DIGITAL 4ALL

BUILDING A DIGITAL WORLD FOR ALL

3.1 Guidelines for the Development of the Materials for the Learning, Teaching, Training Activity (LTTA)

Developed by CARDET

Contents

Introduction

This document aims to provide information on the third Work Package of the project - Collaborative LTTA for Youth Workers. The document includes specific guidelines and instructions on how to develop the material for the Digital4All Learning Teaching Training Activity (LTTA).

The output leader is the Center for the Advancement of Research & Development in Educational Technology (CARDET) from Cyprus and all partners should contribute in the development of the content of the LTTA.

All partners are invited to provide feedback, in case they deem useful, as to improve these guidelines.

Consortium

P1 KULTURLIFE

KulturLife

P2 RIGHTCHALLENGE ASSOCIATION

RightChallenge

P3 CENTER FOR THE ADVANCEMENT OF RESEARCH & DEVELOPMENT IN EDUCATIONAL TECHNOLOGY CARDET

CARDET

P4 MOBILIZING EXPERTISE AB

MOBILIZING EXPERTISE

P5 NON-FORMAL EDUCATION FOR YOUTH (NFE 4Y)

Non-formal Education 4Y

P6 INSTITUT FÜR ZUKUNFT UND BILDUNG (IZB)

IZB
Institut für Zukunft und Bildung
HANDELSAKADEMIE MÜRZZUSCHLAG

Project Information

Project Title	Building a Digital World for All
Project Acronym	Digital4ll
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Project Partners	RIGHTCHALLENGE ASSOCIATION – Portugal
	CENTER FOR THE ADVANCEMENT OF RESEARCH & DEVELOPMENT IN EDUCATIONAL TECHNOLOGY (CARDET) – Cyprus
	MOBILIZING EXPERTISE AB – Sweden
	NON-FORMAL EDUCATION FOR YOUTH (NFE 4Y) – Ukraine
	INSTITUT FÜR ZUKUNFT UND BILDUNG (IZB) – Austria

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1	12.02.2024	Draft 1 (by CARDET)
2		Incorporation of Feedback

Introduction to the WP3 Learning Teaching Training Activity (LTTA) Material Development

The primary objective of this work package (WP) is to collaboratively develop a comprehensive framework for youth workers aimed at enhancing the digital competences, literacy, and critical thinking skills of young migrants. This framework will serve as the foundation for the curriculum of an eLearning course (WP4). The development process involves the active participation of both youth workers and young migrants, who will contribute to shaping the structure and content of the course during a youth mobility encounter in Berlin (Learning, Teaching, Training Activity - LTTA).

This document presents a set of guidelines for crafting educational materials for the LTTA. These guidelines will be informed by the insights and recommendations gathered from the WP2 Final Report, as well as the thematic elements outlined in the project proposal. By aligning the material development with these earlier findings and goals, we ensure coherence and relevance throughout the project.

The educational material for the LTTA will consist of five modules:

> I. Assessment of Young Migrants' Current Digital Skills and Strategies
>
> II. Multiliteracies: Promoting Media, Information, and Digital Literacy
>
> III. Critical Thinking: Combating Misinformation and Fake News
>
> IV. Motivation for Information Collection and Assessment
>
> V. Curriculum Development for the eLearning Course

Participants will be equipped to serve as first-aiders in the topics covered by the modules. The learning modules will predominantly utilize non-formal educational methods. Each module will comprise three units featuring various components such as notes, case studies, simulation activities, role plays, diagrams, and adaptable materials tailored to local contexts.

Learning Teaching Training Activity (LTTA) Material Development - Content and Responsibilities

The Learning Teaching Training Activity (LTTA) Material will be a volume comprised by five modules:

Module 1: Findings of the Assessment of Young Migrants' Current Digital Skills and Strategies [RIGHTCHALLENGE]

Module 2: Multiliteracies for Building a Digital World for All: Analysis and Reflection on Needs and Strategies to Promote Media Literacy, Information Literacy and Digital Literacy within the eLearning Course [IZB & CARDET]

Module 3: Critical Thinking Skills: Identifying Fake News [M-EXPERT & NFE 4Y]

Module 4: Attitudes - Motivation for Information Collection and Assessment – Tiny Habits [KULTUR LIFE]

Module 5: Putting it all into Practice: Developing the Curriculum (Proposition) of the eLearning Course [All Partners]

Module and Units - Recommended Structure Summary

Each Module will be divided into three (3) Units. Each Unit can be divided in a number of Sections. You may use the PowerPoint template sent by CARDET to organize the content you developed.

Each module should consist of approximately 35 slides in total (including graphs, pictures and references) and be accompanied by a Module Plan (see ANNEX 1) and a Lesson Plan (see ANNEX 2). Modules 1 - 4 will require a total of three (3) hours of learning effort. Module 5 will require a total of six (6) hours of learning effort.

IMPORTANT TIPS:

Follow the <u>exact</u> guidelines you receive for your Module.

Do not change fonts in the .ppt file.

Do NOT use images with text. Any text should be <u>typed</u> in the document to support the translation process. If there are images with text, please type the text from the image in the document.

Do NOT repeat the titles in the slides. Differentiate one slide from another.

Partners are responsible for reviewing the content and making sure it is OK before sending it to CARDET (e.g. check syntax, grammar, plagiarism issues, etc.)

Use British English.

You should follow the proposed structure for your module (and all units) as to be consistent across the LTTA material:

1. Module Introduction
    - General Aim
    - General Learning Objectives
    - Target Group (if specific subgroups)

2. Unit Introduction
    - Specific Aim

      Specific Learning Objectives

      Needed Material for Implementations

3. Relevant Information
    - Include definitions, context information, and clarifications for frequent misconceptions that the youth workers, trainers and young migrants will benefit from knowing.

4. Training Activities
    - Feel free to add more than one activity covering each of your learning objectives to support the implementation process.

5. Assessment
    - List the questions for assessment at the end of each Unit - including the correct answers/feedback in the notes section of the PowerPoint template.

6. Conclusion
    - Include some final remarks at the end of each Unit and Module.

7. References

   o Add all references you have used at the end of each Unit. Include the sources also throughout the content.

   o If you are quoting from a resource, add the quoted text in "quotation marks" and at the end, the name of the author and the date (e.g. Vrasidas, 2016). The full citation will be added at the References slide.

Types of Learning Elements

As you write content for each module, you are encouraged to use learning elements from the list below. You do not need to include all of these elements in each unit, just the ones that are more appropriate for the presentation of content.

Case Study: Case studies capture past successes and showcase new and innovative approaches and strategies. It is an excellent learning tool since it focuses on the application of the newly acquired knowledge in real-world situations. Give the title and an overview of the case study in the content document and develop the actual case study.

Photo Gallery: The photo gallery is a selection of pictures relevant with the content of the unit. Make sure that the pictures used in the content are not copyrighted, or that one of the partners has the copyrights.

Video/Audio: A video or audio that is relevant to the content of the unit. If you already have this video, add a short description of it and its URL or file name. If not, you can suggest which text, of that you have written, can turn into a video/audio.

Tips & Tricks: A bulleted list with tips and tricks that can be used throughout the content.

Relevant Resources: Downloadable PDFs and Links to Websites, Forums, Blogs and Videos (add the URLs of the resources or the names of the files within the content area).

IMPORTANT TIPS:

Content is organised and written based on the learning objectives.
It is concise.
Language is simple
Sentence structure is not complex
It is presented more visually.
Use of bullet points
Small sections and paragraphs
It uses active voice
It has a consistent style-voice.
It addresses the learning objectives identified for the course.

Preliminary Digital4All Curriculum Modules

Module 1: Findings of the Assessment of Young Migrants' Current Digital Skills and Strategies

Goal: The goal of this module is to equip participants with a thorough understanding of the digital skills possessed by young migrants across the partnering countries, enabling them to reflect on potential improvements, and engage in informed debates on strategies for enhancing young migrants' digital competencies. By the end of the module, participants should be able to map the state-of-the-art digital skills of young migrants across the partnering countries and present a clear understanding of the challenges and opportunities associated with these realities.

Proposed Lessons:

1. Introduction to Digital Literacy for Migrants: What is digital literacy and why does it matter for young migrants? (PPT)
2. WP2 Findings of the Assessment of Young Migrants' Current Digital Skills: Presentation of the challenges and protective factors.
3. WP2 Recommendations and Emerging Topics

Module 2: Multiliteracies for Building a Digital World for All: Analysis and Reflection on Needs and Strategies to Promote Media Literacy, Information Literacy and Digital Literacy within the eLearning Course

Goal: The goal of this module is to equip participants with a holistic understanding of Media Literacy, Information Literacy, and Digital Literacy within the context of an eLearning Course. The overarching objective is to empower individuals to navigate, and thrive in the complexities of the digital landscape. By the end of the module, participants should be capable of critically deconstructing digital content, discerning reliable information, and implementing strategies to promote multiliteracies for a diverse and inclusive digital world.

Proposed Lessons:

1. Media and Information Literacy, and Digital Literacy: Introduction to these key concepts and the need for a multiliterate young migrant. (PPT)

2. Media Literacy Workshop: A hands-on workshop to deconstruct and analyze various media sources, identifying the impact of media consumption.

3. Interactive Digital Citizenship Simulation for Young Migrants: A hands-on workshop based on scenarios specific to young migrants' experiences, emphasizing online interactions, privacy, and responsible digital citizenship.

Module 3: Critical Thinking Skills: Identifying Fake News

Goal: The goal of this module is to break down the rather abstract concept of critical thinking and develop participants' critical thinking skills, enabling them to identify and critically evaluate fake news in various digital contexts. By the end of the module, participants should be equipped with the knowledge and tools necessary to assess information critically, and distinguish credible sources from misinformation.

Proposed Lessons:

1. Unlocking News Media Literacy: The Power of Critical Thinking (PPT)

2. Analysing a Conspiracy Theory: Presentation of a conspiracy video (potentially on the topic of migration) in which the audiovisual elements of conspiracy can be clearly identified. A discussion on the mechanisms of conspiracy may follow. Participants may be prompted to analyse why disinformation spreads so fast and how it impacts people's behaviour.

3. Fact Checking Workshop: A hands-on workshop introducing and utilising fact-checking tools and techniques.

Module 4: Attitudes - Motivation for Information Collection and Assessment – Tiny Habits

Goal: The goal of this module is to instil positive attitudes and motivation among participants for effective information collection and assessment. By exploring the concept of "Tiny Habits", participants will be encouraged to develop small, sustainable practices that contribute to a proactive and informed approach to information literacy. The overarching objective is to empower individuals to cultivate a mindset that values continuous learning, critical thinking, and responsible information consumption in various aspects of their lives.

Proposed Lessons:

1. Unravelling the Relationship Between Motivation Styles and Information Consumption (PPT)

2. Introducing the Tiny Habits Methodology and its Applications in Everyday Life Workshop

3. Mastering the Information Ocean: A Tiny Habits Approach: A hands on interactive tiny habits goal setting workshop that incorporates the concept of "Tiny Habits" to define and refine their information literacy objectives

Module 5: Putting it all into Practice: Developing the Curriculum (Proposition) of the eLearning Course

Annex 1: Module Tables Templates

Module 1	
Title	**Findings of the Assessment of Young Migrants' Current Digital Skills and Strategies**
Description	
Goal	
Target Group	
Time Arrangements	
Required Resources	
Assessment	

Module 2	
Title	**Multiliteracies for Building a Digital World for All: Analysis and Reflection on Needs and Strategies to Promote Media Literacy, Information Literacy and Digital Literacy within the eLearning Course**
Description	
Goal	
Target Group	
Time Arrangements	
Required Resources	
Assessment	

Module 3	
Title	**Critical Thinking Skills: Identifying Fake News**
Description	
Goal	
Target Group	
Time Arrangements	
Required Resources	
Assessment	

Module 4	
Title	**Attitudes - Motivation for Information Collection and Assessment – Tiny Habits**
Description	
Goal	
Target Group	
Time Arrangements	
Required Resources	
Assessment	

Module 5	
Title	**Putting it all into Practice: Developing the Curriculum (Proposition) of the eLearning Course**
Description	
Goal	
Target Group	
Time Arrangements	
Required Resources	
Assessment	

Annex 2: Lesson Plans Templates

Module 1: Lesson 1			
Title			
Description			
Objectives			
Learning Outcomes	Knowledge	Skills	Attitudes
Expected Competences			
Learning Activities	1. 2. 3.		
Teaching Methods			
Required Resources			
Hand-Outs and Activity Sheets			
Duration			
Lesson 2			
Title			
Description			
Objectives			
Learning Outcomes	Knowledge	Skills	Attitudes
Expected Competences			
Learning Activities	1. 2. 3.		
Teaching Methods			
Required Resources			
Hand-Outs and Activity Sheets			
Duration			
Lesson 3			
Title			
Description			
Objectives			
Learning Outcomes	Knowledge	Skills	Attitudes
Expected Competences			
Learning Activities	1. 2. 3.		
Teaching Methods			
Required Resources			
Hand-Outs and Activity Sheets			
Duration			

Module 3: Lesson 1

Title			
Description			
Objectives			
Learning Outcomes	Knowledge	Skills	Attitudes
Expected Competences			
Learning Activities	1. 2. 3.		
Teaching Methods			
Required Resources			
Hand-Outs and Activity Sheets			
Duration			

Lesson 2

Title			
Description			
Objectives			
Learning Outcomes	Knowledge	Skills	Attitudes
Expected Competences			
Learning Activities	1. 2. 3.		
Teaching Methods			
Required Resources			
Hand-Outs and Activity Sheets			
Duration			

Lesson 3

Title			
Description			
Objectives			
Learning Outcomes	Knowledge	Skills	Attitudes
Expected Competences			
Learning Activities	1. 2. 3.		
Teaching Methods			
Required Resources			
Hand-Outs and Activity Sheets			
Duration			

Module 4: Lesson 1

Title	

Description	
Objectives	
Learning Outcomes	Knowledge	Skills	Attitudes
Expected Competences	
Learning Activities	1. 2. 3.
Teaching Methods	
Required Resources	
Hand-Outs and Activity Sheets	
Duration	

Lesson 2			
Title	
Description	
Objectives	
Learning Outcomes	Knowledge	Skills	Attitudes
Expected Competences	
Learning Activities	1. 2. 3.
Teaching Methods	
Required Resources	
Hand-Outs and Activity Sheets	
Duration	

Lesson 3			
Title	
Description	
Objectives	
Learning Outcomes	Knowledge	Skills	Attitudes
Expected Competences	
Learning Activities	1. 2. 3.
Teaching Methods	
Required Resources	
Hand-Outs and Activity Sheets	
Duration	

Module 5: Lesson 1
Title	
Description	
Objectives	

Learning Outcomes	Knowledge	Skills	Attitudes
Expected Competences			
Learning Activities	1. 2. 3.		
Teaching Methods			
Required Resources			
Hand-Outs and Activity Sheets			
Duration			

Lesson 2			
Title			
Description			
Objectives			
Learning Outcomes	Knowledge	Skills	Attitudes
Expected Competences			
Learning Activities	1. 2. 3.		
Teaching Methods			
Required Resources			
Hand-Outs and Activity Sheets			
Duration			

Lesson 3			
Title			
Description			
Objectives			
Learning Outcomes	Knowledge	Skills	Attitudes
Expected Competences			
Learning Activities	1. 2. 3.		
Teaching Methods			
Required Resources			
Hand-Outs and Activity Sheets			
Duration			