opportunities. Cultural awareness encompasses recognizing and respecting the values, beliefs, and customs of different cultures, and all teaching processes should be responsive to this cultural diversity.*





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9. *Being sensitive to other cultures is essential, especially for networking and collaboration activities. Moreover, it's crucial to know specifics about cultures to succeed in joining activities.*

10. *Cultural awareness in the VET sector creates an inclusive and supportive learning environment, enhances communication, prepares learners for the workforce, and fosters a global perspective. By embracing cultural diversity and promoting cultural awareness, the VET sector can better meet the needs of its learners and contribute to a more inclusive and equitable society. VET learners need to understand and appreciate cultural differences to navigate international collaborations, global job opportunities, and diverse markets. Cultural awareness prepares learners for a globalized workforce and promotes open-mindedness, empathy, and intercultural competence. Cultural awareness is a crucial aspect in the VET sector as it promotes inclusivity, understanding, and respect for diverse cultures and backgrounds among both educators and learners.*

Module 4 AUTHOR: Maria Voudaski





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MODULE 5: DESIGNING ONLINE TEACHING AND LEARNING ACTIVITIES, COURSES, AND ASSESSMENT

The aim of the Module:		
<p><i>Is to provide knowledge and practical experience how to design online teaching and learning activities, courses, and assessment.</i></p> <p><i>The assessment is presented in alternative formats using generative AI and digital platforms.</i></p> <p><i>The cases are presented with several selected generative AI and digital platforms.</i></p> <p><i>The module covers two modules: “Redesign curriculum” and “Assessment using generative AI and digital technologies”.</i></p>		
Time duration:	4-6 hours	
Level of EQF		
ECVET:		
Length of material:	<ul style="list-style-type: none"> • 2 pages of study materials divided into 2 submodules • several generative AI platforms for hands-on experience 	
Assignment:	The assignment is available through the mobile app: DigiEduAdult app	
Learning objectives of the Module:		
<ul style="list-style-type: none"> • to explain a curriculum of online teaching • to understand online learning activities • to provide examples of online courses and assessments • to get a hands-on experience how to design online curriculums, courses and assessments 		
Learning outcomes of the Module:		
<ul style="list-style-type: none"> • participants will have a better understanding of online teaching and learning activities, courses • participants will also be able to redesign their own curriculums, courses and create their own assessments using various AI, and digital tools 		
Teaching methods of the Module:	<input type="checkbox"/> experimental / experiential learning <input type="checkbox"/> self-study	
Teaching tools used:	<input type="checkbox"/> Digital platforms/ applications/ Generative AI platforms <input type="checkbox"/> Interactive & practical exercises <input type="checkbox"/> Videos	
Topics of the Module		
Submodule 5.1. Redesign curriculum		
Duration: 2 hours of self-study		
Learning outcomes of Submodule 1 Redesign curriculum		
Knowledge	Skills	Competences



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<ul style="list-style-type: none"> • <i>General and/or specialized knowledge acquired through knowledge of different academic and/or professional fields and theoretical principles.</i> • <i>Learning primarily through analytical thinking</i> 	<ul style="list-style-type: none"> • <i>Wide-ranging skills, may also be specialized, including the use of appropriate tools, methods, different technological procedures, materials and theories.</i> • <i>Evaluation and use of information to formulate decisions and solutions.</i> • <i>Formulation of solutions of well-defined abstract problems.</i> • <i>Ability to carry out various, non-standardized tasks.</i> 	<ul style="list-style-type: none"> • <i>Ability to operate in diverse and specific settings.</i> • <i>Taking responsibility for the quality of the work process and results, showing autonomy and a degree of initiative.</i> • <i>Taking responsibility and initiative for the acquisition of new knowledge and skills.</i> • <i>Characterized by an entrepreneurial orientation and the ability to organize and work in complex teams.</i>
<p>To get an overview of the best practices of online curriculums/courses etc.</p>	<p>To enhance digital skills working with diverse digital platforms and generative AI tools in order to advance their curriculums for online learning</p>	<p>To cultivate creativity, work in groups and enhance digital competence in e-teaching tools</p>

Curriculum Development using Emerging technologies

Essential aspects of curriculum development include six steps or a six-step approach (Kern, 2022):

- 1 problem identification and general needs assessment
- 2 targeted needs assessment
- 3 goals, and objectives
- 4 educational strategies
- 5 implementation and evaluation
- 6 and feedback

The most recent research by Bhatt and Muduli (2022) has indicated that Artificial intelligence (AI) solutions such as natural language processing, artificial neural networks, interactive voice response, text-to-speech, and technology-enhanced learning that can efficiently enhance learning and development process. The authors have covered several issues of the curriculum development like educational strategies (delivery format or a question” How”) and assessment.

Redesigning modules can be complex, but new technologies change the landscape of current modules. Especially generative artificial intelligence tools/platforms can be integrated into different stages. Based on our experience, we do present some steps for redesigning modules.



The *first aspect* is to identify the purpose and goals. New technologies like AI tools can help to enhance a module's goals and objectives. The next stage can cover the the current module's structure. The structure might be restructured based on specific technologies that can be covered (see Image 1).

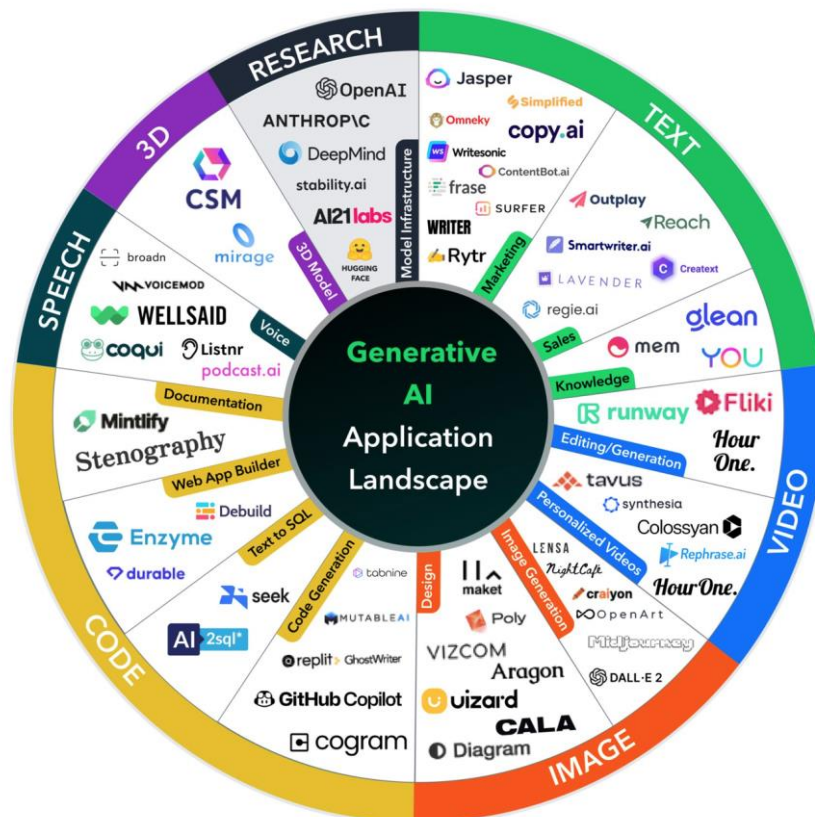


Image 1. Generative AI tools. Source: <https://www.rapidops.com/blog/generative-ai-tools/>

For instance, some lectures, lessons, and courses can be converted into video format using different generative AI tools. Additionally, some images can be enhanced with generative AI tools.

It is important to note that stakeholders can be involved in redesigning a curriculum/module for this process. Stakeholders can involve industry experts, lecturers/professors, and students. Their input, insights, and experience can be valuable assets for the module. Thus, many companies have started to use different AI tools and have their own experience with them.

The next step is to review all learning outcomes and competencies. These outcomes should be specific, measurable, achievable, relevant, and time-bound (e.g., SMART). The integration of digital skills is essential.

Courses, lecture content, and resources are needed to be enhanced with AI, especially assessments. This task is creative, and there is a need to work jointly with stakeholders. All courses/lessons leaders should consider various resources such as textbooks, online materials, multimedia, simulations, and hands-on activities with AI tools/platforms. It is



important to note that some platforms can be free while others can be free of charge, but others can be paid. Based on the module's budget, a mix of types of AI platforms can be provided.

The next step is implementation and evaluation. For this stage, digital platforms/tools can be used. For instance, the evaluation can be organized after a single session, and based on feedback; the course can be changed immediately. Moreover, digital tools enable data collection from diverse sources (e.g., digital survey tools and oral reflections) and integrate results as a single outcome.

Generative AI platforms

Generative AI is a broad label to describe any type of artificial intelligence (AI) that creates new **text, images, video, audio, code or synthetic data**.

Generative AI algorithms and models are trained on extremely large sets of data. Once trained, they can generate new data that is similar - but not the same as - the data they were trained on.

Examples generated using generative AIs



Image 2



Image 3

- Image 2. The first example was generating using the visual AI solution "Stablediffusionweb.com" and keywords (distance education and forest) in few seconds.
- Image 3. The photo-realistic image was generated using the Stable Diffusion solution by giving keywords (distance education and forest). Source: <https://stablediffusionweb.com>

AI-generated visuals can be used in education to enhance the learning experience and improve learners' engagement. There are several ways where to use AI-generated visuals, such as data visualization of educational material, educational games or quizzes, visual storytelling, or even for personalized learning experiences.



Module redesign is an iterative process. Continuously gather user feedback and monitor the module's/course's performance after deployment. This information can enhance further enhancements and refinements to optimize the module's/course's functionality over time.

Universal design for learning guideline framework

There is a universal design for learning guidelines. This framework was provided by udlguidelines.cast.org (2023), which might help to improve and optimize teaching and learning for all learners based on scientific insights into how humans learn. It covers three pillars: engagement, representation, action, and expression.

The first element is dedicated to purposeful, motivated learners that might stimulate their interest and motivation for learning. The second presents how the content can be resented in different ways that capture their attention. Finally, the third element, "Action and expression," covers strategic, goal-directed learners and different ways in which learners can express what they know.

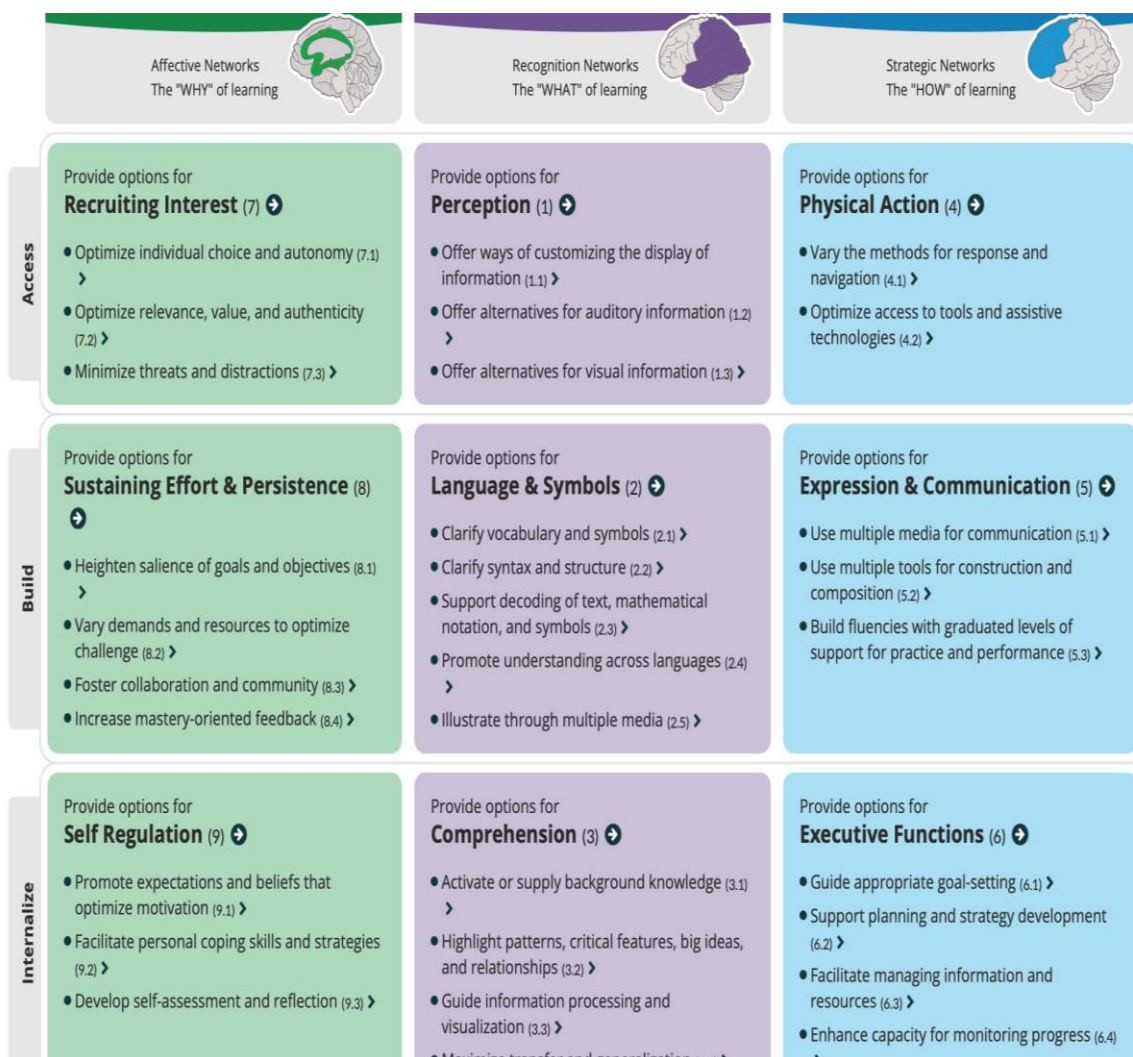


Image 4. Universal design for learning guideline framework.

Source: <https://udlguidelines.cast.org>





The framework includes three layers: access, build and internalize (see Image 4). All layers include recommendations on how the module can be redesigned effectively. Notably, the iteration can be done several times.

Submodule 5.2. Assessment using generative AI and digital technologies

Duration: 2-3 hours of self-study

Learning outcomes of Submodule 5.2. Assessment using generative AI and digital technologies

Knowlegde	Skills	Competences
<i>To get an overview of the best practices of assessments using advance technologies</i>	<i>To acquire digital skills of various AI, digital platforms that enable to develop and create alternative formats of assessments</i>	<i>To enhance digital competence on how to create automatic tools for assessments of online curriculums & courses</i>

Generative AI platforms for assessment

Use of technologies to produce text and other media as part of student submissions (or, indeed, as part of the process of developing such submissions) needs to be thoughtfully supported and/or limited, and clearly and openly acknowledged.

There are some **examples of building AI tools into assessment design** are given below:

- Allow students to use AI tools but require that they provide the prompt that they used and show via Track Changes (and comments) which changes they made to improve the output and why.
- Generate AI content and provide it to students for them to evaluate (with predefined criteria) and revise.

Notably, essays can be automatically assessed by the AI Platforms.

Advanced Technologies for Educational Material Creation

Generative AI is a broad label that denotes any AI algorithm that enables using existing content like text, audio files, or images to create creates new text, images, videos, audio, code, or synthetic data. (Richman, Boyd, 2023; Market trends, 2021)).

There are different generative AIs in many areas: education, business, the game industry, art, and writing (Image 5).



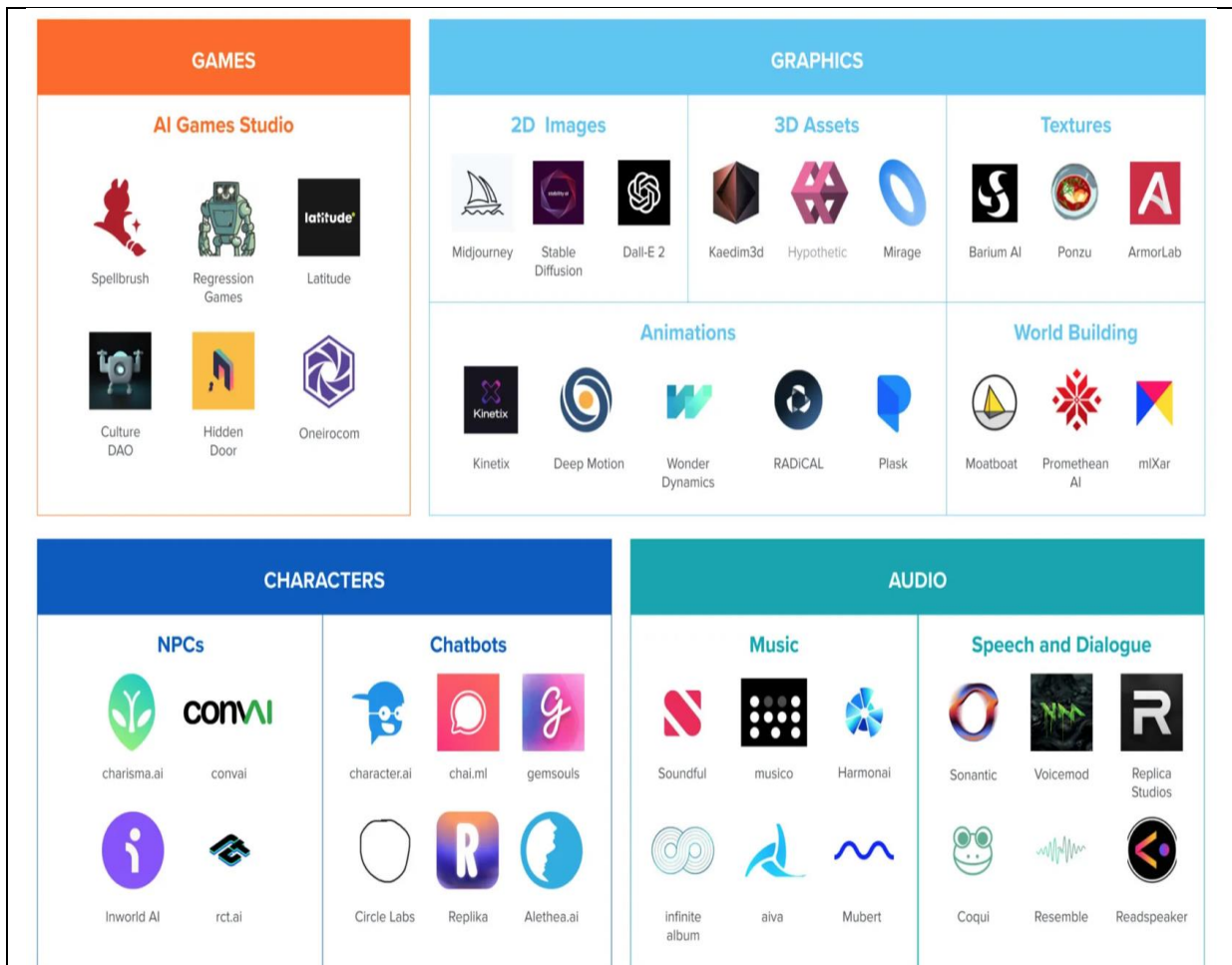


Image 5. Generative AI tools map.

Source: <https://a16z.com/2022/11/17/the-generative-ai-revolution-in-games/>

Therefore, many landscapes generative AIs exist dedicated to education, business, and developers or game creators. The image presents four areas of generative AIs platforms such as text, image, audio, and code generation.

Enhanced Learning using Generative AIs

Recently, learning scholar and expert Hardman (2022) from the Cambridge University has provided the generative AI landscape using approximately 40 existing AI-infused tools for learning that covers eight domains (see Image 6):

1. expertise domain
2. efficiency
3. video creation
4. image generation
5. text generation
6. audio creation
7. music creation



8. diagram generation

These generative AIs can be used for various content creation of educational materials or for delivery format.

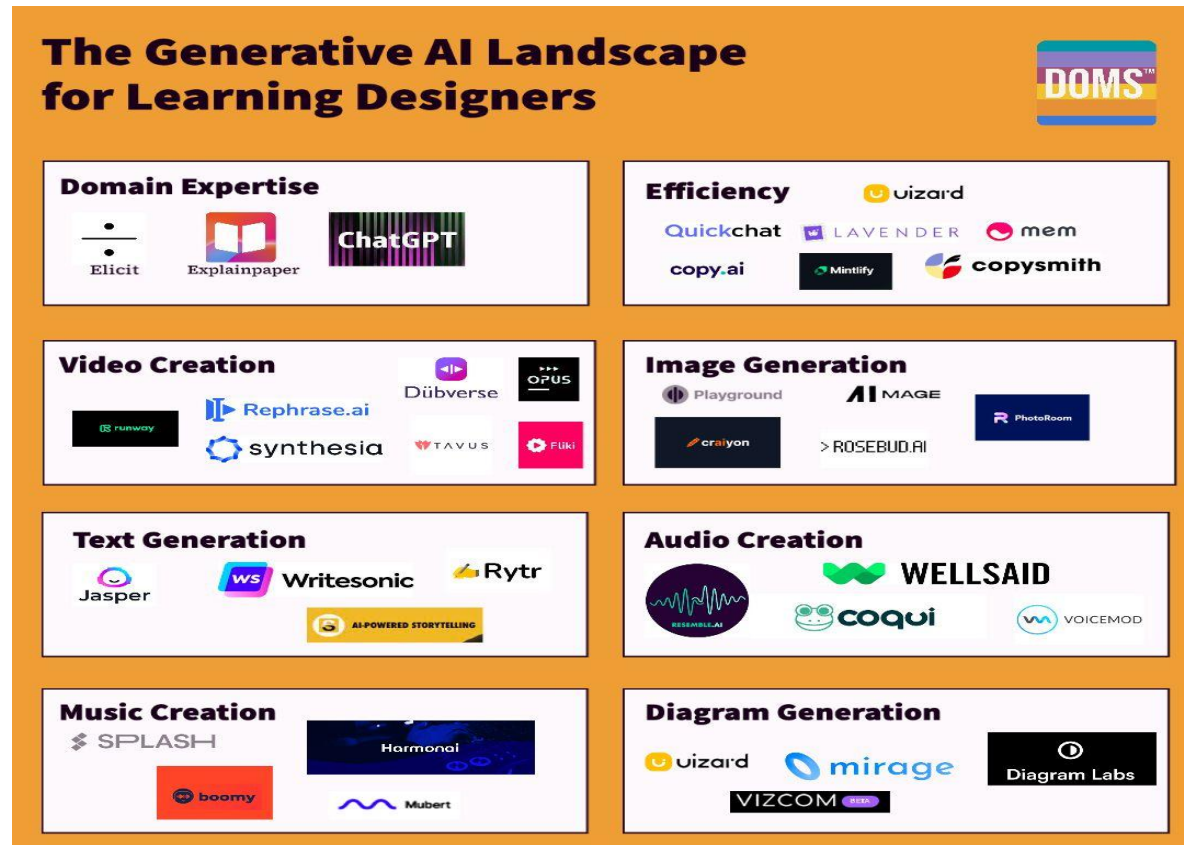


Image 6. The Generative AI Landscape for Learning Designers by DOMS™.

Source: <https://drphilippahardman.substack.com/p/the-generative-ai-landscape-for-learning>

Formats of assessments

Some formats are more difficult for AI tools to generate than others, with text currently the simplest. Similarly, some genres of writing are more difficult for AI technologies.

There are some ideas for tasks based on alternative formats:

- Ask students to create oral presentations, videos, multimedia resources.
- Ask students to incorporate more personal reflections tied to unit concepts.
- Ask students to take part in live interviews (face to face or online).

An interview or 'viva voce' can test a student's understanding, gauging their ability to respond to questions and prompts in conversation. They can also be asked to elaborate or make connections between their responses to different questions. Bear in mind that live conversations are more difficult and anxiety-provoking for some students than others (although this is also true for other formats such as essays and exams).

Assignments can come in various forms, depending on the subject, academic level, and specific requirements. Some common forms of assignments include essays, research



papers, reports, problem sets or worksheets, lab reports, case studies, creative projects, and group assignments. The full description of each form is presented in Table 1.

Table 1. Assignment types.

Assessment type	Description
Essays	A written composition where you present and support an argument, analyze a topic, provide an interpretation, or discuss a specific subject. Essays often require research, critical thinking, and the use of proper citation.
Researcher paper	In-depth academic papers that involve extensive research, analysis, and synthesis of information from various sources. Research papers typically have a specific structure, including an introduction, literature review, methodology, results, discussion, and conclusion.
Report	A structured document that presents findings, analysis, and recommendations on a particular topic. Reports are often based on research, experiments, observations, or case studies, and they typically provide a detailed account of the subject matter.
Problem Sets or Worksheets	Assignments that involve solving mathematical or scientific problems, completing exercises, or answering questions related to the course material. These assignments help reinforce learning and assess understanding.
Lab Reports	Documents that outline experimental procedures, results, and analysis conducted in a laboratory setting. Lab reports often follow a specific structure and require clear explanations of the experimental process and observations.
Case studies	In-depth examinations of real-life scenarios, situations, or individuals, often used in fields such as business, law, psychology, or social sciences. Case studies require analysis, critical thinking, and the application of theoretical concepts to practical situations.
Creative Projects	Assignments that involve creative expression, such as creating artwork, writing poetry, composing music, designing prototypes, or producing multimedia content. These assignments allow for individual expression and often combine artistic elements with academic concepts.
Group Assignments	Collaborative tasks that require working with other students to complete a project or solve a problem. Group assignments assess teamwork, communication skills, and the ability to collaborate effectively.



Assignments can be virtual or physical. The virtual one can guarantee enhanced flexibility and cost efficiency. The biggest challenge is how to ensure the quality of responses and individual presence. Moreover, not all digital platforms can guarantee that many participants' views of their computer/smartphone interfaces and their surroundings are in the physical place, which might ensure that assignments are done ethically.

Assignments and AI tools

TopAi.tools (2023) provides a comprehensive list of AI tools for assignment writing (TopAi.tools, 2023). For instance, the Writefull Academizer tool transforms informal text into academic texts. Thus, this tool can generate abstract and rephrased paragraphs. Another tool "hypotenuse.ai" can generate content in seconds (Image 7). Thus, this tool can be used in other domains, such as e-commerce content or (paid) messages on social media generation. Therefore, many forms of assignments can be organized using these text tools. Regarding image generation AI tools, the images can enhance the assignment's content visually.

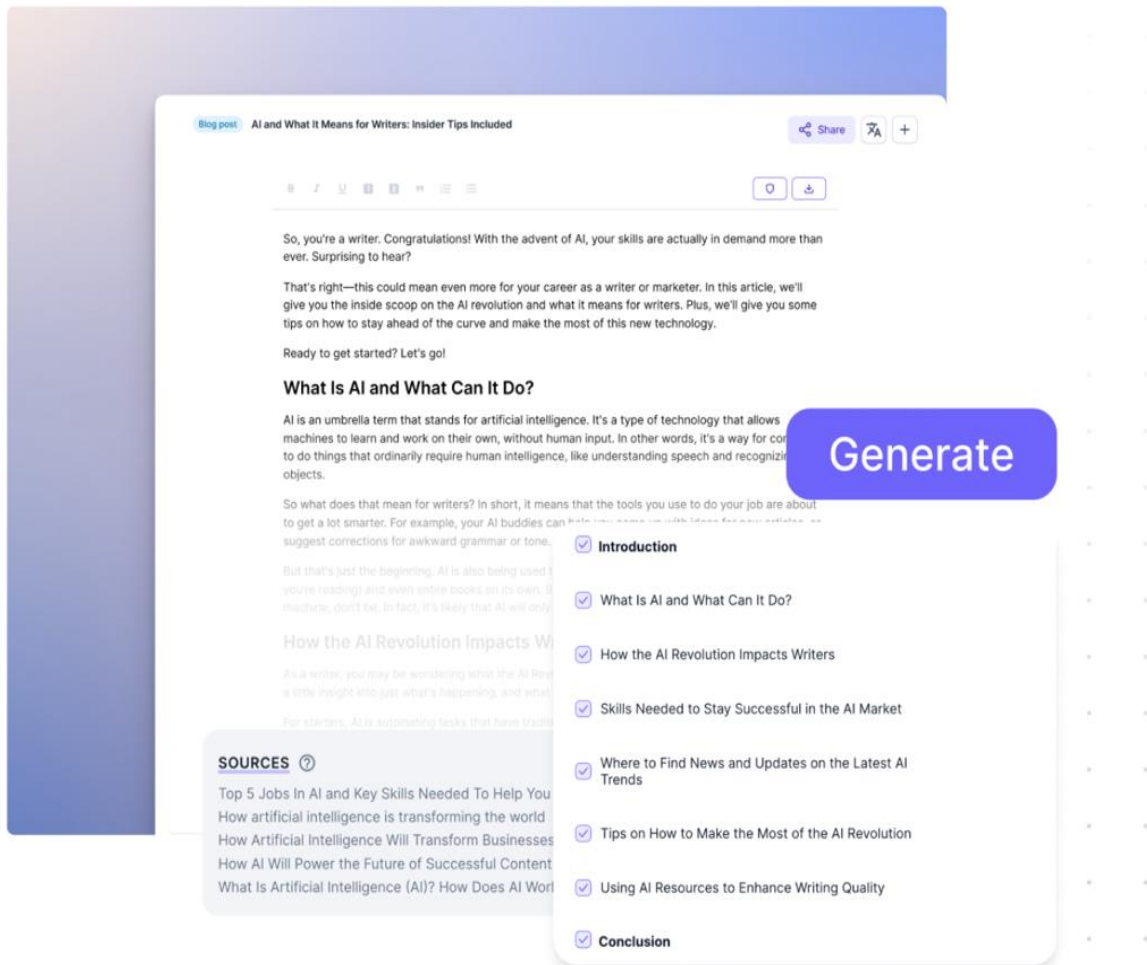


Image 7. Generate content in seconds using the hypotenuse.ai.

Source: <https://www.hypotenuse.ai>



Another example is created for a visual example and is presented below.

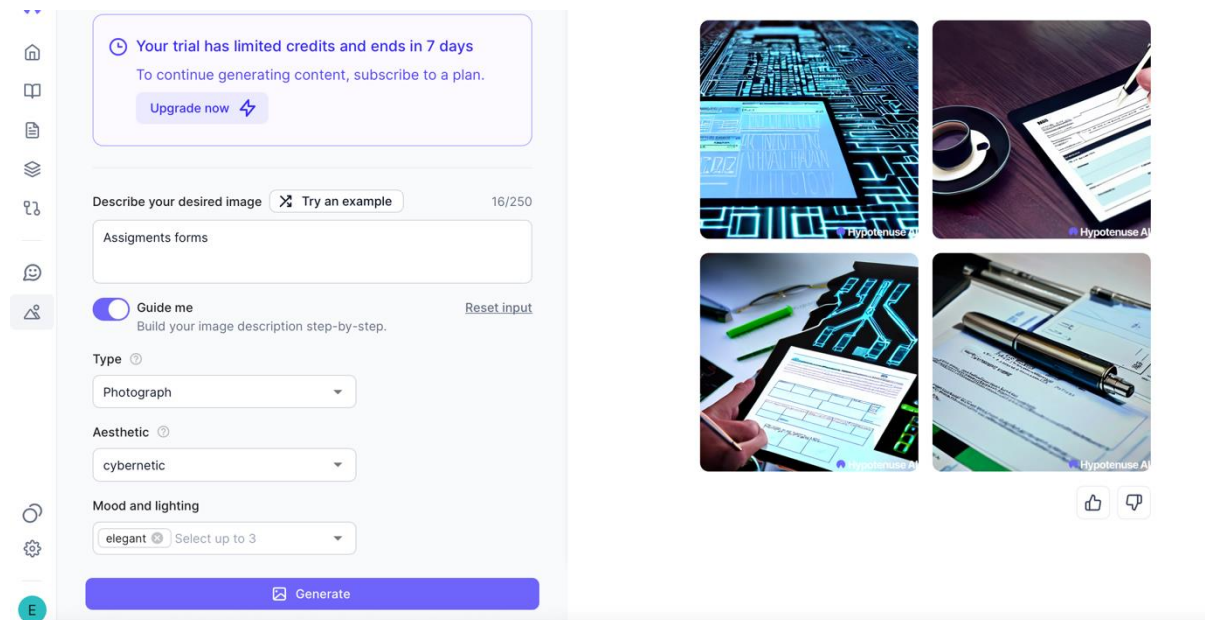


Image 8. Generation visual content using keywords” Assignments forms” in seconds using the hypotenuse.ai. Source: <https://www.hypotenuse.ai>

Examples of generative AI platform: Chat GPT (text)

Chat GPT, also known as GPT (Generative Pre-trained Transformer) Chatbot, is an advanced language model developed by OpenAI. It is part of the GPT series, with GPT-3 being the latest version at the time of my training.

GPT-3 is trained on a massive amount of diverse text data from the internet, allowing it to generate human-like responses to prompts and engage in conversational interactions (<https://chat.openai.com>). It utilizes a transformer architecture, which is a deep learning model that excels in processing sequential data, such as natural language.

The following example entails areal examples using Chat GPT for assessment. We have typed a question, “What are the best assessments using generative artificial intelligence tools?”.

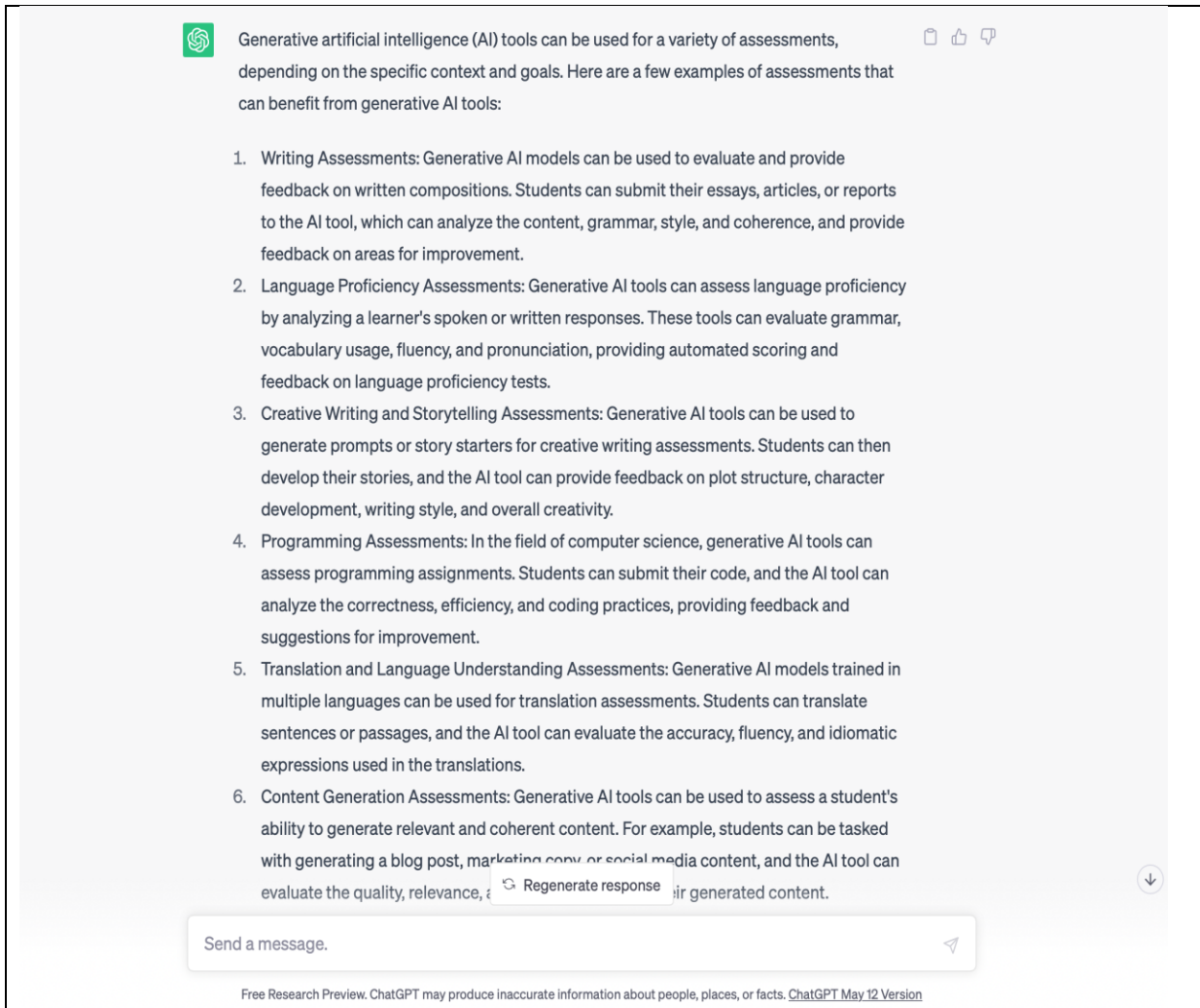


Image 7. Example of the ChatGPT outcome.

Source: <https://chat.openai.com>

All questions can be generated using prompts. The prompt helps to minimize the time for the questions. Therefore, there are different lists of prompts for many areas that can be used in practice. For instance, the platform provides (Image8) prompts for education and business areas. The only text that can be modified is in the brackets " []".

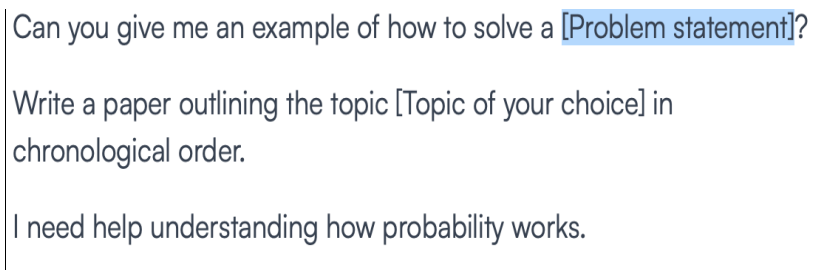


Image 8. Examples of prompts for ChatGPT.

Source: <https://bit.ly/3pMFDfo>

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Terms related with the Module:		
<i>Generative AI platforms</i>	<i>artificial intelligence (AI)</i>	<i>practical experience</i>
<i>Redesign Curriculum</i>	<i>digital technologies</i>	<i>digital platforms</i>
<i>Assessment</i>	<i>assessments using various AI</i>	<i>online teaching and learning activities</i>

Summary of the syllabus for the Module:

The module 5 provides current knowledge and practical experience on how to design online teaching and learning activities, courses, and assessments. The assessment is presented in alternative formats using generative artificial intelligence (AI) and digital platforms. The cases are presented with several selected generative AI and digital platforms. The module covers two modules: “Redesign curriculum” and “Assessment using generative AI and digital technologies”. Learning several outcomes cover including (1) participants will have a better understanding of online teaching and learning activities and courses and (2) participants will also be able to redesign their curriculums and courses and create their assessments using various AI and digital tools.





Module 5. DESIGNING ONLINE TEACHING AND LEARNING ACTIVITIES, COURSES, AND ASSESSMENT

PART I. Module 5: DESIGNING ONLINE TEACHING AND LEARNING ACTIVITIES, COURSES, AND ASSESSMENT -SELF-ASSESSMENT QUESTIONS FOR PRIOR KNOWLEDGE- PRETEST

M5. I. Q1: What is generative AI? Generative AI is a broad term for artificial intelligence that creates new text, images, video, audio, code, or synthetic data.

- a) **Yes**
- b) No

M5. I. Q2: How many classifications of generative AI exist?

- a) A few
- b) Many**

M5. I. Q3: Can new technologies, such as generative AI tools/platforms, change the student evaluation process?

- a) Yes**
- b) No

M5. I. Q4: What are the formats of new types of assessments?

- a) oral presentations, multimedia resources, videos, personal reflections, live interviews**
- b) B: face-to-face or online interviews

M5. I. Q5: Can AI-generated visuals for educational materials can enhance the learning experience?

- a) Yes**
- b) No

M5. I. Q6: Statement: Only four areas of generative AIs tools/platforms exist.

- a) A: Yes
- b) B: No**

M5. I. Q7: How many generative AIs tools/platforms in terms of thematic areas are?

- a) Four**
- b) Five
- c) Three
- d) Two

M5. I. Q8: What are the main tools/platforms for AI-generated visuals generation?

- a) DALL-E, DeepArt.io, Pix2Pix, Stablediffusionweb**
- b) ChatGPT, Stablediffusionweb
- c) Jasper,Rytr
- d) ChatGPT, Pix2Pix

M5. I. Q9: How AI-generated visuals for educational materials can enhance the learning experience?

- a) visuals can be personalized and be original**
- b) visuals can be created more quickly**



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- c) AI generated visuals are not interactive
- d) AI visuals are not memorable

M5. I. Q10: How ChatGPT can be used for the learning experience?

- a) **ChatGPT can enable educators to get information more quickly about various topics and enhance their learning materials.**
- b) **ChatGPT can be used for learners' personalized text/descriptions for modules/tasks generation and assessments.**
- c) ChatGPT cannot be used for learners' assessments.
- d) ChatGPT does not save time for educators.

PART II. DISTANCE EDUCATOR SELF- EVALUATION QUESTIONS AFTER COMPLETION OF THE MODULE 5. POST TEST

M5. II. Q1: How many classifications of generative AI for educators exist?

- a) A few
- b) **Many**

M5. II. Q2: Can new technologies, such as generative AI tools/platforms, change the student learning process?

- a) **Yes**
- b) No

M5. II. Q3: what is an AI?

AI is a broad term for artificial intelligence that creates new text, images, video, audio, code, or synthetic data.

- a) YES
- b) **No**

M5. II. Q4: What is generative AI? AI is a broad term for artificial intelligence that creates new text.

- a) Yes
- b) **No**

M5. II. Q15: Where can generative AI be used?

- a) **Business, Education, Art, Gaming industry**
- b) Gaming industry

M5. II. Q6: What are the best formats of assessments in the generative AI era?

- a) **Oral assignments**
- b) Written

M5. II. Q7: Can we use ChatGPT for learners' assignments?

- a) **Yes**
- b) No

M5. II. Q8: Do generative AI platforms replace traditional classes with online ones?

- a) Yes
- b) **No**



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M5. II. Q9: What are the main aspects of curriculum development? Problem identification and general needs assessment; targeted needs assessment; goals, and objectives; educational strategies; implementation and evaluation and feedback.

- a) True
- b) False

M5. II. Q10: How many essential aspects of curriculum development steps exist?

- a) Six
- b) Five
- c) Three
- d) Two

PART III. ESSAY. Please write in five lines your opinion about DESIGNING ONLINE TEACHING AND LEARNING ACTIVITIES, COURSES, AND ASSESSMENT USING AI IN VET SECTOR





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Examples:

1. *Achieving a delicate equilibrium between AI and human interaction is paramount, guaranteeing the fulfillment of individual requirements in the VET sector. By embracing this balance, VET institutions can provide learners with an optimal blend of technological advancements and human connection, leading to a more effective and fulfilling educational experience.*
2. *The new digital era gives many opportunities for expanding learning processes and making education of all kinds more accessible for everyone.*
3. *Designing online teaching and learning activities, courses, and assessments using AI in the VET sector presents exciting opportunities. AI can personalize learning experiences by adapting content and resources to individual learner needs, improving engagement and knowledge retention.*
4. *Designing online teaching and learning activities, courses, and assessment using AI (Artificial Intelligence) in the VET sector can offer various benefits and opportunities. Here are some considerations and possibilities: Personalized Learning Paths: AI can analyze learner data, such as performance, preferences, and learning styles, to create personalized learning paths. Online courses can be dynamically adjusted based on individual needs, allowing learners in the VET sector to progress at their own pace and focus on areas that require more attention. When implementing AI in the VET sector, it is essential to consider ethical considerations, privacy protection, and ensuring transparency in the use of AI algorithms. Additionally, human interaction and guidance remain vital, as AI is best utilized as a tool to augment and enhance the teaching and learning experience, rather than replace human educators.*
5. *Personalized or tailored learning is desired by more groups of learners and educators should be prepared to adjust T&L context. For this purpose it is necessary to know how to design and deliver activities, courses and assessments. With more learning opportunities now online it is necessary to know how to do this in digital format, moreover to be able to share it with others (peers and learners).*
6. *AI tools are making online courses more interactive and personalized.*
7. *AI technologies could support training both to support learning processes and manage organizational issues. AI can help in situations that require the processing of a large amount of data in order to obtain useful information for training. Nevertheless, AI can support VET teachers in the following ways: empowering the sharing and the provision of information about the labour market (jobs, occupations, qualification requirements, courses and work experience opportunities) facilitating the recruitment and engagement of students and workers, storing students records and progress, providing nudges to enhance students involvement, reducing time and cost in producing and delivering*





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learning contents, speeding up evaluation activities, allowing teachers to increase formative assessment activities.

8. *There is a variety of opportunities for AI in online learning and teaching, such as personalized learning students, automation of routine tasks for educators, etc. For instance, AI tutoring systems gives the possibility to educators to provide personalized guidance, support and feedback, based on the learning ways or knowledge levels of each student. Also, AI assists educators to save time responding to repetitive questions of students, spending instead more time on higher-value work and tasks. AI analytics allows educators to track the progress and performance of the students.*
9. *There are diverse (generative) AI platforms that can be used for designing online teaching and learning activities. For instance, there are four types of generative ai: signals, texts, codes, and audio. Moreover, assessments can integrate various AI tools.*
10. *It is essential to approach the use of AI in designing online teaching and learning activities, courses, and assessments in the VET sector with caution. Ethical considerations, data privacy, and transparency should be prioritized. Educators should maintain a balance between AI-driven approaches and human interaction to ensure a holistic learning experience and address the unique needs of learners. Overall, integrating AI into the design process in the VET sector can enhance personalization, efficiency, and effectiveness of online teaching and learning activities, courses, and assessments, ultimately improving learner engagement, outcomes, and success. AI can analyze large volumes of data to generate predictive analytics in the VET sector. By examining learner data, AI algorithms can identify trends, predict learner performance, and provide early intervention to prevent potential challenges. Predictive analytics can help educators identify at-risk learners, adapt instructional strategies, and improve overall learner success rates.*

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The project consortium has identified the need for the digital transformation of vocational educational and training and to improve and require new skills, competencies for educators and other adult education staff.

The main aim of the project is to enhance the digital and teaching skills and competencies of the adult learning providers, VET providers, and educators, which are required in the digital age and allow them to face the multiple challenges needed for a Covid affected society.

That's why the project answers the chosen field-specific priorities because the Training Educators of Adults in online distance learning enhances the quality assurance in vocational education and training.

Target groups

- Educators, adult education staff, trainers, teachers, VET educators, and VET providers from Romania, Greece, Cyprus, Poland and Lithuania.
- Stakeholders, VET institutions, providers to education, consultants' companies, mentors.





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**DISTANCE EDUCATOR
TRAINING EDUCATORS OF ADULTS IN THE DIGITAL AGE**

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