



Workshop Schedule

Blended Learning

Day 1 – Digital Competences



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Schedule of the 1st Workshop Day – Basic digital Competences

On the following pages you will find detailed descriptions of all the activities created for the first day of the workshop. As mentioned above, the workshop times and therefore the times of the activities are only recommendations and can be adapted individually.



09:00 – 10:00 WARMING UP/EXPECTATIONS/GAME TO GET TO KNOW EACH OTHER

The teacher will introduce the whole methodology/project (using the leaflet, PR video, website etc.) and explain the workshop goals.

WORKSHOP SESSION	09:00 – 09:20 Warming-up
ACTIVITY NAME	Activity 1 – Warming up
OBJECTIVES	<ul style="list-style-type: none">• Getting to know the Access2Learn project.• Getting an overview of the workshop structure and goals.
DESCRIPTION	<ol style="list-style-type: none">1. Preparation The teacher/trainer prepares information materials about the Access2Learn project (leaflet/video/website) to be able to explain the project goals as well as workshop goals to the students. The teacher/trainer also prints the overview document about the workshop for the students or provides it digitally to them.2. Explain the activity to the students (briefing)<ul style="list-style-type: none">• Explain what students can expect from the next 15 minutes.3. Run the activity<ul style="list-style-type: none">• Show the students the leaflet/video/website of the Access2Learn project and explain the goals of this project.

	<ul style="list-style-type: none"> • Explain to the learners that they can find an overview document about the workshop printed or digitally, this includes all vital information about the workshop. • Explain the goals, the structure, and the rules of this workshop to the students. <p>4. Evaluation (debriefing)</p> <ul style="list-style-type: none"> • Ask your learners if they have any questions.
<p>TIME FOR THE ACTIVITY</p>	<p>Total time: 20 minutes (+ preparation time)</p> <p>-----</p> <p>Preparation time: 20 minutes Briefing time: 1 minute Activity time: 15 minutes Evaluation time: 4 minutes</p>
<p>SETTING OF THE ACTIVITY</p>	<p>This activity is led by the teacher/trainer and done in the plenum in class (or via video conference).</p> <p>Teacher's/Trainer's role:</p> <ul style="list-style-type: none"> • The teacher/trainer is briefing the students at the beginning. • The teacher/trainer presents the project and the workshop structure, rules and goals. • The teacher/trainer is asking the students if they have any questions at the end. <p>Learners' role:</p> <ul style="list-style-type: none"> • The students are listening to the explanations and ask questions if they have some.
<p>MATERIALS FOR THE TEACHER</p>	<ul style="list-style-type: none"> • Workshop structure (annex 2) • Leaflet and PR video (the teacher/trainer can download the leaflet in English, German, Spanish, Finnish and Czech and PR video in English, German, Spanish and Czech: https://access2learn.eu/open-educational-resources/) • Website of the Access2Learn project: https://access2learn.eu/ • Beamer

MATERIALS FOR STUDENTS	<ul style="list-style-type: none"> • Workshop overview document (annex 2) • Computer/laptop/smartphone
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Annex 2: Workshop overview

Then, the teacher asks all participants for their expectations for all learning sessions. The participants will write their expectations on the cards. Then the teacher will ask all participants to present his/her expectations and put the cards in the visible place (flipchart/blackboard).

WORKSHOP SESSION	09:20 – 09:50 Expectations
ACTIVITY NAME	Activity 2 – Expectations of the participants
OBJECTIVES	<ul style="list-style-type: none"> • Getting to know the expectations of the students • Getting an overview for the final evaluation at the end of the workshop <ul style="list-style-type: none"> ○ Were the expectations fulfilled? ○ In case not – why? ○ What was the main important point/view during the workshop? ○ What should be improved?
DESCRIPTION	<ol style="list-style-type: none"> Preparation The teacher/trainer prepares cards for participants, where each student will write down 2-3 expectations about the workshop. Explain the activity to the students (briefing) <ul style="list-style-type: none"> • Explain what students that you want to get to know their expectations for the workshop to be able to adapt it to their needs.

	<p>3. Run the activity</p> <ul style="list-style-type: none"> • Give the cards you prepared to your students. • Ask the learners for their expectations from the session – you can use the following questions: <ul style="list-style-type: none"> ○ What do you expect you will learn during the session? ○ What do you want to learn? ○ What casual obstacles can you challenge during the session? ○ How can the teacher and your classmates can you support during the study? • Leave the students time for individual work (about 5 minutes). They should write down 2-3 expectations. • Ask the students to present their expectations (1-2 minutes per student). <p>4. Evaluation (debriefing)</p> <ul style="list-style-type: none"> • Summarise the expectations on the black board or flipchart during the student’s speaking. • Categorise the types of expectations. • Tell your students that the expectations will be evaluated during the final day of the workshop. • Ask your learners if they have some questions.
<p>TIME FOR THE ACTIVITY</p>	<p>Total time: 30 minutes (+ preparation time)</p> <p>-----</p> <p>Preparation time: 5 minutes Briefing time: 2 minutes Activity time: 20 minutes Evaluation time: 8 minutes</p>
<p>SETTING OF THE ACTIVITY</p>	<p>This activity is led by the teacher/trainer and done in individual work and plenum in class (or via video conference).</p> <p>Teacher’s/Trainer’s role:</p> <ul style="list-style-type: none"> • The teacher/trainer is briefing the students at the beginning. • The teacher/trainer summarises the types of expectations.

	<ul style="list-style-type: none"> The teacher/trainer is asking the students if they have any questions. <p>Learners' role:</p> <ul style="list-style-type: none"> The students are writing down their expectations during individual work. The students are presenting their expectations in the plenum.
MATERIALS FOR THE TEACHER	<ul style="list-style-type: none"> Black board/flipchart Fixes
MATERIALS FOR STUDENTS	<ul style="list-style-type: none"> Cards/papers Paper, pencils

The 3rd activity of the warming up session is a game to get to know each other.

WORKSHOP SESSION	<p style="text-align: center;">09:50 – 10:00</p> <p style="text-align: center;">Game to get to know each other</p>
ACTIVITY NAME	Activity 3 – Game “Who's pulling the strings here?” to know each other
OBJECTIVES	<ul style="list-style-type: none"> To Introduce each other To make contact in an unconventional way To eliminate the need to decide who to talk to
DESCRIPTION	<ol style="list-style-type: none"> Preparation The teacher/trainer prepares cards with a one-metre-long coloured string for two people each (should not be too weak). Explain the activity to the students (briefing) <ul style="list-style-type: none"> Explain what students can expect from the next 10 minutes. Run the activity <ul style="list-style-type: none"> The participants stand in a circle; you stand in the middle.

	<ul style="list-style-type: none"> • In one hand, you hold all strings roughly in the middle so that both ends of the strings hang down. • Ask all participants to each grab one end of the string. • Those holding the ends of the same string form a pair. • Note: the strings and the participants usually need to be untangled first. • The participants in the pairs will shortly introduce themselves in 3-4 sentences. • Leave the students time for pair work (5 minutes). <p>4. Evaluation (debriefing)</p> <ul style="list-style-type: none"> • Each participant will say at least 2 positive sentences about their string partner. • Ask your learners if they have some questions.
<p>TIME FOR THE ACTIVITY</p>	<p>Total time: 10 minutes (+ preparation time)</p> <p>-----</p> <p>Preparation time: 5 minutes Briefing time: 1 minute Activity time: 5 minutes Evaluation time: 4 minutes</p>
<p>SETTING OF THE ACTIVITY</p>	<p>This activity is led by the teacher/trainer and done in the plenum in class.</p> <p>Teacher's/Trainer's role:</p> <ul style="list-style-type: none"> • The teacher/trainer is briefing the students at the beginning. • The teacher/trainer is asking the students if they have any questions at the end. <p>Learners' role:</p> <ul style="list-style-type: none"> • The students are introducing themselves in the string pairs. • The students are presenting their string partner in 2 positive sentences.
<p>MATERIALS FOR THE TEACHER</p>	<ul style="list-style-type: none"> • Not required

MATERIALS FOR STUDENTS	<ul style="list-style-type: none"> • One-metre-long coloured string for two people each (should not be too weak)
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10:00 – 11:00 SELF-ASSESSMENT TOOL

Now it's time to introduce the self-assessment tool to the students and for them to analyse their own learning needs.

WORKSHOP SESSION	<p>10:00 – 11:00</p> <p>Self-Assessment Tool</p>
ACTIVITY NAME	Activity 4 – Self Assessment Tool
OBJECTIVES	<ul style="list-style-type: none"> • To understand the topics of the workshop and online course • To analyse their own situation • To create awareness of what skills they need to improve • Goal setting • A first contact with hybrid learning
DESCRIPTION	<ol style="list-style-type: none"> Preparation <ul style="list-style-type: none"> • The teacher puts the project website with the self-assessment tool on the screen and/or sends an email to the students with the link. Explain the activity to the students (briefing) <p>Explain to the students that they are going to watch a series of videos. Explain that each video is a conversation between 2 people. They should analyse how much they feel related to the situations that the personas in the</p>

	<p>videos live. Tell them that each video has 5 questions that come up during the video. They should answer the questions (on a piece of paper).</p> <p>3. Run the activity</p> <ul style="list-style-type: none"> • Watch the first video as a group from the screen in the classroom. If necessary, explain to the students what the situation is about and that they should just listen and read the questions. • At the end of the 1st video, ask them to write down how much they agree with the 5 statements. You can use a Likert Scale (Very much agree, somewhat agree, somewhat disagree, very much disagree) • Go over the results with your students but do not tell them yet that there's a direct link between the tool and the course. • Now, you can ask your students to watch the remaining 4 videos on their devices and react to the statements on the same piece of paper. While they watch the videos on their own (this is already blended learning for them), make sure to walk around the room in case any student needs your assistance. <p>4. Evaluation (debriefing)</p> <ul style="list-style-type: none"> • At the end, go over the questions with your students and ask them with which video(s) they agreed most / felt most related to. • Explain to the students that this tool was to analyse what skills they need to acquire to become more autonomous and effective learners in blended learning courses and that the workshops and online course will help them improve those areas. • Ask them to write down 3 main learning goals that they want to achieve upon finishing the workshop. • Ask them to share these goals with you as well as the other students. This will help you to adjust your sessions to the student's needs where necessary.
<p>TIME FOR THE ACTIVITY</p>	<p>Total time: 60 minutes (+ preparation time)</p> <p>-----</p> <p>Preparation time: 3 minutes Briefing time: 5 minutes Activity time: 40 minutes Evaluation time: 15 minutes</p>

<p>SETTING OF THE ACTIVITY</p>	<p>This activity is led by the teacher/trainer and done in the plenum in class.</p> <p>Teacher's/Trainer's role:</p> <ul style="list-style-type: none"> • The teacher/trainer is briefing the students at the beginning. • The teacher/trainer guides the students through the first video. • The teacher/trainer assists when students watch the videos on their own. • The teacher/trainer guides the students in assessing their answers and setting learning goals. <p>Learners' role:</p> <ul style="list-style-type: none"> • The students are watching the videos and reflecting on how much they agree with the statements. • The students reflect on their learning needs and set learning goals. • The students ask questions if they have some
<p>MATERIALS FOR THE TEACHER</p>	<ul style="list-style-type: none"> • Interactive whiteboard/projector/TV (to show the first video)
<p>MATERIALS FOR STUDENTS</p>	<ul style="list-style-type: none"> • A device to watch videos 2 to 5. • A piece of paper or a notebook to write down their answers.



11:00 – 11:15 COFFEE BREAK



The goal of that session is to find out the experiences and attitudes of the participants with the blended learning method. The obtained information should be used by a teacher/trainer for the tailor-made work with the group. The final part of that session should be focused on the summary of the blended learning method of learning finished by the setting of general rules for effective blended learning study approved by all the participants.

Activity 1

The teacher/trainer will facilitate the discussion with all participants to find out their previous experiences with the blended learning.

Method: facilitating discussion – teacher writes the key opinions to the flipchart

Summary: the teacher will summarise the experiences of the students

WORKSHOP SESSION	<p style="text-align: center;">11:15 – 12:00</p> <p style="text-align: center;">Learning session I: Experiences with blended learning</p>
ACTIVITY NAME	Activity 1 – Experience of the participants with blended learning
OBJECTIVES	<ul style="list-style-type: none"> • Finding out what participants know about blended learning • Finding out what experience do the participants have • Finding out which type of courses were often graduated by participants
DESCRIPTION	<ol style="list-style-type: none"> 1. Preparation <ul style="list-style-type: none"> • The teacher/trainer prepares the questions for the facilitated discussion. 2. Explain the activity to the students (briefing) <ul style="list-style-type: none"> • Explain what students can expect from the next 30 minutes. 3. Run the activity <ul style="list-style-type: none"> • Ask continuously the following questions:

	<ul style="list-style-type: none"> a. Do you know what blended learning is? Have you ever heard this term? b. Try to describe by your own word what blended learning is. c. Did you graduate any course by this method? d. What type/topic of course was it? e. What is your personal experience during this type of study? f. What do/ do not you like on this type of study? g. Would you prefer to study by this form again? <ul style="list-style-type: none"> • Continuously facilitate the discussion of all participants. <p>4. Evaluation (debriefing)</p> <ul style="list-style-type: none"> • Continuously summarise the key experiences of the participants on the black board or flipchart during the student’s speaking. • Summarise the types of experiences. • Ask your learners if they have some questions.
<p>TIME FOR THE ACTIVITY</p>	<p>Total time: 41 minutes (+ preparation time)</p> <p>-----</p> <p>Preparation time: 10 minutes Briefing time: 5 minutes Activity time: 30 minutes Evaluation time: 10 minutes</p>
<p>SETTING OF THE ACTIVITY</p>	<p>Teacher’s/Trainer’s role:</p> <ul style="list-style-type: none"> • The teacher/trainer is briefing the students at the beginning. • The teacher/trainer will facilitate the discussion with all participants. • The teacher/trainer will summarise the types of experiences with blended learning. • The teacher/trainer is asking the students if they have any questions at the end. <p>Learners’ role:</p> <ul style="list-style-type: none"> • The students will discuss in the group their experiences with blended learning further to the teacher’s questions.

MATERIALS FOR THE TEACHER	<ul style="list-style-type: none"> • Black board/flipchart • Fixes
MATERIALS FOR STUDENTS	<ul style="list-style-type: none"> • Not required

Activity 2

Each participant writes down 3 benefits/3 obstacles for him/her to study BL (experiences or ideas)

Method: individual work with cards/group discussion

Summary: All participants will put the cards to a visible place and teacher will facilitate the group discussion.

WORKSHOP SESSION	<p style="text-align: center;">12:00 – 12:45</p> <p style="text-align: center;">Learning session I: Blended learning (benefits, obstacles)</p>
ACTIVITY NAME	Activity 2 – Blended learning (benefits, obstacles)
OBJECTIVES	<ul style="list-style-type: none"> • To know what blended learning is • To know the benefits of blended learning • To know the obstacles of blended learning and how to overcome them.
DESCRIPTION	<ol style="list-style-type: none"> Preparation The teacher/trainer prepares cards for writing down the benefits and obstacles obtained from the students (at least 6 cards for each participant). Explain the activity to the students (briefing) <ul style="list-style-type: none"> • Explain what students can expect from the next 20 minutes. Run the activity <ul style="list-style-type: none"> • Hand out 6 cards to each participant.

	<ul style="list-style-type: none"> • Ask the participants to write down 3 benefits and 3 obstacles of blended learning study to the cards • The students have 10 minutes for individual work. • Each student has 1-2 minutes for presenting the own benefits and obstacles. <p>4. Evaluation (debriefing)</p> <ul style="list-style-type: none"> • Summarise the benefits and obstacles on the black board or flipchart during the student's speaking • Summarise the types of benefits and obstacles • Tell the learners that the comparison of benefits and obstacles will be evaluated during the final day of the workshop • Ask your learners if they have some questions
<p>TIME FOR THE ACTIVITY</p>	<p>Total time: 45 minutes (+ preparation time)</p> <p>-----</p> <p>Preparation time: 5 minutes Briefing time: 5 minutes Activity time: 30 minutes Evaluation time: 10 minutes</p>
<p>SETTING OF THE ACTIVITY</p>	<p>Teacher's/Trainer's role:</p> <ul style="list-style-type: none"> • The teacher/trainer is briefing the students at the beginning. • The teacher/trainer will summarise the types of benefits and obstacles of blended learning. • The teacher/trainer is asking the students if they have any questions at the end. <p>Learners' role:</p> <ul style="list-style-type: none"> • The students are writing down what assume as the benefits and obstacles for blended learning study during individual work. • The students are presenting their benefits and obstacles in the plenum.

MATERIALS FOR THE TEACHER	<ul style="list-style-type: none"> • Black board/flipchart • Fixes
MATERIALS FOR STUDENTS	<ul style="list-style-type: none"> • Cards • Paper, pencils



12:45 – 13:45 LUNCH



13:45 – 14:45 LEARNING SESSION II: BLENDED LEARNING

Activity 1

WORKSHOP SESSION	<p style="text-align: center;">13:45 – 14:15</p> <p style="text-align: center;">Learning session II: Summary blended learning</p>
ACTIVITY NAME	Activity 1 – Blended learning – presentation and summary
OBJECTIVES	<ul style="list-style-type: none"> • To summarise what blended learning is • To know official definitions of blended learning • To know benefits of the blended learning • To know obstacles of blended learning and how to overcome them.
DESCRIPTION	<p>1. Preparation</p> <p>The teacher/trainer prepares the presentation summarising what blended learning is, what the benefits for the participants and causal obstacles are and</p>

	<p>how to overcome them. The teacher or trainer should carefully reflect the experience and opinions of the participants and project the obtained information to the final presentation. The proposed attached presentation (Appendix 4a) should be a base for the teacher’s explanation but should contain the reflection of the participant’s previous experience.</p> <ol style="list-style-type: none"> 2. Explain the activity to the students (briefing) <ul style="list-style-type: none"> • Explain what students can expect from the next 30 minutes. 3. Run the activity <ul style="list-style-type: none"> • Show the presentation you prepared to your learners • Summarise some conclusions about blended learning with regards to the previous activities. • Considering the specifics of the group of participants. 4. Evaluation (debriefing) <ul style="list-style-type: none"> • Ask your learners if they have some questions.
<p>TIME FOR THE ACTIVITY</p>	<p>Total time: 30 minutes (+ preparation time)</p> <p>-----</p> <p>Preparation time: 10-20 minutes (further to the changes of attached presentation)</p> <p>Briefing time: 1 minute</p> <p>Activity time: 20 minutes</p> <p>Evaluation time: 9 minutes</p>
<p>SETTING OF THE ACTIVITY</p>	<p>Teacher’s/Trainer’s role:</p> <ul style="list-style-type: none"> • The teacher/trainer is briefing the students at the beginning • The teacher/trainer will present the summary of the blended learning to all participants • The teacher/trainer is asking the students if they have any questions at the end <p>Learners’ role:</p> <ul style="list-style-type: none"> • The students ask questions if they have any

MATERIALS FOR THE TEACHER	<ul style="list-style-type: none"> • Presentation of summary for blended learning (Appendix Nr 4a) • Notebook/PC • Data projector
MATERIALS FOR STUDENTS	<p>In case of writing down the notes:</p> <ul style="list-style-type: none"> • Paper • pencils



Annex 4a: Presentation “Blended Learning”

Activity 2

WORKSHOP SESSION	<p>14:15 – 14:45</p> <p>Learning session II: Blended learning rules</p>
ACTIVITY NAME	Activity 2 – Blended learning – 10 rules
OBJECTIVES	<ul style="list-style-type: none"> • To summarise 10 rules for effective blended learning
DESCRIPTION	<ol style="list-style-type: none"> Preparation <ul style="list-style-type: none"> • Notes/inputs from the previous activities with the group of participants Explain the activity to the students (briefing) <ul style="list-style-type: none"> • Explain what students can expect from the next 30 minutes.

	<p>3. Run the activity</p> <ul style="list-style-type: none"> • Ask the participants to state at least 10 rules for effective blended learning study. • The participants should use the information obtained from the previous activities. • You are responsible for facilitating the brainstorming. <p>4. Evaluation (debriefing)</p> <ul style="list-style-type: none"> • Ask your learners if they have some questions.
<p>TIME FOR THE ACTIVITY</p>	<p>Total time: 30 minutes (+ preparation time)</p> <p>-----</p> <p>Preparation time: 5 minutes (further to needs of the group before activity)</p> <p>Briefing time: 1 minute</p> <p>Activity time: 20 minutes</p> <p>Evaluation time: 9 minutes</p>
<p>SETTING OF THE ACTIVITY</p>	<p>Teacher's/Trainer's role:</p> <ul style="list-style-type: none"> • The teacher/trainer is briefing the students at the beginning. • The teacher/trainer will ask the participants to create 10 rules for effective blended learning study. • The teacher will facilitate the brainstorming and summarise the rules on the board/flipchart. • The teacher/trainer is asking the students if they have any questions at the end. <p>Learners' role:</p> <ul style="list-style-type: none"> • The students will brainstorm and create 10 rules for effective BL.
<p>MATERIALS FOR THE TEACHER</p>	<ul style="list-style-type: none"> • 10 rules for blended learning - inspiration (Appendix Nr 4c) • Board/flipchart • Fixes

MATERIALS FOR STUDENTS	<p>In case of writing down the notes:</p> <ul style="list-style-type: none"> • Paper • pencils
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Annex 4c: Blended learning rules

14:45 – 15:45 LEARNING SESSION III: IT AND DIGITAL LITERACY

The goal of that session is to present to the students the basics from IT and digital literacy and introduce to the students the basic technical equipment and technical skills necessary for blended learning. The workshop session provides the students with the general overview of the technical issues – the main knowledge will be obtained during the study of the e-learning part.

WORKSHOP SESSION	<p>14:45 – 15:45 IT and digital literacy for participants</p>
ACTIVITY NAME	Activity 1 – Digital literacy - basics
OBJECTIVES	<ul style="list-style-type: none"> • To know the basics of the digital literacy for blended learning • To be able to self-study effectively
DESCRIPTION	<p>1. Preparation</p> <p>The teacher/trainer prepares information about the basics of digital literacy for participants required for effective study of blended learning. The teacher/trainer introduces to the students only the basic overview – a more detailed explanation</p>

	<p>will be the part of the first self-study session in next activity. The teacher/trainer also prints the overview document about blended learning (Appendix 4b).</p> <p>2. Explain the activity to the students (briefing)</p> <ul style="list-style-type: none"> • Explain what students can expect from the next 20 minutes. <p>3. Run the activity</p> <ul style="list-style-type: none"> • Prepare the short presentation about basics of digital literacy for blended learning – summarise the points from document “Digital literacy for blended learning”. • Ask students if they have some questions. <p>4. Evaluation (debriefing)</p> <ul style="list-style-type: none"> • Ask your learners if they have some questions.
<p>TIME FOR THE ACTIVITY</p>	<p>Total time: 60 minutes (+ preparation time)</p> <p>-----</p> <p>Preparation time: 15 minutes Briefing time: 5 minutes Activity time: 45 minutes Evaluation time: 10 minutes</p>
<p>SETTING OF THE ACTIVITY</p>	<p>This activity is led by the teacher/trainer and done in the plenum in class.</p> <p>Teacher’s/Trainer’s role:</p> <ul style="list-style-type: none"> • The teacher/trainer is briefing the students at the beginning. • The teacher/trainer is presenting the Basic of digital literacy. • The teacher/trainer is asking the students if they have any questions at the end. <p>Learners’ role:</p> <ul style="list-style-type: none"> • The students are listening to the presentation and ask questions if they have some
<p>MATERIALS FOR THE TEACHER</p>	<ul style="list-style-type: none"> • Digital literacy for blended learning (Appendix to Day 1 Nr 4b) • Board/flip chart for summarising points from presentation

MATERIALS FOR STUDENTS	<ul style="list-style-type: none"> • Pencils, pens • Papers for notes
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Annex 4b: Digital competences in blended learning

 **15:45 – 16:00 COFFEE BREAK**

 **16:00 – 17:15 SELF-STUDY SESSION IN CLASS (BIT EU ACADEMY)**

- The teacher will introduce to the participants the unit of basic digital competences on bit EU academy
- The participants will go through the first subtopics by themselves on the base of self-assessment result from morning session. The participants will have a possibility to ask for teacher’s support during self-study and be familiar with the whole technical environment
- questions, discussion, feedback from the participants

WORKSHOP SESSION	<p>16:00 – 17:15</p> <p>Self-study session in classroom – Basic digital competences</p>
ACTIVITY NAME	<p>Activity 1 – Self-study in Miles – 1 unit/1-2 subchapters</p>

<p>OBJECTIVES</p>	<ul style="list-style-type: none"> • Getting familiar with the bit EU academy platform • To be able to self-study effectively • Getting an overview of the content unit “Basic Digital Competences” • To know the basic skills from the unit “Basic Digital Competences”
<p>DESCRIPTION</p>	<ol style="list-style-type: none"> <p>1. Preparation</p> <p>The teacher/trainer prepares information about the bit EU academy platform and introduce the technical environment to the students to be able to have a first self-study session. The teacher/trainer also prints the overview document about the learning platform.</p> <p>2. Explain the activity to the students (briefing)</p> <ul style="list-style-type: none"> • Explain what students can expect from this session. <p>3. Run the activity</p> <ul style="list-style-type: none"> • Show the students the technical environment of bit EU academy and introduce the whole structure of unit 2 – Basic Digital Competences. • Explain to the learners that they can find an overview document about bit EU academy printed or digitally, this includes all important information about the platform. • Ask the students to start individually studying one subchapter on their own laptop/computer. • The teacher will continuously check all students in the group during the self-study and individually ask everyone, if they need some support. • Respect the individual pace of the students. If someone finished the first subchapter, ask him/her to go to another one. <p>4. Evaluation (debriefing)</p> <ul style="list-style-type: none"> • Ask learners for feedback to their self-study: <ul style="list-style-type: none"> ○ Do you understand the logical frame of bit EU academy? ○ Do you need any clarification? ○ What was difficult for you? ○ Do you need any support for self-study at home? • Ask your learners if they have some questions.

TIME FOR THE ACTIVITY	<p>Total time: 70 minutes (+ preparation time)</p> <p>-----</p> <p>Preparation time: 20 minutes Briefing time: 15 minutes (introducing bit EU academy) Activity time: 45 minutes Evaluation time: 15 minutes</p>
SETTING OF THE ACTIVITY	<p>This activity is led by the teacher/trainer and done in the plenum in class.</p> <p>Teacher's/Trainer's role:</p> <ul style="list-style-type: none"> • The teacher/trainer is briefing the students at the beginning • The teacher/trainer is presenting the bit EU academy platform and its structure, and the content unit of Basic Digital Competences • The teacher/trainer is asking the students if they have any questions at the end <p>Learners' role:</p> <ul style="list-style-type: none"> • The students are listening to the explanations and ask questions if they have any • The students will individually go through the first subchapter of unit Basic Digital Competences
MATERIALS FOR THE TEACHER	<ul style="list-style-type: none"> • bit EU academy instructions • laptop • dataprojector • connection to Internet
MATERIALS FOR STUDENTS	<ul style="list-style-type: none"> • laptop/PC • connection to Internet



WORKSHOP SESSION	17:15 – 17:45 Case studies/practical examples
ACTIVITY NAME	Activity 1 – Case Study / Practical Example
OBJECTIVES	<ul style="list-style-type: none">• Reflecting on possible technical problems that might occur• Finding answers to those problems• Getting more familiar with bit EU academy and learning on this platform
DESCRIPTION	<ol style="list-style-type: none">1. Explain the activity to the students (briefing)<ul style="list-style-type: none">• Briefly explain that, for the next 30 minutes, students will work on analysing possible technical issues and how to tackle them.• Explain to the students that, by doing this exercise, they will become more resilient for possible problems in the future and that this is a good practise for other learning moments in their future career.2. Run the activity - technical problems<ul style="list-style-type: none">• Divide students in pairs or small groups (max 5). Ask each group, with the outcome from the reflection tool and the knowledge from content unit 1, to list at least 5 possible technical issues that could occur when preparing for a blended course.• Elicit the list from all the groups and make a common list on the whiteboard.• Each group should choose 3 items from the list and spend 5 minutes on talking about possible solutions to these items.• Elicit the answers from all individual groups and go over it with all the students.

	<p>3. Run the activity – bit EU academy</p> <ul style="list-style-type: none"> • Divide students in new pairs or small groups (max 5). Ask each group what they've learned about bit EU academy and Blended Learning. They should list at least 3 issues that could occur when being on the platform. • Elicit the list from all the groups and make a common list on the whiteboard. • Each group should choose 3 items from the list and spend 5 minutes on talking about possible solutions to these items. Ask them what they would advise a friend to do if they had those problems. • Elicit the answers from all individual groups and go over it with all the students. <p>4. Evaluation (debriefing)</p> <ul style="list-style-type: none"> • Ask your students for a quick reflection on how resilient they are now for any possible problems, either technical or with the bit EU academy platform.
<p>TIME FOR THE ACTIVITY</p>	<p>Total time: 30 minutes</p> <p>-----</p> <p>Explain the activity: 2 minutes Run the activity - technical problems : 12 minutes Run the activity – bit EU academy: 12 minutes Evaluation time: 4 minutes</p>
<p>SETTING OF THE ACTIVITY</p>	<p>This activity is led by the teacher/trainer and done in the plenum in class in combination with group activities.</p> <p>Teacher's/Trainer's role:</p> <ul style="list-style-type: none"> • The teacher/trainer is briefing the students at the beginning. • The teacher/trainer is presenting the activities. • The teacher/trainer is eliciting information from the students. • The teacher/trainer is directing evaluation and reflection from the learners. <p>Learners' role:</p> <ul style="list-style-type: none"> • The students reflect on possible technical problems as well as issues with bit EU academy and how to solve them.

	<ul style="list-style-type: none"> The students reflect on their resilience with technical issues and issues with the bit EU academy platform.
MATERIALS FOR THE TEACHER	<ul style="list-style-type: none"> White board
MATERIALS FOR STUDENTS	<ul style="list-style-type: none"> Notebook



17:45 – 17:55 EVALUATION OF THE FIRST DAY

The teacher asks the participants for their feedback from the first day and realised activities. Proposal of questions:

- Did the first day fulfil your expectations?
- Was the main topic useful for you?
- What did you miss?



17:55 – 18:00 SCHEDULE FOR THE NEXT DAY, GOODBYE



FOLLOW-UP AT HOME

Completion of the self-study of the content unit “Basic digital competences” on bit EU academy

This follow-up depends on the setting of the workshop. If the workshop is for example one day per week (each Monday), the learners could complete this self-learning task at home before the next lesson. If the workshop is done within one week, follow up activities will be running after realisation of all days of workshop and adult learners can study by individual pace.



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