Project Result 3
Workshop Design Blended Learning
Introduction

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1   INTRODUCTION

Access2Learn is a European Project supported by the European Commission under the Erasmus+ Programme KA2 "Cooperation for Innovation and the Exchange of Good Practices" in the "Cooperation Partnerships for adult education" field.

This project aims to address the disadvantage of low-skilled adult learners in accessing blended learning opportunities and to develop the basic cognitive and digital competences needed by this group of people to successfully participate in blended learning settings. To achieve this objective, Access2Learn intends to create a standardised non-academic knowledge base with the learning material to spread out information about the benefits and challenges of blended learning in Europe. More specifically, the project results are the following:

① **Result: Policy paper and competence catalogue**

② **Result: Learning materials for low-qualified adult learners**

③ **Result: Teaching and learning materials and podcasts for trainers**

This workshop syllabus is part of result 3 – teaching and learning materials for trainers and can be used by trainers as part of the whole blended learning methodology to support the target group of low-skilled adult learners. We are using the methodology of the **flipped classroom** where the target group will be supported by a face-to-face workshop to successfully graduate the whole learning sessions including the learning materials of result 2.

The workshop syllabus is a very detailed document for teachers and **trainers including the schedule, goals, and teaching methods of working with the target group during the face-to-face sessions**.

Consequently, the Erasmus+ project Access2Learn aims at:

> **Raising awareness** that blended learning courses should be offered to low-qualified learners

> **Providing adult educators** with supporting materials and tools to prepare adult learners for blended learning

> **Developing the basic digital** and cognitive competences of adult learners to be able to participate in these settings

This workshop syllabus was **established for adult educators** working with low-qualified adult learners. The main objective is to **develop the competences that these people need for successfully participating in blended learning settings**, especially basic digital skills as well as self-learning competences. It gives an overview of the objectives, the target group as well as the contents of the learning materials. In addition, it provides adult educators with ideas on how to include these contents in their teaching and how to deliver them to their learners.

1.1 Blended Learning Workshop

This full-time workshop concept consists of 5 days which will support self-study during the learning session through the bit EU academy platform. The workshop syllabus follows the units from the learning materials as follows:

Day 1:
Basic digital competencies

Day 2:
Learning motivation

Day 3:
Time management

Day 4:
Learning strategies

Day 5:
Personal well-being

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We therefore support the use of the **flipped classroom principle** with e-learning (project result 2) primarily for theoretical parts of courses that do not require intensive student-teacher interaction. This frees up space for discussion between the teacher and the students within the direct teaching subsidy - in a face-to-face meeting there is more space for key topics, deeper explanations or confrontation of expert opinions and their defence.

One day/8 hours will be focused on 1 topic of the learning units – in total 5

That document is primarily addressed to adult educators: teachers, trainers or some persons realizing the trainings with adults. It is a detailed syllabus with the **proposed time-schedule, which can be modified according to the needs of the trainers and especially of the workshop´s participants**.

2 BLENDED LEARNING WORKSHOP SYLLABUS

2.1 Main goals of the workshop design

The aim of this workshop series is to help adult learners to become more effective in blended learning study. They will practice the knowledge gained from the self-study on the bit EU academy platform with many practical examples and case studies with the support of the teacher and in the team.

Adult learners will be able to apply the theoretical knowledge in practice.

Adult learners will be able to use the theoretical knowledge in team cooperation.

Adult learners will understand the consequences of the appropriate topics in practical use.

Adult learners will learn to share the obtained skills with their colleagues and teacher.

2.2 Learning objectives of the workshop sessions

The following session goals are addressed to the adult educators to understand the learning objectives of each topic. The session goals for the workshops' participants are stated in the attachment Nr. 1 (Syllabus of full-time workshop for adult learners) and should be share with the participants before the workshop or on its very beginning.

The syllabus for adult learners is attached to that document as Appendix Nr. 1.

2.2.1 Basic digital competences

BASIC DIGITAL COMPETENCES	
Main components of a computer	**E-mails**
AFTER LEARNING THESE CONTENTS, THE LEARNERS WILL BE ABLE TO	
- start and shut down their computer. - turn on the screen of their computer. - use the mouse of their computer. - use the keyboard. - charge their laptop.	- create an e-mail address. - log in to their e-mail account. - use an e-mail program (especially reading and writing e-mails).
Creating digital documents	**The internet**
AFTER LEARNING THESE CONTENTS, THE LEARNERS WILL BE ABLE TO	
- create digital documents, especially Word- and PowerPoint-documents. - save documents and to distinguish between different formats. - find documents that they have downloaded or saved to their computer. - work with online drives. - navigate between different opened windows on their computer.	- describe that it is possible to learn everywhere and anytime. - connect their device with the internet. - enter the internet on different electronic devices. - use a search engine in order to find information that is relevant for them quickly. - describe the criteria of reputable online sources of information. - find open learning materials and knowledge portals online. - charge their laptop.

Data security and safety	Learning platforms
AFTER LEARNING THESE CONTENTS, THE LEARNERS WILL BE ABLE TO	
• explain how their personal data can be protected. • indicate how their digital device can be protected. • identify dangerous links and webpages.	• explain the advantages of learning platforms and to name different platforms. • explain which possibilities arise with using these platforms for learning. • deal with the bit EU academy platform.

Video conferencing tools	Problem solving
AFTER LEARNING THESE CONTENTS, THE LEARNERS WILL BE ABLE TO	
• log in to a common video conference tool and participate at an online lesson. • communicate with others via a video conference tool. • collaborate for diverse tasks with other colleagues via a video conference tool.	• try different possible solutions when it is not possible to start their computer. • cope with the problem of a screen that does not work. • restart a computer when it is hanging up. • describe the functions of the task manager.

2.2.2   Strengthening learning motivation

STRENGTHENING LEARNING MOTIVATION	
Intrinsic and extrinsic motivation	**Self-discipline**
AFTER LEARNING THESE CONTENTS, THE LEARNERS WILL BE ABLE TO	
• distinguish between intrinsic and extrinsic motivation. • explain how motivation affects learning success.	• describe how to strengthen one's will to learn. • explain how to maintain positive habits.

• identify extrinsic and intrinsic motivation strategies for themselves.	• describe how to leave their comfort zone and deal with resistance or inefficiency. • fight procrastination and eliminate those things that keep them distracted from learning. • resist temptations. • create positive habits and the will to learn.

2.2.3 Time management

TIME MANAGEMENT	
Planning a learning process	**Preparing for an exam**
AFTER LEARNING THESE CONTENTS, THE LEARNERS WILL BE ABLE TO	
• elaborate their personal learning performance curve and to adjust their daily learning load accordingly. • explain why it is important to make breaks during studying. • plan their breaks effectively.	• explain their own responsibility for the preparation for the exam. • create learning plans and timetables. • explain different methods for efficient time management. • get an overview of the learning materials needed for an exam. • explain how to ideally organise the time shortly before the exam.

Prioritising learning contents
AFTER LEARNING THIS CONTENT, THE LEARNERS WILL BE ABLE TO
• identify exam-relevant contents. • explain why it is often not possible to learn all contents in the same depth. • describe how exam-relevant content can be prioritised.

2.2.4 Learning strategies

LEARNING STRATEGIES	
Different learning types	**Preparing a climate supportive for learning**
AFTER LEARNING THESE CONTENTS, THE LEARNERS WILL BE ABLE TO	
- explain different learning types as well as learning strategies suitable for these types. - identify which learning type they are and with which strategy and methods they can learn most efficiently.	- point out criteria a study place should fulfil to be able to learn efficiently. - explain how teachers and learners should behave in a course setting to create an atmosphere beneficial for learning. - create a quiet and supportive space for learning at home.
Preparing learning materials	**learning in face-to-face sessions**
AFTER LEARNING THESE CONTENTS, THE LEARNERS WILL BE ABLE TO	
- organise and store their learning materials in a way that they have them quickly at hand when they need them. - indicate how taking notes could help you to understand learning content more easily. - create written notes which are helpful for future learning processes.	- describe what to consider when attending a course and listening to the educator. - apply active listening in their future courses. - explain why dealing with the subject matter independently brings maximum learning success.
Starting an autonomous learning process	**Memory strategies**
AFTER LEARNING THESE CONTENTS, THE LEARNERS WILL BE ABLE TO	
- set SMART learning goals. - indicate how a new subject can be approached.	explain how new knowledge can kept in your memory permanently.

• identify situations where they need support of others (colleagues, teachers). • do active problem solving when such a situation occurs. • reflect their learning progress by using a learning diary.	• indicate how knowledge networks can support your learning and how they can be created and expanded. • explain how the (first letter) mnemonic method can be used for learning. • state learning situations the hook method could be used for. • identify situations in which you could use the storytelling method. • explain the loci method and its application cases.

2.2.5 Personal well-being

PERSONAL WELL-BEING	
Growth mindset	**Learning in a team**
AFTER LEARNING THESE CONTENTS, THE LEARNERS WILL BE ABLE TO	
• describe the difference between a fixed and a growth mindset. • explain why it is important to be convinced that they can learn new things. • explain the importance of being curious and enthusiastic relating learning something new. • describe the importance of being proactive for reaching their goals. • recognise that they must be patient to reach their goals.	• implement different methods to support each other when learning. • apply verbal and non-verbal communication skills when exchanging with colleagues or the teacher. • show empathy towards other learners. • explain the importance of being reliable when working together with others. • give constructive feedback to colleagues. • use social media for learning in a team.

Critical thinking and problem-solving	Exam anxiety and stress management
AFTER LEARNING THESE CONTENTS, THE LEARNERS WILL BE ABLE TO	
- describe the term critical thinking. - explain the importance of it when they search for sources (online or offline). - avoid jumping to conclusions and learn how to draw appropriate conclusions. - apply techniques to successfully deal with unforeseen risks and threats. - compare the relative value of available options and determine the best solution. - implement different techniques to start thinking "outside the box". - develop plans for evaluating a course and for choosing adequate follow-up courses.	- identify how exam anxiety is expressed to you. - develop strategies for coping with exam anxiety (incl. methods for relaxation). - reduce and manage stress. - use different mindfulness techniques.

2.3 Duration

The recommended duration of the workshop is 5 days, 8 hours per day and 40 hours in total. The workshop is designed to support the students in the whole process of blended learning:

To explain adult learners the complete methodology of Access2Learn.

To prepare adult learners for all phases of blended learning and be a supportive guide for them during the workshops.

To provide adult learners with face-to-face support, interactive activities, and practical examples to the learning content.

To show the adult learners the various interactive methods in groups, pairs or as a self-study with the teachers' support during the workshops.

All proposed activities are specified in more details and with estimated time framework. But of course, the activity running, or final evaluation discussion is directly proportional to the number and activity of the participants and the planned time could be longer. **It is up to teacher or trainer to manage the activities and discussions to the benefits for all participants and to adjust the quantity and length of all activities to the group of participants.**

The mentioned duration and schedule of the whole workshop is only recommendation and if the teacher/trainer feels that it would be useful to prolong the duration for more days with use of all proposed activities, it can be provided. The minimal duration of 5 days/40 hours should be kept reaching the required educational effect for target group.

It is up to teachers and trainers to customise a proposed pool of activities to the national and local habits. The teacher or trainer is most familiar with the needs of a particular group, so it is up to

him/her to change the start of the workshop (i.e. from 9:00 to 8:00) or duration of the workshop from 8 to 6 hours and plan more days to keep the recommended duration. The teachers and trainers can understand the proposed learning content as a pool of recommended activities and their use and composition should strictly respect the needs of a particular group of participants and national/local habits.

> The 1st day is recommended to be implemented before starting to study on the learning materials and the other workshop topics to obtain all important information early enough.

The other days should follow the week (or more) after self-study of the appropriate unit/topic.

The recommendation for the total period of the full-time workshop is 5 weeks (1 day per week), but the final decision on how to implement this workshop is up to the teacher/trainer. The workshop can be realised also as intensive training in one week or the teacher or trainer can choose another division of 5 days.
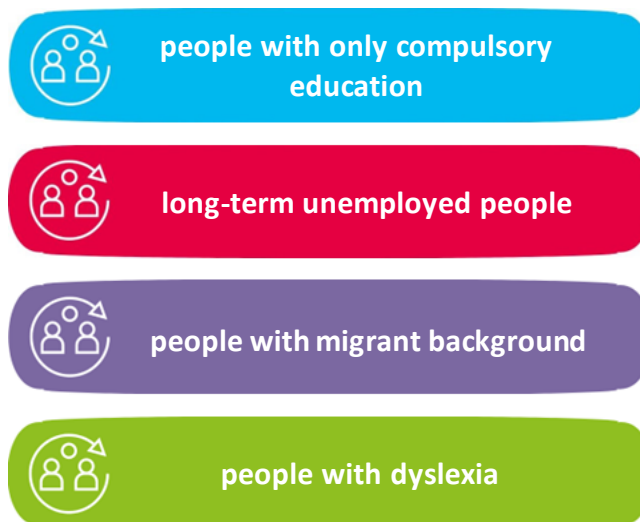
2.4 Required materials

Each activity proposed in the workshop design has its own structure with a detailed description of the required texts, materials, or equipment. The following items are generally necessary for running the workshop successfully.

For participants	For teachers/trainers
• link to learning texts for self-study: bit EU academy platform • link to the self-assessment tool • notebook/tablet/smartphone for self-study sessions • papers/pencils etc	• flipchart, board • data projector for presentations • notebook • cards for participants • papers, pencils • dissemination material of the project (PR video, leaflets etc.) • equipment stated directly in description of each activity.

2.5   Target group

The main target group of the learning materials is **adult learners with a low level of qualification or other disabilities.** They could be, among others:

people with only compulsory education

long-term unemployed people

people with migrant background

people with dyslexia

It is recommended to have only a small group of participants (maximum of 15 persons) to ensure the individual access and support to all of them.

2.6 Evaluation of the workshop

The participants will be successful graduators if they participate in 70 % of the total workshop duration, i.e., they have to pass at least 28 hours in face-to-face learning (in case of planned 40 recommended hours). After successful participation the participants will receive the certificate confirming the attendance.

The template of the certificate is attached to that document as Appendix Nr. 3.

It is recommended to **ask the participants for their expectations** at the beginning of the full-time workshop and to obtain the **final feedback** on the last day of the workshop. The continuous evaluation will be made at the end of each session day.

The evaluation of the knowledge and skills will be realised continuously during the sessions by the teacher. The participants will receive continuously individual recommendations during the whole workshop. The teacher should appreciate the partial successes of the learning and be supportive in an individual way to each participant.

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