



# Project Result 3

# User Guide for

# Teachers



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# WELCOME TO THE USER GUIDE OF THE PROJECT ACCESS2LEARN!

This user guide was developed to:

- give you an overview of the developed materials and tools within the Access2Learn project.
- provide you with some guidance on how to exploit the developed materials to the full.
- show you the interrelations between all the materials and tools.
- give you some ideas on how to use the materials within a seminar.

The Access2Learn project team wishes you a successful teaching by using the developed materials and tools!

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# 1 ABOUT THE PROJECT ACCESS2LEARN

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 essential cognitive and digital competencies 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 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

In this project, blended learning is defined as:

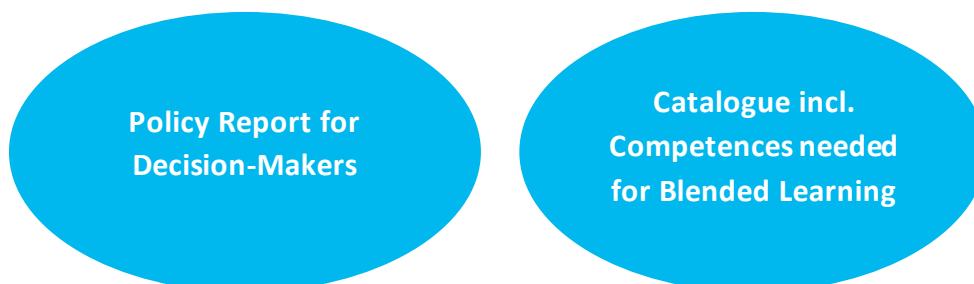
*... an educational setting that combines online learning with another form of learning in a synchronous or asynchronous environment. It can include different modes of delivery.*

In the following, all developed materials and their interrelations will be explained in detail.



## 2 RESULT 1 – POLICY REPORT & COMPETENCE CATALOGUE

At the beginning of our project, it was important to us to highlight the situation of blended learning offers for low-skilled adults in the partner countries. As results, two documents were created:



The findings in both documents are based on various research activities conducted within this project: literature review, focus groups with teachers, questionnaires for teachers and low-skilled adults and interviews with teachers.

Both documents are available in English, German, Spanish, Czech and Finnish.

### 2.1 Contents of the policy paper and the competence catalogue

#### **Policy Paper**

In the policy paper, a lot of background information about the situation that low-skilled adults face relating blended learning offers can be found. In addition, some challenges that might appear when adults learn in blended learning mode, as well as the support that is needed by these learners, are explained.

On the other hand, also diverse solutions, good-practice examples and recommendations for action for educational institutions and teachers/trainers are included into this policy report.

To provide a better overview of the main findings of this report, a **2-page summary** was additionally created. In this summary, you can find some recommendations relating low-skilled learners and blended learning for the institution you are working in, but also for your own teaching.

## Competence Catalogue

This catalogue contains different competences that are required for a successful participation in blended learning courses. All competences are described in more detail, so that it is clearer to recognise what skills (adult) learners have to possess or develop.

The competences are structured into five categories:

- Basic digital competences
- Learning motivation
- Time management
- Learning strategies
- Personal well-being

As these are the five main categories identified during our research activities, the **development of the learning materials for low-skilled learners in Project Result 2 was based on them**. By learning with the materials of Project Result 2, learners will develop the skills mentioned in this competence catalogue.

## 2.2 Target groups of the documents

The target group of the **policy report** is mainly **policy makers**. In the report, it is highlighted that adult learners, also those with a lower level of qualification, need a wide range of educational offers, incl. blended learning offers. If blended learning is only offered to people with a higher level of education, the educational gap will widen even more. Thus, the target group consists of:

Political decision-makers who set regulations for the educational system

Educational institutions that decide what courses are offered to what learners

Adult educators when planning the teaching-learning-methods of their courses

The main target group of the competence catalogue is the staff of educational institutions. As it shows the competences that people need for a successful participation in blended learning courses, it can be taken as a base for the development of future curricula and course planings.

## 2.3 Access to the documents

Both documents can be found and downloaded on our project website under “Project Result 1: Policy Paper and Competence Catalogue”: <https://access2learn.eu/open-educational-resources/>

## 3 RESULT 2 – LEARNING MATERIALS

The project Access2Learn aims at supporting adult learners in developing the competences necessary for participating in blended learning courses. Thus, learning materials and explanatory videos were developed, based on the research findings of Project Result 1. These learning materials consist of some text and video inputs, graphics, reflection questions and a short quiz after each topic.

All materials are available in English, German, Czech, Finnish and Spanish.

### 3.1 Objectives of the learning materials

By learning these materials, adults will:

- develop the digital and cognitive competences they need for participating in blended learning.
- strengthen their self-esteem and recognise that they are able to participate in different learning methods.
- get motivated to participate in different lifelong learning activities in future.

### 3.2 Contents of the learning materials

This course provides standardised non-academic learning materials to develop the skills needed to participate in blended learning opportunities. The table below gives an overview of the learning units developed, including the sub-chapters:

Module Number	Module Name	Sub-chapters of the learning modules
Unit 1	Different Learning Settings and Introduction to Blended Learning	Types of Learning Settings Different Learning Methods in Blended Learning
Unit 2	Basic digital competences	Main Components of a Computer E-Mails



		Creating Digital Documents The Internet Data Security and Safety Learning Platforms Video Conferencing Tools Problem Solving
Unit 3	Strengthening Learning Motivation	Intrinsic and extrinsic Motivation Self-Discipline
Unit 4	Time management	Planning a Learning Process Preparing for an Exam Prioritising Learning Contents
Unit 5	Learning strategies	Different Learning Types Preparing a Climate supportive for Learning Preparing Learning Materials Learning in Face-to-Face Sessions Starting an autonomous Learning Process Memory Strategies
Unit 6	Personal well-being	Growth Mindset Learning in a Team Critical Thinking and Problem Solving Exam Anxiety and Stress Management

Details of the modules, such as learning objectives and an overview of the content of the units, are explained in more detail in the following sub-chapters.

### 3.2.1 Different Learning Settings and Introduction to Blended Learning

This first content unit aims to give adult learners an overview of the different teaching and learning settings available in the education sector. Settings such as face-to-face seminars, online seminars or blended learning are explained so that low-skilled learners know what to expect from these different settings. There is a special focus on blended learning to allay the fears of low-skilled adults that they will be left alone in these courses. It also describes different methods and tools that can be used in blended learning courses to help learners gain a better understanding of how such a setting might work. One of the main aims of this first unit is to emphasise the importance of lifelong learning. On completion of this unit, learners will be able to:

- distinguish between different learning environments.
- explain the concept blended learning.
- describe different methods that can be used in a blended learning environment.





- identify different tools that support blended learning.

### 3.2.2 Basic digital Competences

This unit provides learners with the opportunity to develop basic digital skills required for blended learning sessions. It focuses on the basics, such as turning a computer on and off, working with the hardware of a computer, creating digital documents or communicating with others. There is also some information on how to solve minor problems that may arise when working with digital devices. A special focus is on working with learning platforms, especially bit EU academy, as the developed materials can be found on this platform. By completing the eight sub-chapters, learners will be able to:

- operate the laptop hardware.
- manage and use email and documents.
- deal with data protection and its challenges.
- use different tools to solve problems.

### 3.2.3 Strengthening Learning Motivation

This module deals with motivational strategies and their impact on learning success, as lack of motivation to learn was one of the most frequently cited problems in our research. Therefore, in this unit, learners will find some supportive tips on how to strengthen their self-discipline and resist temptations during the learning process. On completion of this unit, learners will be able to:

- differentiate between intrinsic and extrinsic motivation.
- describe how to strengthen the will to learn.
- describe how to get out of their comfort zone and deal with resistance or inefficiency.
- create positive habits and the will to learn.

### 3.2.4 Time Management

Time management issues throughout the learning process are addressed in this unit. In the sub-chapters, adult learners are given some suggestions on how to organise their learning workload, including effective break management. There is a special focus on preparing for exams, as these cause a lot of stress and time management problems. In this context, prioritisation of all learning content is also an important topic. On completion of these units, you will be able to:

- work out their personal learning curve and adjust their daily learning load accordingly.
- create study plans and timetables.



- describe how to prioritise content for exams.

### 3.2.5 Learning Strategies

In this unit learners will read about learning types, how to identify their type and tips for learning with different learning types. Adults should be able to define their personal learning strategies and also know how to learn in a sustainable way in order to be successful in learning. The six sub-chapters also show how a learning environment and learning materials should be organised. There is also a focus on different learning settings, such as face-to-face courses and self-study, and how to get the most out of them. On completion of all these units, learners will be able to:

- identify what type of learner they are and what strategies and methods will help them learn most effectively.
- identify the criteria that a study space should meet in order to be able to learn effectively.
- organise and store their learning materials so that they are readily available when needed.
- describe what to do when attending a course and listening to the teacher.
- set SMART learning objectives.
- explain how new knowledge can be retained in memory.

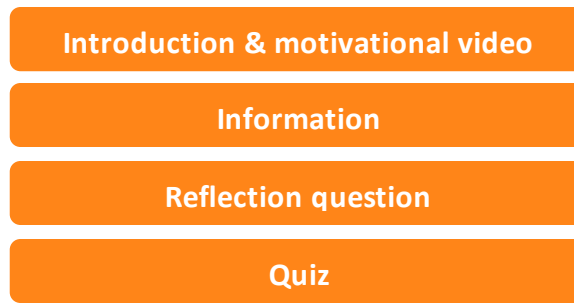
### 3.2.6 Personal Well-Being

This module focuses on sustainable skills and the learners themselves. The four sub-chapters are designed to help learners to move from a fixed mindset to a growth mindset. They also give learners some tips on what to consider when working in a team, critical thinking and active problem solving. There are also some suggestions on how to deal with exam anxiety and stress. By the end of this unit, learners will be able to:

- explain why it is important to believe that they can learn new things.
- explain the importance of being reliable when working with others.
- use different techniques to start thinking "outside the box".
- reduce and manage stress.

## 3.3 Structure of the content units

All six content units are designed in the same way:



At the beginning of each module, the learners get a short introduction and can watch a short video about the topic. The **videos should motivate the learners for lifelong learning** and developing the required skills for it.

Then, different learning sessions for each topic follow, consisting of **theoretical input** (text, videos, images) and **practical examples**. The learners can click through them.

After each topic, the learners can find a **reflection question** that should be answered by them. In addition, they have to solve a short **quiz**. The aim of the quizzes is to give the learners a feeling of success and strengthening their self-esteem and thus, the quizzes are easy to solve.

### 3.4 Target groups

The target groups of these materials are:



The learning materials are written in an easy, reader-friendly way. They are targeted especially on **adults with a lower level of qualification** or other disadvantages, which could be:

- People who have only completed compulsory education
- Long-term unemployed people
- People with a migration background
- People with dyslexia

### 3.5 Access to the materials

The materials can be accessed in two different ways. On the one hand, the learners or the teacher can **download and print a PDF version** of the materials. They can be found under “Project result 2” on the project website: <https://access2learn.eu/open-educational-resources/>

On the other hand, it is possible to use the **learning platform bit EU academy** for learning. The learning platform might enhance the learning experience of the adults as it is more interactive and videos and quizzes are directly included on the platform. The platform can be accessed via the project website under “Project Result 2”: <https://access2learn.eu/open-educational-resources/> or via this direct link: <https://europe-projects.client.miles-learning.com/group/2876/?wt=eb280d0a-0cd6-4c60-8a77-8cf351405747>.

A **detailed user manual for the learning platform** can be found on the project website, below the link to the learning platform.

In addition, a **screencast for navigating and learning on the platform** has been created. You could show this screencast to your learners before starting to use the learning platform. It can also be found below the learning platform link.

### 3.6 How to use the learning materials

The learning materials can be used in different ways:

By adults as self-learning  
course

By adult educators in their  
lessons

The learning materials are designed in a way that **self-learning is easily possible**. Therefore, an e-learning course on the learning platform bit EU academy was created where learners can go through the contents, work on the exercises and finish the course.

But usually, learning is very difficult for the target group of low-skilled adults. Thus, it is recommended that a teacher spends some **face-to-face lessons** on explaining the learning platform (or the printed materials) and going through the contents together with the learners.

## 4 RESULT 3 – TEACHING MATERIALS

In addition to the learning materials of Project Result 2, we developed different materials and tools that support adult educators in working with low-skilled people.

On the one hand, there are **materials that support the self-learning course of Project Result 2**. For example, with the self-evaluation tool, it can be assessed what chapters of the learning materials should be learned. Or by using the workshop design on blended learning, adults can be supported in learning with the bit EU academy platform and additional practical exercises to consolidate the acquired skills can be included into your teaching.

On the other hand, there are additional materials with information and recommendations for implementing blended learning sessions with low-qualified adults, for example in the trainer handout or in the podcast.

This 3<sup>rd</sup> project result consists of five different documents/tools:

Self-assessment tool to find out the competence levels of the participants

Workshop concept on blended learning

Workshop concept on career planning and development

Podcasts inspiring adult educators by actual topics focusing on blended learning and low-skilled adults

Train the trainer handout with general didactic tips for adult educators

### 4.1 Self-assessment tool

The self-evaluation tool provides adults with the opportunity to assess their level of the following competences:

- Basic digital competences
- Motivation for learning

- Time management
- Developing learning strategies
- Caring for personal well-being

This evaluation tool follows the topics of the learning modules of Project Result 2. It links the users directly to the topic on the online platform that has been diagnosed as necessary for the user's development.

#### 4.1.1 How to work with the tool

The tool can be found on the project website. It's possible to open it via the "Materials" page, "Project Result 3", or by clicking on the "Self-Evaluation" page (see below). Here is a direct link for the tool: <https://access2learn.eu/self-evaluation/>.

After opening the self-assessment tool, you can see the following overview. By clicking on the topic you/your learners are interested in, you'll be forwarded to the corresponding assessment.

The screenshot shows the 'Self-Evaluation Tool' page on the Access2Learn website. At the top left is the 'access2learn' logo. The navigation menu includes 'HOME', 'PROJECT', 'MATERIALS', 'SELF-EVALUATION', 'PARTNERS', and 'CONTACT'. Social media icons for Facebook, Instagram, and LinkedIn are in the top right. Below the navigation is a language selector: 'DE | EN | ES | FI | CS'. The main heading is 'Self-Evaluation Tool' with a sub-heading 'Welcome to the self-evaluation tool of the Access2Learn project!'. A message states: 'You can select here the competence area you want to evaluate:'. Three colored buttons are listed: a purple button for 'Self-Reflection Basic Digital Competences', an orange button for 'Self-Reflection Learning Motivation', and a green button for 'Self-Reflection Time Management'. Annotations include an orange arrow pointing to the 'SELF-EVALUATION' menu item with a callout box saying 'Click here to open the self-evaluation tool', and another orange arrow pointing to the three buttons with a callout box saying 'Choose here the evaluation topic'.

After opening the first assessment, you'll see a short instruction, a video and some questions there.

1. Your learners read the instructions.

2. Your learners watch the video.

3. Your learners answer the questions.

4. Your learners submit their answers.

The self-evaluation tool can be used as part of the self-study or as an evaluation tool during the face-to-face study with the teacher.

After answering the questions and before submitting the results, the learners will see two text fields: Name and E-Mail. They can choose if they want to add their name and e-mail address there to receive their results via e-mail. Or you could tell your learners that they should send the results to you for your future content planning.

#### 4.1.2 Self-evaluation results

When the learners submit their answers, they will be forwarded to the results page. There, they can see what answer they chose (coloured in blue). In addition, they will find some hints there for their future studying.

The topics of this self-evaluation tool are the same as in our learning materials of Project Result 2. Therefore, we added the different content units to the learners' future learning path description, so that they can just open the e-learning course on bit EU academy (or download the PDF version) and start developing their skills in the corresponding areas.

## 4.2 Workshop on Blended Learning

The blended learning workshop concept consists of 5 days (8 hours each) which will support the self-study during the learning session through the bit EU academy learning platform. The workshop syllabus follows the content units of the learning materials of Project Result 2 as follows:

- Blended Learning & Basic Digital Competencies (Day 1)
- Learning motivation (Day 2)
- Time management (Day 3)

- Learning strategies (Day 4)
- Personal well-being (Day 5)

The idea behind this workshop is that the theoretical knowledge is gained through self-learning on the learning platform bit EU academy, following the **flipped classroom principle**. This frees up space for discussions between the teacher and the students, as well as for practical activities, in the face-to-face lessons in class.

In the workshop concept, you can find different activities for your face-to-face lessons. All activities are described in detail, and additional worksheets are provided in the annex.

The durations that can be found in the activity descriptions are only recommendations. You can adapt the durations, of course, to the needs of your learners. And it's also up to you if you want to have the whole workshop in one week, or if you prefer to have it on only one day per week, over 5 weeks or even more. When considering the follow-up activities (homework) the learners must work on, it could make more sense to not have the whole workshop in one week.

The whole syllabus for teachers can be found on the project website:

<https://access2learn.eu/workshop-on-blended-learning/>.

### Workshop on Blended Learning

This workshop concept includes a lot of activities to bring the concept of blended learning closer to your learners. There is a direct link between the learning materials of project result 2 and this workshop concept, as the learners will work through the learning platform as part of this workshop. In addition, a lot of icebreaker activities, games to get to know each other, and activities to further develop the learners' digital and learning competences can be found here.

In the following introduction document, you can find an overview of the whole workshop methodology. In the documents below, you can find the activity descriptions of the five workshop days. All attachments can be found below as well.

Click here to open the introduction and activity descriptions

[Blended Learning Workshop – Introduction](#)

[Blended Learning Workshop – Day 1](#)

[Blended Learning Workshop – Day 2](#)

[Blended Learning Workshop – Day 3](#)

[Blended Learning Workshop – Day 4](#)

[Blended Learning Workshop – Day 5](#)

[Click here to download the Annexes](#)

Click here to download all annexes

BLENDED LEARNING WORKSHOP



### 4.3 Workshop on Career Planning

This On-the-job workshop is focused on supporting practical skills in the job market and career development. The participants will learn to set up their career short-term and long-term goals, find out the competencies required for their jobs, and define SMART educational goals. The practical part of the workshop will also support the preparation of an individual development plan of each learner.

The recommended duration of this workshop is 1 day (8 hours). But, of course, it depends on you how you want to implement the workshop. You could, for example, also plan more shorter sessions over more days. And you can also change the duration of each single activity according to the needs of your learners.

The whole syllabus for teachers can be found on the project website:

<https://access2learn.eu/workshop-on-career-planning/>.

The screenshot shows a navigation area for the 'Workshop on Career Planning and Development'. At the top, the title 'Workshop on Career Planning and Development' is displayed. Below it, there is a line of text: '...to be found to support your learners in setting goals for their future professional life and strengthening their self-esteem relating career planning and development.' Three main navigation options are presented: 'Click here to open the workshop activities' (with an orange arrow pointing to 'Career Planning Workshop Concept'), 'Click here to download the Annexes' (with a blue arrow pointing to 'Click here to download the Annexes'), and 'Click here to download all annexes' (with an orange arrow pointing to 'Click here to download the Annexes').

### 4.4 Podcast

The podcast was recorded as inspirational material for the teachers, trainers, educators or HR experts and are focused on the topics of blended learning methods and work with low-skilled adults. You can listen to 8 podcast episodes in various languages on the following topics:

Episode No	Duration	Organisation	Language	Topic	Background
1 EN	30 minutes	Future Focus Ltd	English	Induction for learners	Definition, importance, tips, advises
2 EN	30 minutes	Future Focus Ltd	English	Effective Teaching Strategies	Innovative teaching, methodologies, strategies
3 EN	30 minutes	Future Focus Ltd	English	Creating inclusive learning environments	Benefits, challenges and creating opportunities

1 DE	30 minutes	bit schulungcenter	German	Geringqualifizierung und digitale Weiterbildung	awareness building about the difficult access of low-skilled learners to BL, recommendations for action
1 ES	15 minutes	Babel Idiomas	Spanish	Motivar adultos para la educacion bi-modal	tips on motivating adult learners to access blended learning
2 ES	15 minutes	Babel Idiomas	Spanish	Beneficios de la educacion bi-modal para alumnos con dislexia	the benefits of blended learning for adult learners with dyslexia
1 CZ	30 minutes	EuroProfis	Czech	Jak rozvoj nízkokvalifikovaných zaměstnanců ovlivňuje prosperitu firem	building awareness of importance of development low-skilled employees, their motivation, teaching methods, influence to company's prosperity and employer's brand
1 FI	30 minutes	Kainuun ammattiopisto	Finnish	Monimuoto-opetus ja selkeä kieli. Kuinka opettaja voi antaa selkeitä tehtävänantoja monimuoto- opetuksessa	How to give clear instructions to adult students with low qualification in blended learning

You can find a link to the podcast on the project website under “Project Result 3”:  
<https://access2learn.eu/open-educational-resources/>.

#### 4.5 Train-the-Trainer Handout

This document consists of general tips for trainers and teachers on how to use the blended learning methodology and how to work with low-skilled adults. The handout can be found on the project website under “Project Result 3”: <https://access2learn.eu/open-educational-resources/>.



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