



# **SIMPLY DIGITALLY TEACHING TOOLKIT**

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# INTRODUCTION

## HOW THE PROJECT IDEA “WAS BORN”

“SIMPLY digitally INCLUDED” was created as a follow up project to the Erasmus+ project “SIMPLY INCLUDED”. “SIMPLY INCLUDED” supported people with migration or refugee background to become aware of their strengths and competences in order to enter Vocational Education and Training. The pursue of a vocational training can lead to a successful entry to the labour market and therefore fosters a self-determined life.



The project was also directed to VET teachers and companies, because they are affected when it comes to successfully integrating people into the labour market. The project started in 2019, then the corona virus hit Europe in 2020. The pandemic brought many hurdles and challenges for societies. For example, the concept of education in presence had to be rethought and vocational training could not continue as before.

## **WHAT IS SIMPLY digitally INCLUDED ABOUT?**

With the pandemic, VET teachers and trainers had to think of new ways to teach their students digitally without creating inequality in education between students. Therefore, the SIMPLY INCLUDED consortium decided to address the challenges of integration and digital learning formats. This is how SIMPLY digitally INCLUDED was born.

SIMPLY digitally Included wants to support migrants and refugees to be successful on the European labour market. We additionally want to empower teachers to be able to use digital methods and to feel comfortable and at ease in digital teaching formats.

During the project's duration the project team developed different outcomes to support the aim of SIMPLY digitally Included. The here after presented output is called:

**“SIMPLY digitally PREPARED - digital Toolkit for VET teachers”**

The Toolkit is directed towards teachers to support and increase their digital teaching skills.

## WHAT IS THE TOOLKIT ABOUT?

In order to continue teaching during the pandemic and to use digitally formats in different situations, teachers had to transfer years of analogue practices into digitally learning environments. Additionally, they face other challenges such as lack of participation from students, non-existent access to digital devices or cyber bullying.

The toolkit aims to support VET teachers in the following areas:

- Increase the number of participations in digital learning activities within the target group
- Train and increase the knowledge of VET teachers regarding the use of digital tools in order to increase the attractiveness of teaching to become a "digital teacher" with a special focus on mobile devices to overcome the problem of non-existent devices
- Increase the usage of digital peer learning methods and digital cooperative learning strategies in VET
- Increase the motivation of VET students to learn online through the use of interactive and digital tools
- Support the transformation of VET teachers from being an analogue teacher to become a digital teacher
- Solutions for dealing with problems such as cyber bullying in the digital classrooms

## HOW TO USE THE TOOLKIT?

The toolkit contains 4 chapters:

- **Chapter 1:** Increase the digital competences of VET teachers
- **Chapter 2:** Methods to increase students participation in E-Learning
- **Chapter 3:** Transfer of analogue methods into digital formats
- **Chapter 4:** Strategies and Solutions for dealing with Cyber Bullying and Exclusion

As a teacher you can use the toolkit in an interactive way. Each chapter offers new knowledge and insights into the respective themes. But they also offer different practical tools that you can integrate into your classroom.

You can either read the toolkit chapter by chapter or you only read the chapters, that are relevant for you.

# CHAPTER 1:

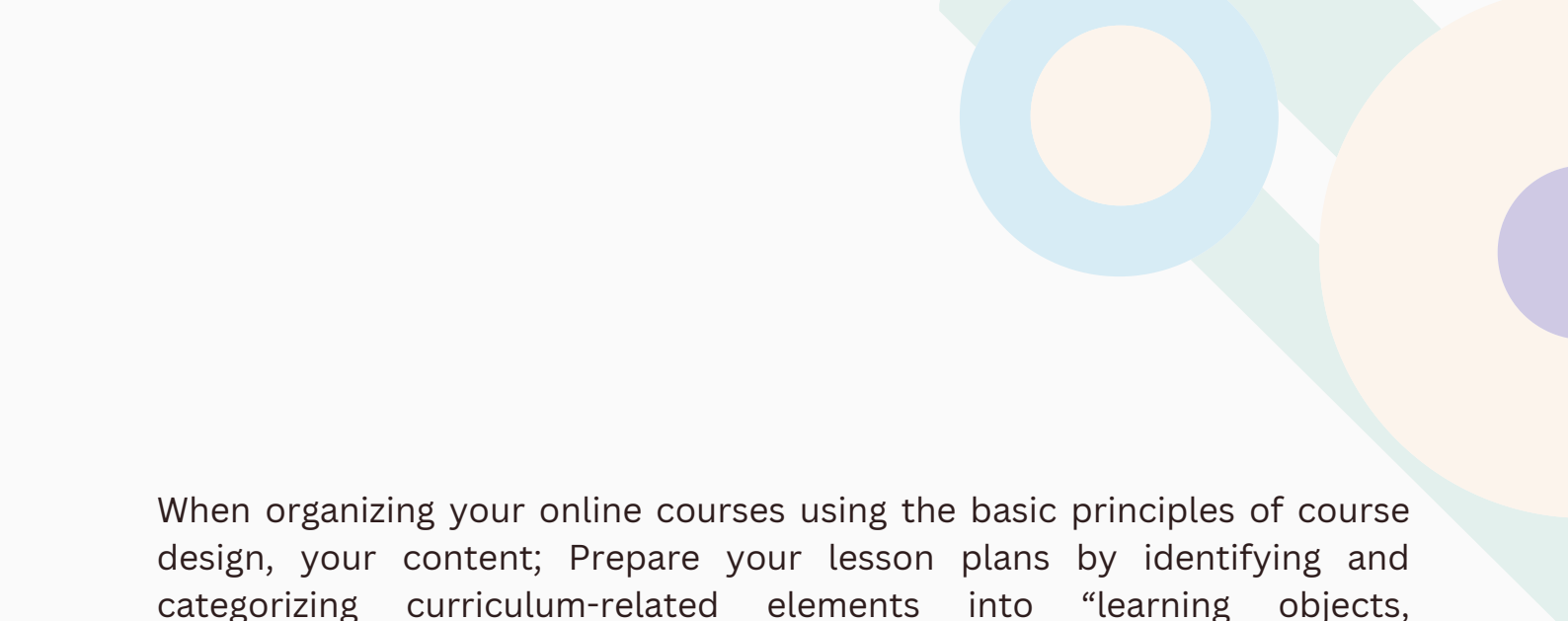
## INCREASING DIGITAL COMPETENCES AMONG TEACHERS IN VOCATIONAL EDUCATION AND TRAINING

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The new digital era in which we live is continuously asking us to change and improve the skills that we need to be able to function properly in today's world. Digital skills are some of these skills that will play a large role in the lives that we live, both personally and professionally. There is still a huge need for improvement of these skills, also due to the fact that the digital era keeps evolving at an enormously fast pace. Being able to use the internet, access google and send email may have seemed like proper digital skills 10 years ago, but this just doesn't cut it anymore. This is now widely being recognized and we need to take action to make sure our students gain these proper skills during their education so they can further their digital development once they start taking jobs and working in the field.

### **How to prepare appealing learning content**

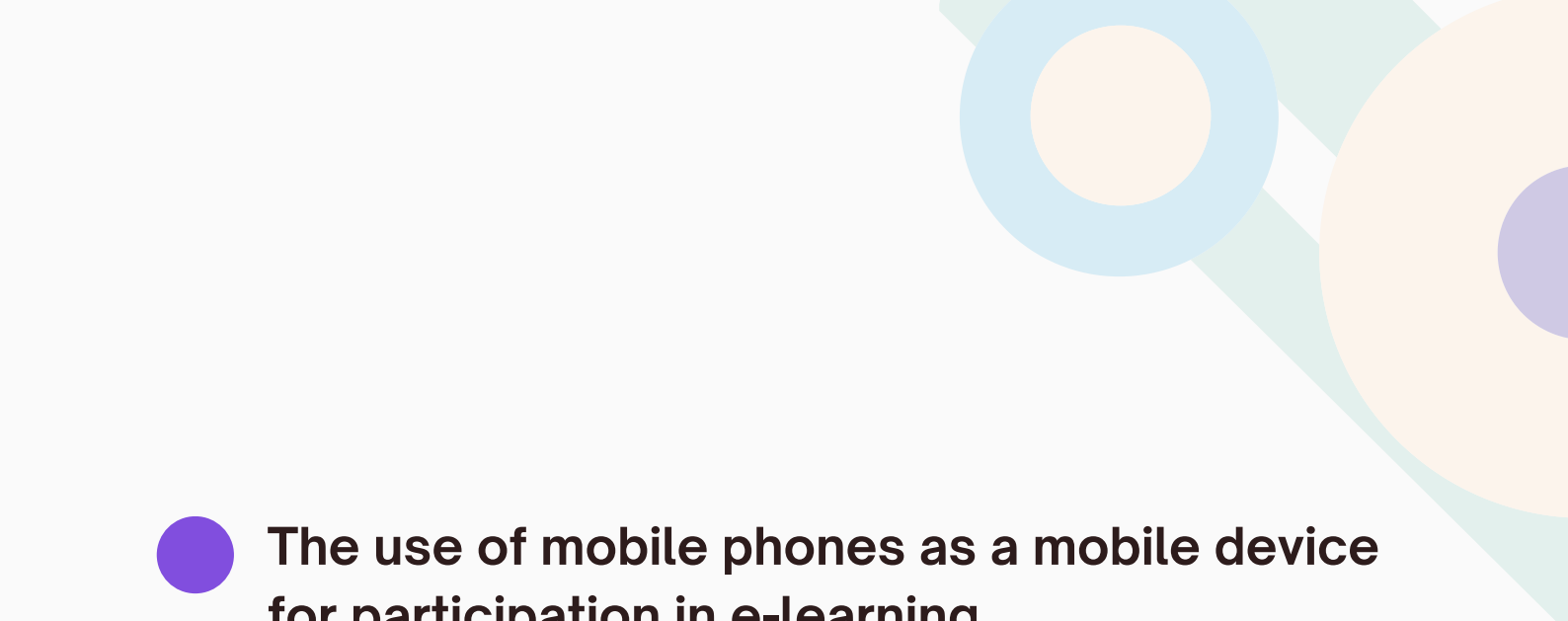
It is necessary to pay attention to the following points when preparing interesting learning content. The content we will prepare should be parallel to the goals we want to achieve with both classroom education and online learning programs because digital transformation is occurring very quickly in education.



When organizing your online courses using the basic principles of course design, your content; Prepare your lesson plans by identifying and categorizing curriculum-related elements into “learning objects, interactions, and interfaces.” Deeply explore the properties of visual, written, and audio elements so you can create engaging and meaningful visual materials, leverage engaging written elements, and use audio effectively to increase student attention, engagement, comprehension, and learning. Incorporate digital assessment tools into your instructional design that support formative feedback, reflection, allow for instructional adjustments, and evaluate the effectiveness of your course content to support continuous improvement. Use a variety of digital tools to structure differentiated online learning experiences. Bring together the learning objects and assessment tools you have developed to structure interactions, interfaces, and create or elaborate your course.

## **Digital self-organisation**

Digital tools are in itself not the magical wand that makes a school of a sudden more effective and engaging, schools need well-prepared teachers, new ways of organizing (the teaching process, the classrooms, the evaluation and assessment processes of both teachers and students) and involve the relevant actors in the process of designing a coherent plan for adopting these type of tools.



## **The use of mobile phones as a mobile device for participation in e-learning**

Mobile phones as a digital tool play an important role in the process of learning and teaching. It is expected the importance and role of technology will increase in the future and continue to transform schools and teaching. The use of mobile phones is a new technological achievement and educational trend that offers ample opportunities for both educators and learners in learning.

The potential for effective teaching and e-learning increases with the use of mobile technologies. This is due to the benefits of learning with mobile phones, such as the capacity to facilitate the sharing of information, critical thinking, participatory learning, problem solving, and the development of lifelong communication skills without the limitations of time and space.



# BEST ADVICE

# DIGITAL TOOLS

## Introduction

<b>Tool</b>	Quizlet
<b>Link</b>	<a href="http://www.quizlet.com">www.quizlet.com</a>
<b>Type</b>	Game-based learning
<b>Purpose</b>	With Quizlet, there are so many options for you and your students to use. You can use millions of flashcard sets, to teach a variety of topics. It makes the learning fun and engaging for students of all ages and above all, it is very easy to use and accessible for you and your students. You can choose from different types of quiz to play, which makes the tool diverse and alive
<b>Tips &amp; Tricks</b>	Let the students do the exercises individually or together.
<b>Resources</b>	You only need to log in at the website <a href="http://www.quizlet.com">www.quizlet.com</a> and there you are!

# BEST ADVICE

# DIGITAL TOOLS

## Introduction

<b>Tool</b>	Mentimeter
<b>Link</b>	<a href="http://www.mentimeter.com">www.mentimeter.com</a>
<b>Type</b>	Spontaneous, interactive
<b>Purpose</b>	Mentimeter is a very efficient tool and can actually help simplify your life as a teacher. It brings together features from a couple of different tools and has many of the functions of a polling or quiz app. These features are simply embedded into a presentation form, so you can engage without leaving your presentation materials (you can also embed them into PowerPoint).
<b>Tips &amp; Tricks</b>	A tip for the teachers: try to be as clear as possible about the questions you are asking. You don't want to cause haziness during your presentation. Explain your students up front what to do and what is your goal. For sure it will get the attention of your students!
<b>Resources</b>	It is an online application and no materials needed. All you need is a device and an internet connection.

## BEST ADVICE

# DIGITAL TOOLS

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### Introduction

<b>Tool</b>	Padlet
<b>Link</b>	<a href="https://padlet.com/">https://padlet.com/</a>
<b>Type</b>	Collaboration, Creativity, Fun, Intuitive
<b>Purpose</b>	This is an internet tool that allows teachers and students to collect online information and upload them on Padlet's digital board with just Drag & Drop. Videos, texts, hyperlinks, images etc can be added to Padlet's digital board and can be organised like on a traditional class board, that used to be full of announcements and notes.
<b>Tips &amp; Tricks</b>	It is funny and intuitive. This will attract the attention of students, this should be taken into consideration.
<b>Resources</b>	All you need is a device and an internet connection.

# BEST ADVICE

# DIGITAL TOOLS

## Introduction

<b>Tool</b>	Kahoot
<b>Link</b>	<a href="http://www.kahoot.com">www.kahoot.com</a>
<b>Type</b>	Collaboration, interaction, game based learning
<b>Purpose</b>	Kahoot! is an online game-based learning platform that transforms the learning procedure into a fun and enjoyable experience. It can support teachers in creating their own quiz (that are named Kahoot!) fast and easily and get the answers the next minute. Kahoot! can be used in the classroom for revision purposes or for the reflection of students on a course
<b>Tips &amp; Tricks</b>	It is an ideal application to have fun with students.
<b>Resources</b>	Before starting playing, suggest your students to get their smartphones or tablets and join <a href="http://www.kahoot.it">www.kahoot.it</a> or download the app.

# BEST ADVICE

# DIGITAL TOOLS

## Introduction

<b>Tool</b>	Canva
<b>Link</b>	<a href="http://www.canva.com">www.canva.com</a>
<b>Type</b>	Creativity, collaboration, visual intelligence
<b>Purpose</b>	<p>Canva is a powerful design tool that can be used in education to create projects that not only look great but also help teach students the basics of digital design. This is a free tool that allows students and teachers to work with photo editing, design layout, and more, all within an easy-to-use platform.</p> <p>While this can be used by students to submit projects, it can also teach them how to work more creatively when laying out work. Teachers can also use the platform to create guidance, posters, and more for the classroom and beyond.</p>
<b>Tips &amp; Tricks</b>	Canva is well integrated with Google Classroom, making it a very helpful addition for those institutions already using that platform.
<b>Resources</b>	All you need is a device and an internet connection.

# CHAPTER 2

## BOOSTING E-LEARNING ENGAGEMENT AMONG STUDENTS

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In this chapter, we are going to emphasize the important strategies that can be implemented to enhance student engagement in e-learning environments. The realm of online education has rapidly evolved in recent years, and it is essential to understand how to create an interactive and inclusive atmosphere that fosters a love for learning. By incorporating multimedia elements and fostering discussion forums, students can feel a sense of community and connection with their peers and instructors. Additionally, gamification elements and responsive design can provide a fun and visually appealing learning experience. digital literacy and competence is high on demand as well as a boost to the traditional ways of learning that already are established and exist to support passing down of knowledge and information. Different methods of e-learning have been available and supported by being intertwined by traditional methods of learning to suit all learners needs and meet them at the same time through different aspects of learning and life.

### **Interactive Content**

- Develop engaging video lectures that break down complex concepts.
- Create interactive presentations using tools like Mentimeter or Canva and Google Slides to involve students actively.
- Integrate quizzes within the content to assess comprehension.
- Use polls to gather opinions on relevant topics, encouraging participation.



## ● Forums

- Establish open discussion prompts that encourage critical thinking and diverse perspectives.
- Encourage students to respond to their peers, fostering a sense of community.
- Regularly join discussions to provide guidance and additional insights.
- Acknowledge valuable contributions from students.

## ● Virtual Breakout Sessions

- Pose discussion topics and questions for smaller groups.
- Rotate students through different groups periodically.
- Rotate based on topics or assignments to expose students to diverse perspectives.
- Encourage groups to share their findings with the larger class.

## ● Gamification

- Award badges for completing modules or achieving certain milestones.
- Maintain a leaderboard to recognize top-performing students.
- Design scenarios where students can apply concepts in a simulated environment.
- Create a storyline or narrative that runs through the course.



## ● Regular Feedback

- Establish a schedule for providing feedback on assignments and questions.
- Offer a mix of written and, if possible, personalized video feedback.
- Highlight areas of improvement alongside positive feedback.
- Connect feedback to real-world applications to demonstrate relevance.

## ● Flexible Learning Paths

- Offer video lectures, articles, podcasts, or interactive simulations.
- Allow students to choose the format that best suits their learning preferences.
- Provide a range of assignment options with varying levels of complexity.
- Allow students to propose their project ideas within defined parameters.

## ● Real-World Application

- Integrate case studies from relevant industries or recent events.
- Encourage students to analyze and discuss real-world applications.
- Schedule virtual or recorded sessions with industry professionals.
- Allow students to submit questions in advance to make sessions more interactive.





## ● Regular Assessments

- Break down larger assessments into smaller, more frequent tasks.
- Use formative assessments to gauge understanding throughout the course.
- Mix traditional assessments with innovative formats like multimedia projects or debates.
- Allow students to showcase their understanding in different ways.

## ● Inclusive Learning Design

- Incorporate examples from various cultural backgrounds and contexts.
- Ensure that images and content are inclusive and representative.
- Provide closed captions for videos.
- Use accessible fonts and color contrasts for readability.
- Ensure that all learning materials are compatible with screen readers.

## ● Encourage Self-Reflection

- Include reflective questions at the end of each module or assignment.
- Encourage students to connect new knowledge with their experiences.
- Provide tools for students to set short-term and long-term learning goals.
- Facilitate periodic self-assessment against these goals.



## **Overcoming students' fear of using cameras and microphones**

With the ever-evolving digital world and the need for competencies, the fear and overwhelming feelings felt by learners will be a thing of constant occurrence. Most of these feelings towards the digital world emanate from the pressures of technology being a thing that we have to get used to despite the ever-changing aspect that it throws at us. For the fear of technology and per se cameras and microphones mainly in virtual classrooms for learners has to be experienced differently by all. Meaning having an accommodating space in virtual classrooms for all students to feel at ease with exploring and learning more about the technological and digital changes.


- Provide options for participation – offering multiple interactive ways for participating such as chat features, polls or submission of responses through written assignments. This will allow the students to choose the most comfortable mode of participation without fear or pressure.
- Ice breaker activities – these kind of all inclusive activities can be used to breed some form of familiarity. They should be outside of the subject content as they will help students ease into the idea knowing each other. This will in turn build a sense of community among the students thus creating comfortable atmosphere with their peers.
- Normalize technical issues – this is acknowledging that technical issues can take place during learning and that they are normal and very much recognized. Encouraging and breeding a supportive environment where technical issues are met with understanding will create comfort among peers of students.



## ● Offering support to learners on digital skills and competences

Improving digital learning and competencies for learners involves a combination of technical skills, digital literacy, and effective strategies for utilizing online resources. This means that digital literacy and competence will need to be an acquired skill that may need an upgrade every now and then as the digital world is always evolving. This is to mean that learners have to find the digital literacy interactive and involving enough for them to be able to show interest and acquire the required skills as well an upgrade every now and then.

- Experiment with AI – diving into the whole AI world that has machine models that have learning platforms is a huge win for digital competence. The exploration in areas such as image recognition, natural language processing or recommendations systems is a sure way to immerse students into the digital world.
- Mindful and productivity apps – these kinds of apps enhance focus and time management for students.
- Online innovation challenges – participating in online innovation challenges encourages creative problem solving and idea generation. The challenges on some of the platforms like Kaggle are used to address real world problems.



As an educator seeking to support learners in developing digital skills and competencies, there are various strategies, resources, and tools you can leverage to enhance their proficiency in navigating the digital landscape. By combining these strategies, educators can provide comprehensive support, ensuring that learners not only acquire digital skills but also feel confident in applying them across various contexts.

This approach prepares students for the challenges and opportunities presented by the digital landscape in both academic and professional spheres. Here are some offerings and approaches:

**Digital Skills Workshops:**

- Conduct regular workshops focusing on essential digital skills, including internet literacy, online collaboration tools, and digital security.
- Curate or create online courses and tutorials covering a spectrum of digital skills, accessible at their own pace.
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**E-Learning Platforms:**

- Leverage e-learning platforms like Coursera, edX, or Khan Academy for a variety of digital skills courses and resources.



### **Interactive Learning Modules:**

- Develop interactive digital learning modules with practical exercises to reinforce digital skills in a hands-on way.
- Provide curated resources on digital literacy, emphasizing critical thinking, privacy awareness, and responsible online behavior.
- Seamlessly integrate digital tools into lessons to expose learners to their practical applications within the subject matter.
- Design assignments that require the use of digital tools, fostering hands-on experience and skill application.
- Periodically assess students' digital skills to identify areas for improvement and tailor support accordingly.

### **Guest Speakers and Webinars:**

- Arrange webinars or invite industry professionals to share insights and inspire interest in digital careers.

### **Digital Portfolio Development:**

- Guide students in creating digital portfolios to showcase their achievements and digital skills, aiding in future academic and professional pursuits.

### **Digital Competency Badges:**

- Implement a badge or certification system to recognize and motivate students for their achievements in developing digital competencies.

# BEST ADVICE

# DIGITAL ENERGIZER

Name of the Activity	Looking around
Description	Ask participants to stand or sit and use only their head movements to follow your instructions. Give directions like "Up" (look at the ceiling), "Down" (look at the floor), "Left," and "Right." After a minute, switch the meanings of "Up" and "Down" vice versa, and left and right remain the same. Conclude the activity after another minute of participants adapting to the changed instructions.
Profile of Learners	no specific profile
Goals	To encounter challenges related to unlearn established associations and adapting to new ones.
Duration	5-15 mins
Helpful Links	<a href="https://www.sessionlab.com/blog/online-energizers/">https://www.sessionlab.com/blog/online-energizers/</a>

# BEST ADVICE

# DIGITAL ENERGIZER

Name of the Activity	Time Machine
Description	Encourage participants to tap into their imagination by individually addressing: "If you had the ability to time travel, either forward or backward... : Present some questions via webcam, and prompt participants to share their responses either through video conference features or within their designated virtual breakout teams.
Profile of Learners	13+
Goals	Facilitate creative thinking and group interaction
Duration	10-20 mins
Material	Questions Where would you choose to go? If given the chance to meet someone from the past, who would that be, and what's the reason?
Helpful Links	<a href="https://www.sessionlab.com/blog/online-energizers/">https://www.sessionlab.com/blog/online-energizers/</a>

# BEST ADVICE

# DIGITAL ENERGIZER

Name of the Activity	Puppy vs. Kitty Showdown
Description	<p>Divide participants into puppies and kitties, signified by nonverbal cues or background images.</p> <p>Utilize speaker view for clear visibility in the virtual platform.</p> <p>Puppies take turns creatively saying hello to kittens, aiming to make them smile or laugh.</p> <p>When a kitten smiles or laughs, they switch teams, joining the puppy side.</p> <p>Continue until either all participants become puppies or only one kitten remains.</p>
Profile of Learners	10+
Goals	Inject energy and laughter into the virtual space while fostering team interaction.
Duration	5-15 mins
Material	-
Helpful Links	<a href="https://www.sessionlab.com/blog/online-energizers/">https://www.sessionlab.com/blog/online-energizers/</a>





# TO CONSIDER

When organizing an effective online class, it's crucial to select a virtual platform that is both reliable and user-friendly, ensuring students' comfort through adequate training and resources. Clear instructions should be provided in advance, particularly if there are demonstrations involving specific online tools or platforms, and supplementary tutorial materials or videos can be created for participants to reference.

# REFLECTION

1. What strategies are you currently using, and how effective do you perceive them to be?
2. How do you envision applying the discussed methods in your specific e-learning environment?
3. How might the methods discussed in the workshop address or overcome these barriers?
4. How might you incorporate elements of gamification to enhance student engagement in your e-learning activities?
5. How can you ensure that your e-learning materials and activities are accessible and inclusive for all students?

# CHAPTER 3

## TRANSFER OF ANALOGUE METHODS INTO DIGITAL FORMATS

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Peer learning is defined as the acquisition of knowledge and skills through active helping and support among companions. That is, helping each other to learn and learning themselves by doing. This methodology has been used targeted to the knowledge of core skills but it has been modified and adapted for emotive learning processes where social interaction is the main goal. Thus, social and emotional gains through peer learning are nowadays as important as cognitive gains.

Other important aspects of peer learning are the value of cooperation and the raised awareness of the peers involved in the activities, over competition.

Online learning can sometimes be very isolating and students can disconnect and become unmotivated so by using peer learning activities in your online lessons or digital courses, students' motivation and engagement increase. Therefore, as social interaction is essential in peer learning, the challenge is now to transfer these kind of activities into a digital format without losing the positive aspects of face-to-face peer learning. The following tips can help you improve your digital lessons:

- Include as many group-based activities as possible.
- Assign students to check their classmates' assignments and to respond to that feedback.
- Promote mentorship among students.
- Include activities where students take up the teacher's role to explain some concepts or core knowledge.

In this chapter you will find some peer group activities and best practices translated into a digital format.

## Peer group activities in a digital setting

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### Tandem Learning

It is a method used to learn the language based on mutual exchange between tandem partners (ideally, one native speaker in the target language and one learner of that language). This activity also helps to build friendships and to the social inclusion and language skills of the migrant student.

Implementation:

- 1) Build a matching system for migrant and local/native students. This can be done in a first online meeting involving all participants.
- 2) Think about organisational aspects such as when and how often they should meet.
- 3) Prepare some topics or interests to offer the couples to talk about. This is important for the first meetings and they would need less guidance as they build a relationship.
- 4) Organize online or digital meet ups for each tandem.

## **The River of Life**

It is an autobiographical storytelling method that can be used for individual introductions or for groups to reflect on a project problem. As it is very flexible and creative it allows individual personal reflection, deep thought, improves social interaction and provokes conversation.

Implementation:

- 1) At the beginning of the online session, give the instruction to the whole group.
- 2) Split up the students in pairs or groups in breakout sessions.
- 3) Each student creates a visual poster using a digital cooperative tool such as Canva or any other shared document. The poster represents their individual thought or personal experience. It can have photos, 3D images, colours, etc.
- 4) All students in the group can work on the same document so that it can come together as a whole image including each of the posters.
- 5) Leave some time for reflection and debriefing at the end of the session.

## **Cooperative peer/supportive learning**

The aim is to support students' education and training when they are at the companies or factories doing their apprenticeship. By working together with students from other schools or classrooms within the same training area or at different companies of the same area, students can share their own knowledge and experience, developing team work, problem solving and conflict management skills. They also give support to the others, either about the use of new technology or to solve any problem they may meet at the companies.

Online implementation is quite simple as the teachers or coordinators only need to provide the opportunity of meeting online and decide on how often they will need to do it. The challenge is to cooperate among different schools and to involve someone from the companies.

# CHAPTER 4

## DEALING WITH CYBER BULLYING AND EXCLUSION

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In this chapter we will learn what cyber bullying is, how it can affect school environments and what strategies and solutions can schools use for successfully dealing with it.

### WHAT IS CYBER BULLYING?

Cyber bullying is a form of bullying or harassment that takes place online. It involves the use of technology to deliberately and repeatedly harm, harass, or intimidate an individual or group.

One example of cyber-bullying is exclusion. It happens when student is excluded from online groups, activities or conversations. It may cause discomfort and distress. Other examples of cyberbullying could be harassment, impersonation, cyberstalking, doxing, flaming, outing and trolling.

## EXAMPLES OF CYBER BULLYING

- **Harassment:** Sending threatening or aggressive messages, emails, or comments online.
- **Impersonation:** Creating fake profiles to impersonate and damage someone's reputation.
- **Exclusion:** Purposefully excluding someone from online groups, activities, or conversations.
- **Cyberstalking:** Continuously monitoring and following someone online, often with malicious intent.
- **Doxing:** Sharing private and sensitive information about someone without their consent.
- **Flaming:** Posting inflammatory or derogatory comments in online discussions.
- **Outing:** Revealing personal information, secrets, or private experiences without consent.
- **Trolling:** Deliberately provoking and upsetting others online for one's amusement.



## ● What are the consequences of cyber bullying?

Cyberbullying in school can cause significant emotional and psychological harm to the students (victims of cyber bullying). It can create a hostile and unsafe learning environment. Victims tend to experience **difficulty concentrating on their studies**, which leads to a **decline in academic performance**. The overall school climate can suffer as a result, affecting the well-being of the entire student body.

In order to successfully deal with cyber bullying and exclusion, we are suggesting next strategies and measures:

1. Digital group strengthening measures
2. Establishment and introduction of digital consultation hours
3. Digital feedback methods for group reflection



## Digital group strengthening measures

- **Clear Communication Guidelines:** Establish clear guidelines for communication within the group, including expectations for responsiveness, tone, and the use of communication tools.
- **Defined Roles and Responsibilities:** Clearly define roles and responsibilities within the group. This helps avoid confusion, ensures accountability, and allows each member to understand their contribution to the group's goals.
- **Digital Team Building Activities:** Organize virtual team-building activities to foster a sense of cooperation and teamwork. This could include online games, virtual icebreakers, or collaborative projects that encourage interaction.
- **Digital Training and Skill Development:** Provide training and resources to enhance digital literacy and skills relevant to the group's objectives. This ensures that all members are equipped to effectively use digital tools and platforms.
- **Integrate SEL (Social-Emotional Learning):** Embed social-emotional learning into the curriculum to enhance emotional intelligence. This will help students develop empathy for their peers.

VIRTUAL ICEBREAKER help participants **to get to know each other** and create a **positive and engaging atmosphere**.

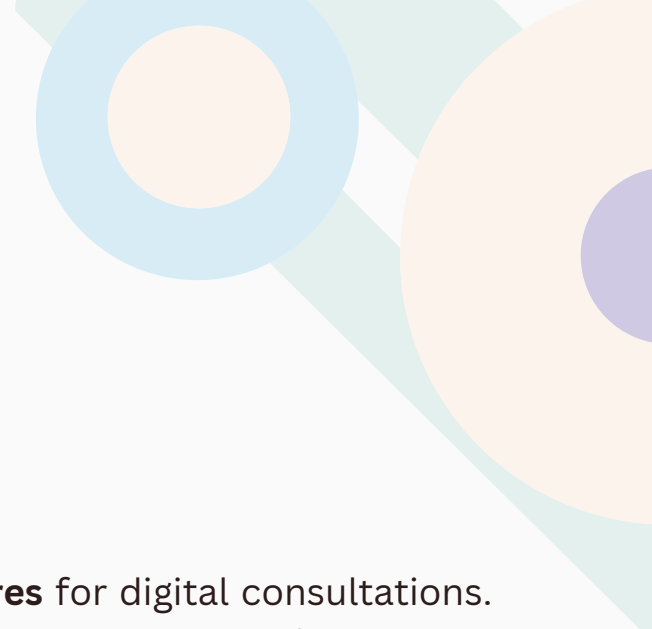
For example, Emoji Introductions: Participants introduce themselves using emojis. They can choose emojis that represent their mood, hobbies, or anything else they'd like to share.





## ● Establishment and introduction of digital consultation hours

- **Clearly define the purpose of the digital consultation hours.** Determine the specific services, expertise, or assistance that will be provided during these hours.
- **Choose appropriate digital platforms** for hosting the consultations. Common options include video conferencing tools (e.g., Zoom, Microsoft Teams), chat platforms, email, or dedicated online portals.
- **Set up a regular and consistent schedule** for digital consultation hours. This involves specifying the days and times when individuals can expect the service provider to be available for consultations.
- **Actively promote** the digital consultation hours to target audiences. Use various communication channels, such as newsletters, social media posts, and email announcements, to inform clients or users about the availability of these digital services.
- **Clearly provide contact information**, including links or details for joining digital consultations. Ensure that individuals know how to connect during the designated hours and any additional information they may need.

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- **Establish clear guidelines and procedures** for digital consultations. This includes outlining expectations for behavior, confidentiality, the format of consultations, and any other relevant information that users should be aware of.
  - **Testing:** Before officially launching digital consultation hours, thoroughly test the chosen digital platforms and technology infrastructure. This helps identify and address any potential technical issues to ensure a smooth experience for both service providers and clients.
  - **Encourage feedback:** encourage individuals who participate in digital consultations to provide feedback. This feedback can be valuable for making improvements, refining the process, and ensuring that the digital consultation hours meet the needs of the users.



## Digital feedback methods for group reflection

- **Breakout rooms** for encouraging active participation and providing opportunities for diverse voices to be heard and fosters a sense of community.
- **Polls** for ensuring engagement from all participants and enables them to express their thoughts.
- **Chat Feature** for enabling real-time communication during lectures.
- **Reactions** for showing acknowledgment without interrupting.
- **Non Verbal feedback** - yes/ no / raising hands for quick communication.
- **Waiting room** for preventing disruptions, creating a sense of order during class sessions.
- **Recording** for ensuring that all students have the opportunity to catch up on missed material, promoting inclusivity.
- **Virtual backgrounds** for respecting students privacy and providing level of comfort for those who may feel self-conscious about their environment.

# **SIMPLY DIGITALLY TEACHING TOOLKIT**