Train the Trainer Guide Book

Empowering Basic Skills Educators - Integrating Technology into Teaching Practice

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An Introduction:

Train the Trainer: Empowering Basic Skills Educators - Integrating Technology into Teaching Practice

The Train the Trainer Professional Development Program is a series of six online training sessions and self-directed learning activities that aim to empower adult basic skills educators to bring technology and digital media into their teaching practice.

The Train the Trainer programme allows adult educators to develop professional competence in digital skills and to support their colleagues on their learning journeys. As a result, adult educators will be able to use more versatile digital resources and tools in everyday teaching practice, engage their learners and support their learning through integration of digital media.

For all modules a complete package of resources is available, including storyboards, summaries, presentations and documents with useful information. The complete programme can be run by any tutor who has familiarized themselves with the material.

Participation in Train the Trainer is recognized through a digital certificate of participation.

How to use this guide:

This guide is designed to be used in conjunction with the course PowerPoint slides on www.abedili.org/outputs

The pack has been divided into 6 modules, and for each module you will find:

- ✓ *Module Summary*
- ✓ *Storyboard*
- ✓ *Assessment Questions*
- ✓ *Sample Participant Feedback Questions*
- ✓ *Resource List*

You can use the table of contents on page 2 to navigate the sections

The Modules

Each of the six modules is a compact one-hour package, including both theory and practice, each having a specific theme.
It is recommended that you cover one module per week; with the whole programme taking six weeks. However, you can modify it according to your needs.

- Module 1 - Planning your teaching
- Module 2 - Teaching and learning digital resources
- Module 3 - Assessment and feedback
- Module 4 - Accessibility, inclusion, and responsible use
- Module 5 - Supporting basic literacy through technology (teaching and learning strategies)
- Module 6 - Self-development

Group Size

There are no strict limitations to the group size, but the content and timing has been piloted with 6-12 participants and has worked very well based on feedback. The programme could be implemented online, live in person, or as a blended delivery.

The Evidence Base

The program is guided by a set of digital frameworks and adult literacy models designed to improve an educator's digital competencies and effectively integrate digital media into their teaching practice.

The programme was developed based on research about what most basic skills educators want from a trainer-focused programme that aims to bring technology into practice. For more information, our primary and secondary research documents can be found at www.abedili.org/outputs . The content focuses on:

- Introducing educators to the use of technology frameworks and widely used digital tools.
- The frameworks introduced centre on using technology for content creation and lesson planning.
- The program looks to enhance the participants' use of technology for engagement, better learning outcomes, and collaboration.
- Participants are empowered to continue their learning journey beyond the program and independently develop their skills at higher digital competency levels.

Module 1

Summary Module 1: Planning your teaching

Title of Module: Planning your teaching
Target Audience: CPD for Basic Skills Educators
Proposed Timeframe: Virtual delivery 60 minutes
Pre-read: 30 minutes
Post-course work: 30 minutes
Number of sessions: 1, Total number of hours 2

Keys with page numbers	DigCompEdu p. 44-49 Curriculum Development an Evolving Model p.21
Activities	Learning Outcomes
Pre-course work: Introduction to the programme and frameworks used in the modules. *Within session:* • Introductions and ice-breaker • Slide presentation on selecting digital resources - DigCompEdu. • Introduce and explore e-Pool with participants. • Explain how Padlet is used in teaching and learning. Ask learners to use Padlet to post 2 resources for planning your teaching. Discussion afterward on why they choose these resources and the credibility of these resources. • Screen share to introduce Mentimeter as a digital tool.	1. Select appropriate digital resources to enhance learning. 2. Create and modify digital resources for the curriculum. 3. Support learning and activities through technology.

Post-course work: • Assessment quiz link sent to participants • Set up a Mentimeter account. Create a sample quiz or poll for their students. Modify the quiz by using images as well as text. • Review Curriculum Development an Evolving Model as an example of how to design a curriculum for basic skills.	
Resources needed	**Links to resources**
1. Internet connection 2. Laptop or tablet or mobile phone 3. Link to delivery platform sent by email to participants.	e-Pool Link: https://sites.google.com/view/e-pool/home DigCompEduFramework https://ec.europa.eu/jrc/en/digcompedu National Adult Literacy Agency, NALA, 2009. *Curriculum Development: An evolving model for adult literacy and numeracy education* https://www.nala.ie/publications/teaching-guidelines/

Module 1

Storyboard Module 1: Planning your teaching

Learning Outcomes:
- Select appropriate digital resources to enhance learning
- Create and modify digital resources for the curriculum
- Support learning and activities through technology

Storyboard

Activity	Content	Time	Resources
Pre-session assignment	Share the following materials with participants: • Appendix 1: Introduction to Frameworks in the ABEDiLi Train the Trainer • Link to the e-Pool	30 min	• Appendix 1: Introduction to Frameworks in the ABEDiLi Train the Trainer (Print to PDF pages 54-68 to share PDF with Learners) • Link to e-Pool https://sites.google.com/view/e-pool/home
Introductions	Participants introduce themselves. Tutor introduction and housekeeping slide on virtual delivery.	10 min	Module 1 PowerPoint Presentation
Ice-breaker	Describe with an emoji how you feel about today's meeting. Post the emoji in the chat box.	5 min	Emojis in the meeting platform
Introduction to the ABEDiLi programme	What the ABEDiLi project is and what the Train the Trainer program centres on. Answer questions from participants.	5 min	
Info: Selecting digital resources	What to keep in mind when selecting digital resources.	5 min	Module 1 PowerPoint Presentation
Introduction to e-Pool	Post link in chat for participants. Review e-Pool with the tutor.	5 min	e-Pool Link: https://sites.google.com/view/e-pool/home
Activity: Padlet + e-Pool	• Explain Padlet • Share Padlet link • Post: 2 resources from e-Pool on Padlet that they could use with their learners. If the same	5 min	Padlet link Module 1 PowerPoint Presentation

	resource is already posted, click the like button. • Post in chat: Link to their Padlet. Why did you pick these resources?	5 min 10min	
Optional	BREAK	5 min	
Introduction to Mentimeter	Screen share how to log in and create new presentations in Mentimeter Participants try answering in menti.com	5 min	Screen share on meeting platform Mentimeter account www.mentimeter.com www.menti.com
Wrap-up	Discuss post-course assignments and any questions.	5 min	
	• Without break • With break	TOTAL: 60 min (Total: 65 min)	
Post-course assignments: Create a Mentimeter Quiz. Modify the Quiz. Review the curriculum development model for basic skills educators	• Complete the assessment quiz - link sent to participants. • Create a Mentimeter account. • Create a sample quiz or poll for their students. • Modify the quiz by using images as well as text. • Review Curriculum Development an Evolving Model p.21 as an example of how to design a curriculum for basic skills	30 minutes	• Padlet • Instructions (with pictures) on how to add images to Mentimeter • Link to Mentimeter • Link to Curriculum Development an Evolving Model
Optional: Leave some time after the session	Option to continue discussions that were unfinished during the session	up to 30 min	

1. How do you select a digital resource?

   a. Consider learning context and learning objective

   b. Consider what my colleagues are using

   c. Choose the most fun looking resource

2. What is e-Pool?

   a. Collection of e-books

   b. Collection of useful websites

   c. Collection of digital resources on a website

3. What is Padlet used for?

   a. Forums and discussions

   b. Teachers digital sticky notes app

   c. Online notice board for collaboration

4. What is Mentimeter used for?

   a. Live polls and presentations

   b. Practice tool for metric system

Facilitator suggestion: These questions could be asked using *Google Forms.*

Sample Feedback Questions – Module 1 – Planning your teaching

1. Did you learn about a digital tool or resource bank that could be useful in a basic skills programme?
a) Yes
b) No
Open response: if you answered no, why?

2. Could this module assist you to integrate technology into your teaching when planning a basic skills programme?
a) Yes
b) Maybe
c) No
Open response: if you answered no, why?

3. Is there anything that you would like to change in this module?
(Open response)

Facilitator suggestion: These questions could be asked using Google Forms.

ABEDiLi

Add Images to Mentimeter

Add images to Mentimeter

Create new presentation

How to add images in Mentimeter   69

Cancel   Create presentation

Choose your question type

Type	Content	Customize

Popular question types ?

Multiple Choice	Word Cloud	Open Ended
Scales	Ranking	Q&A

Click Content to modify your question and options

Type	Content	Customize

Add meta description

Your question ?

Multiple Choice

Add longer description

Options ?

Option 1

Option 2

Option 3

Click to add images

Upload your image or use Mentimeter repositories

Upload   Image library   Gifs

Drag and drop or click here to upload image.
Maximum file size is 15 MB.
.png .jpg .gif .svg
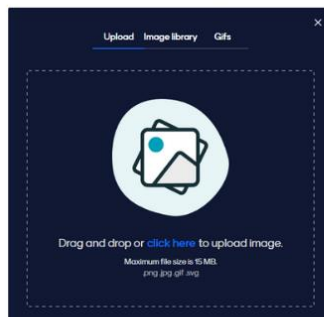
Use cropping tool to modify picture

Alt text ?

Back   Describe the image to audience members und   Save
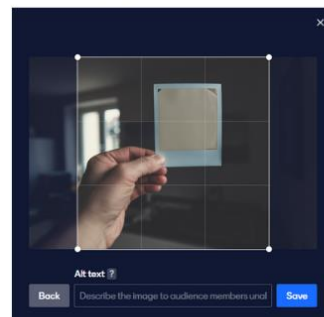
Click save when ready

0

Option 1

Option 2

Option 3

Option 1

Click to change or delete the image

You can see your picture in the slide and next to your option

Resources Module 1

Type of resource	Name of the resource	Link to the resource
Online	Introduction to ABEDiLi	www.abedili.org
Online	e-Pool	https://sites.google.com/view/e-pool/home
Online	Padlet	www.padlet.com
Online	Mentimeter	www.mentimeter.com
Online	Menti.com	www.menti.com
PowerPoint	Module1_Presentation	www.abedili.org/outputs Under the IO3 section
PDF Document	Module1_Presentation	www.abedili.org/outputs Under the IO3 section
PNG picture	How to add images in Mentimeter	Within this guide, accessed at: www.abedili.org/outputs Under the IO3 section
PDF Document	Storyboard_Module1	Within this guide, accessed at: www.abedili.org/outputs Under the IO3 section
PDF Document	Summary_Module1	Within this guide, accessed at: www.abedili.org/outputs Under the IO3 section
Online	Appendix 1: Introduction to Frameworks in the ABEDiLi Train the Trainer Programme	Within this guide, accessed at: www.abedili.org/outputs Under the IO3 section **(Print to PDF pages 54-68)**

Module 2

Summary Module 2: Teaching and learning digital resources

Title of Module: Teaching and learning digital resources

Target Audience: Basic Skills Educators

Proposed Timeframe: Virtual delivery 60 minutes

Pre-read: 30 minutes

Post-course work: 30 minutes

Number of sessions: 1, Total number of hours: 2

Keys with page numbers	DigCompEdu p. 52-57 ABEDiLi Secondary Research Document p. 15-20 Curriculum Development: An evolving model for adult literacy and numeracy education p. 13-17
Activities	**Learning outcomes**
Pre-course work: • Read DigCompEdu p.52-57 and Curriculum Development: An evolving model for adult literacy and numeracy education.13-17. • Ask the participants to prepare a short presentation about their learners ("Who is my typical learner" and "What skills do I want my learners to develop"). *Within Session:* • Introduction: Participants present their learner profiles. • Presentation of the SAMR model, supported by a PowerPoint presentation. Use the tools "Padlet" and "Mentimeter" as examples to understand the SAMR model. • Create Break-out rooms and let the participants choose one tool from e-Pool. Let the participants discuss the	1. Plan and implement digital media to enhance teaching 2. Reflect on how digital tools can support my learners learning objectives 3. Understand the use of the SAMR model, Bloom´s Taxonomy and the Padagogy Wheel

usefulness and possibilities of the chosen tool, with the support of the SAMR model. • Presentation of Bloom´s taxonomy and the Padagogy Wheel, supported by a PowerPoint presentation. ***Post-course work:*** • Assessment quiz link sent to participants. • Ask the participants to formulate a learning goal that they will work on, and then choose a digital tool that they want to try out. Evaluate whether the digital tool adds any value to their teaching.	15
Resources needed	**Links to resources**
1. Internet connection 2. Laptop or tablet or mobile phone 3. Link to delivery platform sent by email to participants	The Padagogy Wheel: https://designingoutcomes.com/assets/ PadWheelV5/PW_ENG_V5.0_Android_PRINT.pdf DigCompEdu Framework: https://ec.europa.eu/jrc/en/digcompedu National Adult Literacy Agency, NALA, 2009. *Curriculum Development: An evolving model for adult literacy and numeracy education* https://www.nala.ie/publications/teaching-guidelines/

Storyboard Module 2: Teaching and learning digital resources

Learning Outcomes:
- Plan and implement digital media to enhance my teaching
- Reflect on how digital tools can support my learners´ learning objectives
- Understand the use of the SAMR model, Bloom´s Taxonomy, and the Padagogy Wheel

Activity	Content	Time	Resources
Pre-session	Materials sent to participants. Ask the participants to prepare a short presentation about their learners ("Who is my typical learner" and "What skills do I want my learners to develop"). Follow up on post-course assignments – discuss the quiz or poll created in Mentimeter.	(30 min)	DigCompEdu p. 52-57 ABEDiLi Secondary Research Document p. 15-20 Curriculum Development: An evolving model for adult literacy and numeracy education p. 13-17
Introduction	Participants present their learner profile (based on the questions: "Who is my typical learner" and "What skills do I want my learners to develop".)	15 min	
Info: Digital resources	Digital resources and the SAMR model (Point out that the four steps in the SAMR model are not "higher or lower levels of development", where R is "better" than S. SAMR is rather a spectrum where all steps can be used in different situations.)	5 min	PPT
Activity: SAMR model	Discuss the possibilities and usefulness of the SAMR model. Let the participants provide their own examples of teaching situations and digital tools they use for substitution, augmentation, modification or redefinition.	10 min	

Module 2

Activity: Try a new digital tool	Create Break-out rooms and let the participants choose one tool from e-Pool they want to learn more about.	5 min intro 15 min group work	Padlet link: www.padlet.com
Info: Bloom´s Taxonomy and the Padagogy wheel	Introduce the revised version of Bloom´s taxonomy, and see how the Padagogy wheel uses both the SAMR model and Bloom´s taxonomy to organize apps and digital tools.	5 min	PPT
End of the session	Information on post-course assignment. Possibility to share thoughts and ask questions.	5 min	
Post-course assignment	Complete the assessment quiz sent to participants. Ask the participants to formulate a learning goal that they will work on, and then choose a digital tool that they want to try out. Let the participants use the SAMR model and Bloom´s Taxonomy when they evaluate whether the digital tool adds any value to their teaching.	30 min	Link to assessment quiz
NOTE TO TUTOR: Leave some time after the session	Possibility to continue discussions that were unfinished during the session	up to 30 min	

Assessment - Module 2 - Teaching and learning digital resources

1. 'Substitution' in the SAMR model means:

   a) Using technology to transform learning

   b) Using technology to redefine learning activities

   c) Using technology to replace traditional activities or materials

2. The SAMR Model should be viewed as:

   a) Levels in the use of digital technologies in teaching

   b) A spectrum where all steps can be used in different situations

   c) A hierarchy of steps in digital teaching

3. The purpose of Bloom's Digital Taxonomy is to:

   a) inform instructors of how to use technology and digital tools to facilitate student learning experiences and outcomes.

   b) inform instructors of digital apps available to facilitate student learning experiences and outcomes.

   c) inform instructors of how technology and digital tools are used instead of traditional teaching materials.

Facilitator suggestion: These questions could be asked using Google Forms.

Sample Feedback Questions – Module 2 – Teaching and learning digital resources

1. Did you learn about a digital tool or framework that could be useful in a basic skills programme?
a) Yes
b) No
Open response: if you answered no, why?

2. Could this module assist you to integrate technology into your teaching and learning on a basic skills programme?
a) Yes
b) Maybe
c) No
Open response: if you answered no, why?

3. Is there anything that you would like to change in this module?
(Open response)

Facilitator suggestion: These questions could be asked using Google Forms.

Resources Module 2

Type of resource	Name of the resource	Link to the resource
Online	Introduction to ABEDiLi	www.abedili.org/outputs
Online	e-Pool	https://sites.google.com/view/e-pool/recommended-tools?authuser=0
PowerPoint	Module2_Presentation	www.abedili.org/outputs Under the IO3 section
PDF Document	Module2_Presentation	www.abedili.org/outputs Under the IO3 section
Online	Padagogy Wheel	https://designingoutcomes.com/assets/PadWheelV5/
PDF Document	Storyboard_Module2	Within this guide, accessed at: www.abedili.org/outputs
PDF Document	Summary_Module2	Within this guide, accessed at: www.abedili.org/outputs

Module 2

Module 3

Summary Module 3: Assessment and feedback

Title of Module: Assessment and feedback

Target Audience: CPD for Basic Skills Teachers/Tutors

Proposed Timeframe: Virtual delivery 60 minutes

Pre-read: 30 minutes

Post-course work: 1 hour

Number of sessions: 1, Total number of hours: 2.5

Keys with page numbers	DigCompEdu framework p.62-67
Activities	Learning Outcomes
Pre-course work: • Go to the e-Pool: https://sites.google.com/view/e-pool/home and look at digital resources under the heading 'Assessment'. • Read DigCompEdu p.62-67 https://joint-research-centre.ec.europa.eu/digcompedu_en ***Within Session:*** • Ice-breaker: Post link to Ideaboardz. Ask participants to describe the word 'assessment' in one word and short discussion on what assessment means to them. • PowerPoint presentation the DigCompEdu assessment and feedback framework. After each slide, post Ideaboardz link to chat. Ask learners to type examples of digital tools used in each competency level. • Ask learners to carry out the self-assessment quiz suited to basic skills	1. Use digital media to enhance formative and summative assessment 2. Analise digital evidence on learner progression 3. Use digital technology to provide timely and targeted learner feedback

learners. Share the link,
https://www.skillschecker.ie/

- Watch the ProProfs Quiz Maker
  https://youtu.be/xX1BG3WwRvM . Learners
  go into breakout rooms. Each group is asked
  to create a quiz with three questions. Ask
  learners to present the quiz to the group
  when they return from break-out rooms.

Post-course work:

- Watch a 5 min video on Kahoot:
  https://www.youtube.com/watch?v=kIdRFj
  MLR58
- Create a 3-question quiz using Kahoot for
  pre-assessment for basic skills students. For
  example,' Which sentence is spelled
  correctly?'.
- Try to find a local assessment/feedback tool
  for basic skills students and try it out. Post
  feedback into a group chat on LMS.

Resources	
1. Internet connection 2. Laptop or tablet or mobile phone 3. Link to delivery platform sent by email to participants.	e-Pool Link: https://sites.google.com/view/e-pool/home DigCompEdu Framework https://ec.europa.eu/jrc/en/digcompedu Link to Ideaboardz: https://ideaboardz.com/ Link to self-assessment Quiz: https://www.skillschecker.ie/ Link to ProProfs Quiz Maker video https://www.youtube.com/watch?v=xX1BG3WwRvM Link to Kahoot from e-Pool: https://sites.google.com/view/e-pool/kahoot?authuser=0

Storyboard Module 3: Assessment and feedback

Learning Outcomes:

- Use digital media to enhance formative and summative assessment
- Analise digital evidence on learner progression
- Use digital technology to provide timely and targeted learner feedback

Activity	Content	Time	Resources
Pre-course Study	Go to e-Pool: https://sites.google.com/view/e-pool/home and look at digital resources under the heading 'Assessment'. Read DigCompEdu p.62-67 https://joint-research-centre.ec.europa.eu/digcompedu_en	30 min	Link to e-Pool: https://sites.google.com/view/e-pool/home
Icebreaker	Post link to Ideaboardz. Ask participants to describe the word 'assessment' in one word and have a short discussion on what assessment means to them.	5 min	Link to Ideaboardz. https://ideaboardz.com/
Activity: Self-assessment quiz: progression level	Share form link and ask participants to carry out the self-assessment quiz that is suited to basic skills learners.	10 min	Link to self-assessment tool: https://citoproject.eu/
Info: DigCompEdu assessment and feedback	Explanation of the DigiCompEdu assessment and feedback framework.	15 min	PowerPoint
	BREAK (optional)	5 min	
Info: ProProfs Quiz Maker	Watch clip on how to make a ProProfs Quiz	6 min	Youtube clip

	• https://youtu.be/xX1BG3WwRvM		
Activity: Create your own digital content (ProProfs Quiz)	• Ask participants to create a 3-question quiz with only 1 correct answer with the following statement 'ProProfs quiz maker can be used to:' • Assign break-out rooms. • Participants create the quiz in their break-out room. • Ask learners to present the quiz to the group when they return from break-out rooms.	4 min 10 min 10 min	Break-out rooms
Post-course activities	• Watch a 5 min video on Kahoot https://www.youtube.com/watch?v=kIdRFjMLR58 • Create a 3-question quiz using Kahoot for pre-assessment for basic skills students. For example,' Which sentence is spelled correctly?' • Try to find a local assessment/ feedback tool for basic skills students and try it out. Post feedback to the group chat on LMS.	60 min	Link to the instructional video for Kahoot
NOTE TO TUTOR: Optional: Leave some time after the session	Option to continue discussions that were unfinished during the session	up to 30 min	

Assessment – Module 3

For Week 3:
Our assessment will use the DigCompEdu framework

Link to DigCompEdu self-assessment:

https://digital-competence.eu/digcompedu/survey/qid8556/?uri=d0933f6d369b6624d73f9dc72bcc8b1c

Sample Feedback Questions – Module 3 – Assessment and feedback

1. *Did you learn about a digital assessment and feedback tool or framework that could be useful in a basic skills programme?*

   c) Yes
   d) No
   Open response: if you answered no, why?

2. *Could this module assist you to integrate digital assessment and feedback into your basic skills programme?*

   d) Yes
   e) Maybe
   f) No
   Open response: if you answered no, why?

3. *Is there anything that you would like to change in this module?*

   (Open response)

Facilitator suggestion: These questions could be asked using Google Forms.

Resources Module 3

Type of resource	Name of the resource	Link to the resource
Online	DigCompEdu	https://joint-research-centre.ec.europa.eu/digcompedu_en
Online	e-Pool	https://sites.google.com/view/e-pool/home
Online	Ideaboardz	https://ideaboardz.com/
Online	Self-assessment quiz	ProProfs Quiz
Online	ProProfs Quiz	Youtube clip
Online	Kahoot	https://www.youtube.com/watch?v=kIdRFjMLR58
PowerPoint	PowerPoint Module 3	https://abedili.org/outputs **Under IO3**
PDF Document	Storyboard_Module 3	Within this guide, accessed at: https://abedili.org/outputs
PDF Document	Summary_Module 3	Within this guide, accessed at: https://abedili.org/outputs

Module 4

Summary Module 4: Accessibility, inclusion, and responsible use

<table>
<tr><td colspan="2">
Title of Module: Accessibility, inclusion and responsible use

Target Audience: CPD for Basic Skills Teachers/Tutors

Proposed Timeframe: Virtual delivery 60 minutes

Pre-read: 30 minutes

Post-course work: 30 minutes

Number of sessions: 1, Total number of hours: 2
</td></tr>
</table>

Keys with page numbers	Digital Teaching Professional framework p.57-59 DigCompEdu framework p.70, p.84 Principles for Good Adult Literacy Work p.7, p.15
Activities	**Learning Outcomes**

Pre-course work: • Materials on the Digital Teaching Professional Framework sent to participants as a pre-read. • Ask participants to think about their learner profile and identify one scenario where they might struggle with access or inclusion with technology. **Within session:** • Ice-breaker: Learners share a scenario where their learners may struggle with access or inclusion with technology. • PowerPoint presentation on the DigCompEdu framework on accessibility and inclusion p. 70, and responsible use p. 84. • Padlet exercise: Ask learners to summarise the positive and negative effects of using technology and the dangers in digital environments. List ways in which you could advise your learners to protect their digital privacy and data. Both group leaders should post their group's comments on Padlet.	1. Ensure accessibility to learning resources and activities for all learners. 2. Use technology to address the diverse needs of learners. 3. Empower learners to use digital technology safely and responsibly.

• Show participants the PowerPoint slide on the Digital Teaching Professional framework on equality and diversity p. 57-59. • Ask learners to go to the Microsoft Edge browser and direct them to a website such as e-Pool. Show learners how to use Microsoft Immersive Reader function. Optional: instead of Microsoft Edge browser they can open Microsoft Office Word and explain how to use the Immersive Reader on there. • Ask one person from each group to create a simple poll using Mentimenter. 'What is a diverse learner?' 'What digital tools can you use to support them? In the meantime, the others discuss possible answers **Post-course assignments:** • Read NALA's Principles for Good Adult Literacy Work and the Digital teaching professional framework p.57-59. Identify how the principles could assist in facilitating guidance on how they can use technology safely and responsibly with their learners. Post to chat in the learning platform. • Create a Mentimeter Poll on the safe use of technology.i.e. 'identify a safe e-mail address', 'what is the URL/web address of a safe site' etc.	
Resources	
1. Internet connection 2. Laptop or tablet or mobile phone 3. Link to delivery platform sent by email to participants.	e-Pool Link: *https://sites.google.com/view/e-pool/home* National Adult Literacy Agency: Guidelines for Good Adult Literacy Work, https://www.nala.ie/wp-content/uploads/2019/08/NALA-Guidelines-for-good-adult-literacy-work.pdf Microsoft Corporation, n.d. *Immersive Reader in Microsoft Edge Browser.* https://www.microsoft.com/en-us/edge Mentimeter link: https://www.mentimeter.com/app DigCompEdu Framework https://ec.europa.eu/jrc/en/digcompedu

	Padlet link: https://padlet.com/
	Digital Teaching Professional Framework: https://www.et-foundation.co.uk/wp-content/uploads/2018/11/181101-RGB-Spreads-ETF-Digital-Teaching-Professional-Framework-Full-v2.pdf

Module 4

Storyboard Module 4: Accessibility, inclusion, and responsible use

Objectives:

- Ensure accessibility to learning resources and activities for all learners.
- Use technology to address the diverse needs of learners.
- Empower learners to use digital technology safely and responsibly.

Activity	Content	Time	Resources
Pre-session assignment	Materials sent to participants as a preread. Ask participants to think about their learner profile and identify one scenario where they might struggle with access or inclusion with technology.	(30 min)	Digital Teaching Professional framework p. 57-59 NALA Principles for Good Adult Literacy Work p. 7, p.15 DigCompEdu framework p. 84
Ice-breaker	Learners share a scenario where their learners may struggle with access or inclusion with technology.	5 min	
Explain the DigCompEdu framework on accessibility, inclusion and responsible use	PowerPoint presentation on the DigCompEdu framework on accessibility, inclusion, and responsible use.	10 min	PowerPoint Presentation DigCompEdu framework p. 70, p. 84
Exercise	Padlet exercise: post link to Padlet. Ask learners to summarise the positive and negative effects of using technology and the dangers in digital environments. List ways in which you could advise your learners to protect their digital privacy and data. Both group leaders should post their group's comments on Padlet.	10 min	Link to Padlet https://padlet.com/

Activity 2: PowerPoint	Show the participants the PowerPoint slide on the Digital Teaching Professional framework on equality and diversity.	5 min	PowerPoint Presentation The Digital Teaching Professional framework, equality and diversity p. 57-59
Optional	BREAK	5 min	
Exercise: Immersive reader	Ask learners to go to the Microsoft Edge browser and direct them to a website such as e-Pool. Show learners how to use Immersive Reader (Microsoft read-aloud function)	5 min	Link to e-Pool https://sites.google.com/view/epool/home Microsoft Edge browser
	Optional: instead of Microsoft Edge browser they can open Microsoft Office Word and you can explain how to use Immersive Reader there.		
Create a Mentimeter poll on diverse learners	Share Mentimeter link. Ask one person from each group to create a simple poll using Mentimeter. 'What is a diverse learner?' 'What digital tools can you use to support them?' 'What is Immersive Reader used for?' In the meantime, the others discuss possible answers.	15 min	Link to Mentimeter account https://www.mentimeter.com/app
Wrap-up	Discuss post-course assignments and any questions.	5 min	

Module 4

Post-course assignments:	Read NALA's Principles for Good Adult Literacy Work. Reflect on how you assist in providing guidance to learners on how they can use technology safely and responsibly. Post to chat in the learning platform.	15 min	Principles for Good Adult Literacy Work p. 7, p.15 Chat in the learning platform
Exercise: Create digital content	Create a Mentimeter Poll on the safe use of technology i.e. identify a safe e-mail address, what is the URL/ web address of a safe site etc.	15 min	Link to Mentimeter account https://www.mentimeter.com/app

Assessment - Module 4 - Accessibility and Inclusion

1. How can we ensure there is accessibility and inclusion for all learners?

   A. By ensuring that all students have access to the digital technologies used.

   B. By making sure that the classroom is brightly lit.

   C. By presenting learners with new digital tools.

2. Which of the following describes diverse learners?

   A. Diverse learners are learners who want to work on different materials.

   B. Diverse learners have different characteristics, e.g. different academic and physical abilities, different ethnic, religious, and socio-economic backgrounds.

   C. Diverse learners all have the same learning expectations and special needs.

3. In order to support learner's diverse needs you could:

   A. Select digital pedagogical strategies which respond to learners' digital context, e.g. their technology use, availability, competencies, expectations, and attitudes.

   B. Make sure all learning materials are the same and do not deviate from the prescribed curriculum.

   C. Ensure all learners attain a qualification after participating in a programme.

Module 4

Sample Feedback Questions – Module 4 – Accessibility, inclusion and responsible use

1.   Did you learn about how to assist learners with accessibility and inclusion when integrating technology into a basic skills programme?

a)   Yes

b)   No

    Open response: if you answered no, why?

2.   Could this module assist you to consider learners' accessibility, inclusion, and responsible use of technology in a basic skills programme?

a)   Yes

b)   Maybe

c)   No

        Open response: if you answered no, why?

3.   Is there anything that you would like to change in this module?

        (Open response)

Facilitator suggestion: These questions could be asked using Google Forms.

Resources Module 4

Type of resource	Name of resource	Link to resource
Online	e-Pool	https://sites.google.com/view/e-pool/home
Online PDF Document	NALA Guidelines for Good Adult Literacy Work, p. 7, p.15	https://www.nala.ie/wp-content/uploads/2019/08/NALA-Guidelines-for-good-adult-literacy-work.pdf
Online PDF Document	Digital Teaching Professional Network, p. 57-59.	https://www.et-foundation.co.uk/wp-content/uploads/2018/11/181101-RGB-Spreads-ETF-Digital-Teaching-Professional-Framework-Full-v2.pdf
Online	Immersive Reader in Microsoft Edge Browser	https://www.microsoft.com/en-us/edge
Online	Mentimeter	https://www.mentimeter.com/app
Online	Padlet	https://padlet.com/
Online PDF Document	European Framework for the Digital Competence of Educators: DigCompEdu, p. 70, p. 84.	https://publications.jrc.ec.europa.eu/repository/handle/JRC107466
PowerPoint	Module4_Presentation	www.abedili.org/outputs **Under IO3**
PDF Document	Module4_Presentation	www.abedili.org/outputs **Under I03**
PDF Document	Storyboard_Module4	Within this guide, accessed at: www.abedili.org/outputs
PDF Document	Summary_Module4	Within this guide, accessed at: www.abedili.org/outputs

Module 5

Summary Module 5: Supporting basic skills through technology

<table>
<tr>
<td colspan="2">
Title of Module: Supporting basic skills through technology (teaching and learning strategies)

Target Audience: CPD for Basic Skills Teachers/Tutors

Proposed Timeframe: Virtual delivery 60 minutes

Pre-read: 30 minutes

Post course work: 30 minutes

Number of sessions: 1, Total number of hours: 2
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</table>

Keys with page numbers	DigCompEdu p. 74-75 NALA guidelines for basic skills educators, ABEDiLi Secondary Research Document p. 24-28 The 4Cs, Secondary Research Document p. 4-5
Activities	**Learning Outcomes**
Pre-course work: • Pre-read materials sent to the participants: DigCompEdu, NALA Guidelines for Basic Skills Educators, Four Cs. Recap of previous modules covered and where we are now. *Within session:* • Icebreaker - Solve the Wordle puzzle: Show participants how to play Wordle and invite them to play it, posting the link in chat. • Presentation on DigCompEdu, NALA Guidelines for Basic Skills Educators, and the 4Cs. Slide show on key points of the frameworks. A brief discussion on how they could use each one of these frameworks to improve their current practice.	1. Actively engage learners through technology 2. Encourage learners to use technology to enhance digital skills 3. Use digital technology to support basic reading and writing skills

- Demonstration on Immersive Reader, One Note and how it is used. Demonstration on read-aloud on Microsoft Word. Option for participants to download and trial One Note Immersive Reader. Alternatively, participants can trial the Microsoft Word version.
- In break-out rooms, choose one digital media from e-Pool for each of the 4 Cs that you could use in your practice with basic skills students. Present your findings on Padlet. 'how I can use this resource to support my learners'.
- Wrap-up - Discuss post-course assignments and any questions.

Post-course work:
- Choose one digital resource/tool in e-Pool to use with your learners to support their reading and writing skills. Think about the needs and goals of your learners.

Resources	Links to resources
1. Internet connection 2. Laptop or tablet or mobile phone 3. Link to delivery platform sent by email to participants 4. Microsoft Word package 5. Microsoft Edge Browser 6. Link to Zoom sent by email for online delivery sessions.	DigCompEduFramework p. 74-75: https://ec.europa.eu/jrc/en/digcompedu ABEDiLi Secondary Research Document: www.abedili.org Link to Wordle: nytimes.com OneNote or Word online version: https://www.onenote.com/download e-Pool Link: https://sites.google.com/view/e-pool/home Padlet link: https://padlet.com/

Storyboard Module 5: Supporting basic skills through technology

Objectives:

- Actively engage learners through technology
- Encourage learners to use technology to enhance digital skills
- Use digital technology to support basic reading and writing skills

Activity	Content	Time	Resources
Pre-session	Pre-read materials sent to the participants: DigCompEdu, NALA Guidelines for Basic Skills Educators, Four Cs Recap of previous modules covered and where we are now.	(30 min)	DigCompEdu (p. 74-75), NALA Guidelines for Basic Skills Educators (Secondary Research p. 24-28), 4Cs (Secondary Research p. 5-6) PDF Diagram showing modules and where we are now
Ice-breaker	Solve the Wordle puzzle: Directions on how to play Wordle Ask participants to try it for themselves on the link shared in chat.	5 min 5 min	PowerPoint slide Link to Wordle: nytimes.com[OBJ]
Presentation on DigComp Edu, NALA Guidelines for Basic Skills Educators and 4Cs	Slide show on key points of the frameworks A brief discussion on how they could use each one of these frameworks to improve their current practice.	10 min 5 min	PowerPoint Slides
Immersive Reader	Demonstration on One Note Immersive Reader and how it is used. Demonstration on read-aloud on Microsoft Word. Option for participants to download and trial	5 min 5 min	Link to OneNote Immersive Reader: https://www.onenote.com/download Word Package

Module 5

	One Note Immersive Reader. Alternatively, participants can trail the Microsoft Word version.		
	Optional break	5 min	
Brainstorming	In break-out rooms, choose one digital media from e-Pool for each of the 4 Cs that you could use in your practice with basic skills students. Present your findings on Padlet. 'how I can use this resource to support my learners'.	10 min

10 min | Link to e-Pool

Link to Padlet |
| Wrap-up | Discuss post-course assignments and any questions. | 5 min | PowerPoint-slide |
| | • Without break
• With break | 60 min
65 min | |
| Post-course assignments: | • Choose one digital resource/tool in e-Pool to use with your learners to support their reading and writing skills. Think about the needs and goals of your learners.
Also, think about:
• How can you plan your teaching session (what is your teaching strategy), so that the learners can develop their 4C-skills, in addition to reading and writing? | 30 minutes | Link to e-Pool
https://sites.google.com/view/epool/home |
| NOTE TO TUTOR: Leave some time after the session | Possibility to continue discussions that were unfinished during the session | up to 30 min | |

Assessment - Module 5 - Supporting basic skills through technology

1. What is Immersive Reader used for?

   A.   Live polls and presentations

   B.   To improve reading for people regardless of their age or ability.

   C.   Web-based course delivery

2.   What are the 4C's in 21st Century learning?

   A.   Communication, collaboration, critical thinking, and capability

   B.   Communication, collaboration, curriculum, and creativity

   C.   Communication, collaboration, critical thinking, and creativity

3. Which digital tool would encourage collaboration?

   A.   Padlet

   B.   Google translate

   C.   Pons online dictionary

Facilitator suggestion: These questions could be asked using Google Forms.

Sample Feedback Questions – Module 5 – Supporting basic skills through technology

1.   Did you learn about a digital tool or framework that could be useful in supporting basic skills through technology?

a)   Yes

b)   No

        Open response: if you answered no, why?

2.   Could this module assist you to integrate technology into your teaching on a basic skills programme?

a)   Yes

b)   Maybe

c)   No

    Open response: if you answered no, why?

3.   Is there anything that you would like to change in this module?

        (Open response)

Facilitator suggestion: These questions could be asked using Google Forms.

Resources Module 5

Type of resource	Name of the resource	Link to the resource
PDF document	DigCompEdu	https://joint-research-centre.ec.europa.eu/digcompedu_en
PDF document	Secondary Research	www.abedili.org/outputs
Online	Introduction to ABEDiLi	www.abedili.org
Online	e-Pool	https://sites.google.com/view/e-pool/home
Online	Wordle	https://www.nytimes.com/games/wordle/index.html
Online	Download OneNote	https://www.onenote.com/download
Online	Padlet	www.padlet.com
PowerPoint	Module5_Presentation	www.abedili.org/outputs Under IO3
PDF Document	Module5_Presentation	www.abedili.org/outputs Under I03
PDF Document	Storyboard_Module5	Within this guide, accessed at: www.abedili.org/outputs
PDF Document	Summary_Module5	Within this guide, accessed at: www.abedili.org/outputs

Module 6

Summary Module 6: Self-Development

Title of Module: Self-Development
Target Audience: CPD for Basic Skills Teachers/Tutors
Proposed Timeframe: Virtual delivery 60 minutes
Pre-read: 30 minutes
Post course work: 30 minutes
Number of sessions: 1, Total number of hours: 2

Keys with page numbers	DigCompEdu p. 36-41
	ABEDiLi Secondary Research Document p. 24-28

Activities	Learning Outcomes
Pre-course work: List of the platforms for self-study sent to the participants. *Within session:* • Introduction: Describe how you feel today identifying yourself with one of the platforms, which you reviewed for today. Explain why. • Topic Presentation: Theoretical background of Virtual Reality as a new teaching-learning environment with the help or Mozilla Hubs overview PowerPoint. • Visual demonstration of Mozilla hubs via screen sharing • Immersive learning: participants follow the link to the prepared room in Mozilla Hubs and learn how to enter the space, create an	1. Self-assess and reflect on learning 2. Adapt strategies to progress their digital skills and pedagogy 3. Manage their own and learner identity online

avatar, set up audio and video, move, take photos etc.
- Wrap-up: come back to the main video call tool (e.g.: Zoom), discuss the open questions and post-course assignment.

Post-course work:
- Fill in Self Development plan. Tutor is available for individual sessions on self-development plans with each of the participants.
- Continue collaboration with colleagues in Mozilla Hubs room. Once the tutors are comfortable with Mozilla Hubs, they may introduce it into their teaching practice with learners.

Resources	Links to resources
1. Internet connection 2. Laptop or tablet or mobile phone 3. Link to delivery platform sent by email to participants	DigCompEduFramework https://ec.europa.eu/jrc/en/digcompedu ABEDiLi Secondary Research Document p. 24-28 www.abedili.org Pdf document with list of platforms for self-study www.abedili.org Udemy website: https://www.udemy.com Futurelearn website https://www.futurelearn.com Learn With NALA website https://www.learnwithnala.ie/catalog?pagename=tutor-training Coursera website: https://coursera.org/ Link to MozillaHubs Room: https://hub.link/xGv9o6i Link to Digital Educational Escape Room (DEER) https://hubs.mozilla.com/scenes/t7DpWDi Digital Education Escape Room for learners www.abedili.org Pdf document Self-Development Plan Template www.abedili.org/outputs

StoryBoard Module 6: Self-Development

Objectives:

- Self-assess and reflect on learning
- Adapt strategies to progress their digital skills and pedagogy
- Manage their own and learner identity online

Activity	Content	Time	Resources
Pre-course study	Materials sent to the participants. Send the list with the links for self-study platforms where adult basic tutors can upgrade their digital skills *Pre-course assignment:* make an overview of the platforms, choose the best-suited platform for yourself, and the first course you are going to take, share your findings with other participants of the course on the LMS, discuss pros and cons of each of the platforms	1-3 hours	PDF document with the list of platforms for self-study (See Appendix 2)
Introduction	Describe how you feel today identifying yourself with one of the platforms, which you reviewed for today. Explain why.	6 min	Power Point Slide with the logos of the platforms
Topic Presentation: Theoretical background	Present Virtual Reality as a new teaching and learning environment with the help of ppt. Make a MozillaHubs overview	10 min	PowerPoint Presentation on: Virtual Reality in general MozillaHubs in particular

Visual demonstration	Show participants via screen sharing how you: ✓ *enter the platform* ✓ *create an avatar* ✓ *set up microphone* ✓ *move* ✓ *turn on your video* ✓ *take a selfie* ✓ *share your screen (optional)*	15 min	Screen sharing
Immersive learning	Participants will experience the abovementioned MozillaHubs features. Post link to the MozillaHubs room into the chat. Tell participants to follow the link. Turn off the cameras on your video conference platform. Microphones have to be muted. Give instructions step-by-step. Once all the participants are in the Mozilla Hubs room, start interaction there.	25 min	Link to MozillaHubs Room: https://hub.link/xGv9o6i
Wrap-up	Come back with the participants to the main video conference tool. Give them time for questions. Discuss post-course assignment. Refer students to assessment test on MozillaHubs.	4 min	PDF with the post-course assignment. Link to the assessment test on MozillaHubs
Post-course assignment	Reflection: provide the tutors with the self-development plan template for the next 12 months which they will complete.		Self-development plan template (See Appendix 3)
Time	• Pre-course study 1-3 h • Without break • With break	1-3 hrs 60 min 65 min	
NOTE TO TUTOR:	Leave some time after session to continue discussions from the session. Tutor is available for self-development plan 30 mins private sessions with each of the participants To manage the tutor's own online identity, DEER is to be played. To manage learner's identity – to offer DEER for Learners.		Link to DEER: https://hubs.mozilla.com/scenes/t7DpWDi Link to DEER for Learners (optional)

Optional extension activity	This MozillaHubs room can be used for the next meeting with colleagues to discuss the courses taken, mentioned above. The meetings may take the format of a study support group. Appointments for these meetings will be set by the participants on their own initiative. Once the tutors are secure with the Mozilla Hubs, they may introduce it into their teaching practice.	30-60 min per meeting	Link to MozillaHubs Room: https://hub.link/xGv9o6i

Assessment - Module 6 - Self-Development

1. Mozilla Hubs is:

    A.   expensive
    B.   is an open-source project

2. MozillaHubs is:

    A.   2D virtual reality platform
    B.   3D virtual reality platform
    C.   2D and 3D virtual reality platform

3. MozillaHubs is designed for

    A.   a specific browser
    B.   Oculus Quest Headset only
    C.   every headset and browser

4. To use MozillaHubs as a participant:

    A.   You must register with your full address
    B.   You do not need an account

5. To access the room, you need to:

    A.   Register in MozillaHubs
    B.   Have a link to the room

6. Created room in MozillaHubs is accessible:

    A.   To everybody on the internet
    B.   Only to those who have link to it

7. MozillaHubs room:

A. Can be used many times (replayable)

B. Is a one-time-story

8. To create a MozillaHubs room, you need

A. To register with your full address and ID info

B. To register with your e-mail address

9. Avatar, voice, photo, video and chat data:

A. Are stored for 5 years on MozillaHubs servers

B. Are stored only when you are logged in

C. Are deleted within 72 hours if you do not pin them

10. You can use MozillaHubs to:

A. Conduct a lesson just talking to each other

B. Conduct a lesson with video, audio and other visual aids

Facilitator suggestion: These questions could be asked using Google Forms.

Sample Feedback Questions – Module 6 – Self Development

1. Did you learn about a Virtual Reality platform that could be used in a basic skills programme?

    A. Yes
    B. No

    Open response: if you answered no, why?

2. Could this module assist you to integrate Virtual Reality into your teaching on a basic skills

    programme?

    A. Yes
    B. Maybe
    C. No

    Open response: if you answered no, why?

3. Is there anything that you would like to change in this module?

(Open response)

Facilitator suggestion: These questions could be asked using Google Forms.

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Resources Module 6

Type of resource	Name of the Resource	Link to the Resource
Pdf document	List of platforms for self-study	See Appendix 2(Print to PDF page 67 to share PDF with Learners)
PowerPoint	Module 6 presentation	www.abedili.org/outputs
Pdf document	Self-Development Plan Template	www.abedili.org See Appendix 3 (Print to PDF page 68 to share PDF with Learners)
Online	Link to MozillaHubs Room	https://hub.link/xGv9o6i
Online	Link to DEER in English	https://hubs.mozilla.com/scenes/t7DpWDi
Pdf document	StoryBoard_Module6	Within this guide, accessed at: www.abedili.org/outputs
Pdf document	Summary_Module6	Within this guide, accessed at: www.abedili.org/outputs
Pdf document	Assessment_Module6	Within this guide, accessed at: www.abedili.org/outputs

Module 6

Appendix 1: Introduction to Frameworks in the ABEDiLi Train the Trainer Programme

What frameworks are used in this programme?

There are three types of frameworks or models used in this programme, the following document will give a broad overview of the frameworks used, fuller explanations of their use in practice will be included in the Train the Trainer programme. The frameworks used in the programme are:

- Digital competency frameworks
- Instructional design models
- Guidelines for basic skills educators

What are Digital competency frameworks?

Three broad areas can be used to describe digital competencies (Broadband Commission, 2017):

- Basic digital skills: accessing and engaging with digital technologies
- Generic digital skills: using digital technologies in meaningful and beneficial ways
- 'Higher level' skills: using technology in empowering and transformative ways

In an educational context, a competency model is a framework for describing the skills and knowledge needs of educators. It is a set of competencies that together define successful performance as an educator (Redecker, 2017). Educator-specific digital competences are required so that educators can effectively use digital technologies in a critical, collaborative, and creative way for teaching. The Train the Trainer programme aims to show educators how they can use these frameworks in their practice.

The following three digital competency frameworks are used in the Train the Trainer programme:

1. The European Framework for the Digital Competence of Educators

The European Framework for the Digital Competence of Educators (DigCompEdu), describes a set of digital competencies educators need, specific to their profession, to enhance their teaching practice. The model divides digital competencies into three areas: educators' professional engagement, educators' pedagogic competencies, and learner competencies.

The 6 DigCompEdu areas focus on different aspects of educators' professional activities:

1. Using digital technologies for communication, collaboration, and professional development.
2. Sourcing, creating and sharing digital resources.
3. Managing and orchestrating the use of digital technologies in teaching and learning.
4. Using digital technologies and strategies to enhance assessment.
5. Using digital technologies to enhance inclusion, personalisation, and learners' active engagement.
6. Enabling learners to use digital technologies creatively and safely for information, communication and collaboration, digital content creation, well-being, and problem-solving.
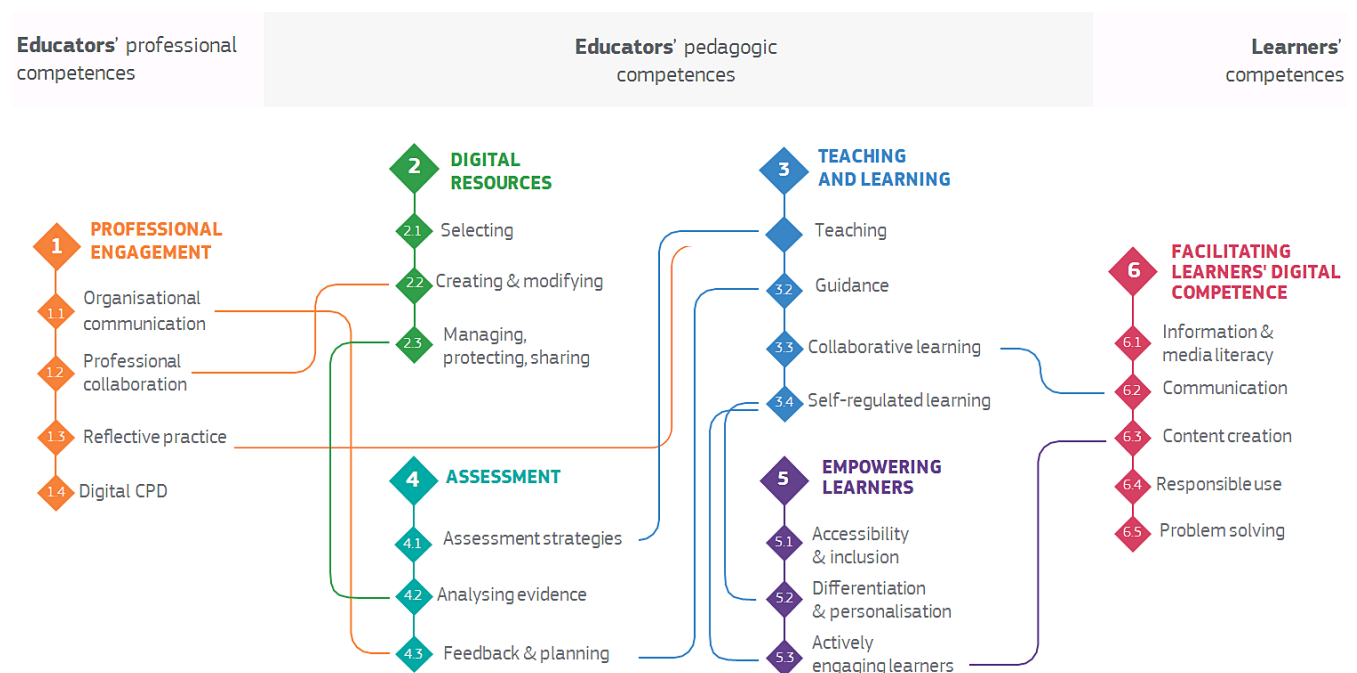
The DigiCompEdu Framework (Redecker, 20

These six competence stages are linked to the six proficiency levels, ranging from A1 to C2, shown here.


The Common European Framework of Reference for Languages (CEFR), (Redecker, 2017).

The DigiCompEdu framework provides a framework for educators' digital competencies, setting out a template from which training programmes can be developed. It also allows educators to understand and self-assess their strengths and weaknesses, by describing various stages and levels of digital competence development.

2. 21st-century skills – The 4Cs

The Framework for 21st Century Learning, which was designed by educators and industry leaders for schools in the USA. This framework was designed to help educators integrate skills into the teaching of core academic subjects, and develop a unified, collective vision for learning. Within this framework, four key learning and innovation skills were identified for 21st Century Learning, which is known as the 4Cs: critical thinking, communication, collaboration, and creativity.

These learning and innovation skills are seen as essential to preparing students for the future.
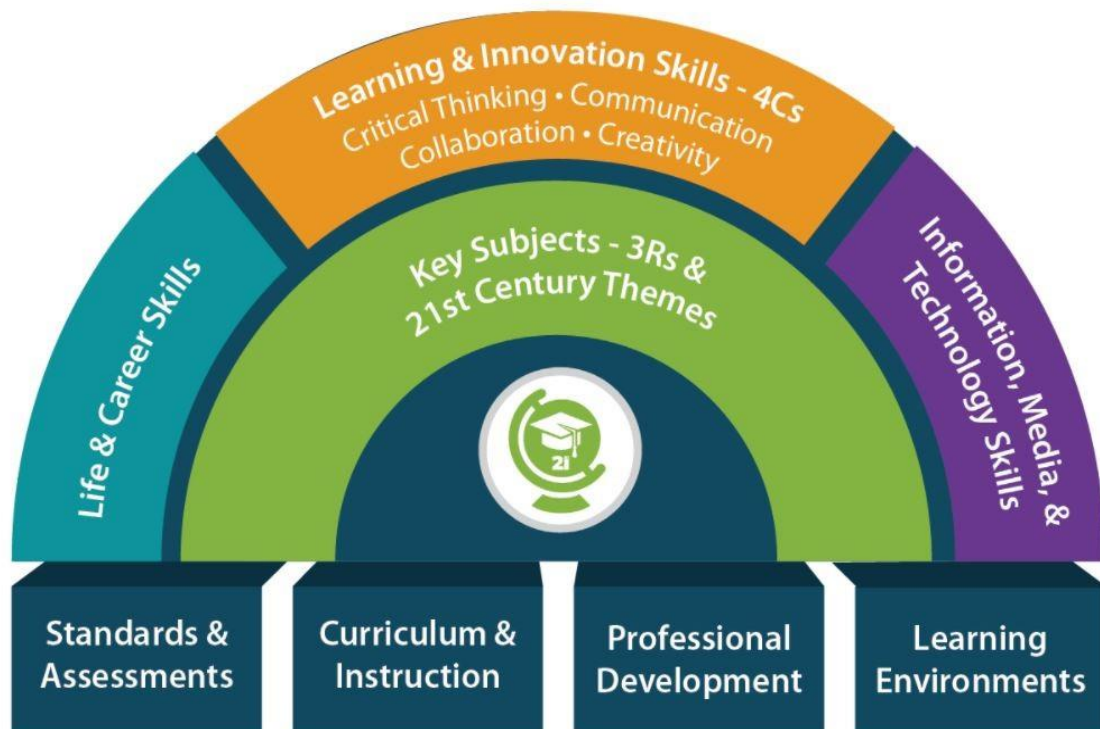
Framework (Battelle for Kids, n.d.)

The 4Cs provide a guide for educators when they are designing and developing their teaching and learning strategies. It provides a foundational base when considering the digital context and digital skills and competencies that are required for 21st-century educators.
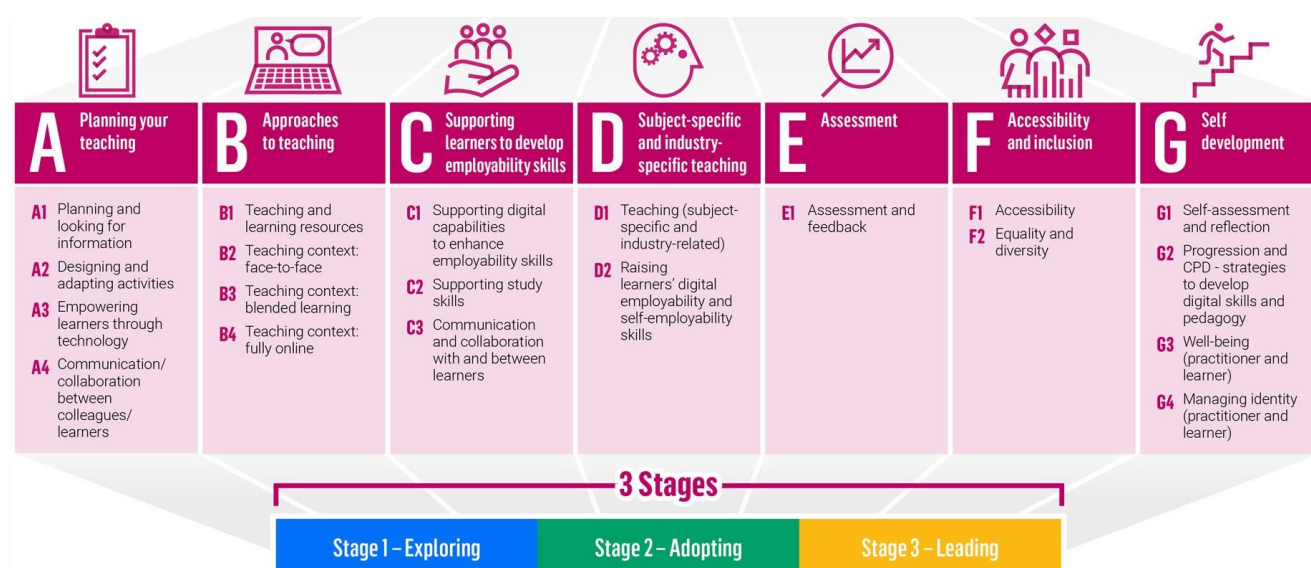
3. The Digital Teaching Professional Framework

The Digital Teaching Professional Framework (DTPF) is designed as a competency framework for teaching and training educators in the Further Education and Training sector in the UK. It provides a set of professional standards for technology-enhanced learning (Education and Training Foundation, 2019). It sets out three competency levels, adapted from the European Framework for Digital Competence of Educators as follows:

Stage 1: Exploring – practitioners assimilate new information and develop basic digital practices.

Stage 2: Adopting – practitioners apply their digital practices and expand them further.

Stage 3: Leading – practitioners pass on their knowledge, critique existing

The 'elements' in the framework, adapted from DigiCompEdu, can be seen here:

The Digital Teaching Professional Framework (Education and Training Foundation, 2019).

DTPF is accompanied by free, online, bite-size training modules with certification. It illustrates what good teaching and learning with technology look like. The first part of this framework provides a practical means for educators to understand what digital competencies are required, assess their level of competency, and discover where they need to upskill in the use of digital technology in their teaching. While the second part of the framework shows educators how they can use digital technology in their teaching for more effective learning outcomes. Learners will be introduced to these concepts on the Train the Trainer Programme.

What are Instructional Design Models for integrating technology?

Instructional design models show educators how to integrate digital media into teaching practice. These models provide guidelines to organise appropriate teaching strategies to achieve instructional goals with the help of technology. They assist in creating instructional experiences to help facilitate learning most effectively, through technology.

The following Instructional Design Models for integrating technology are introduced in the Train the Trainer programme:
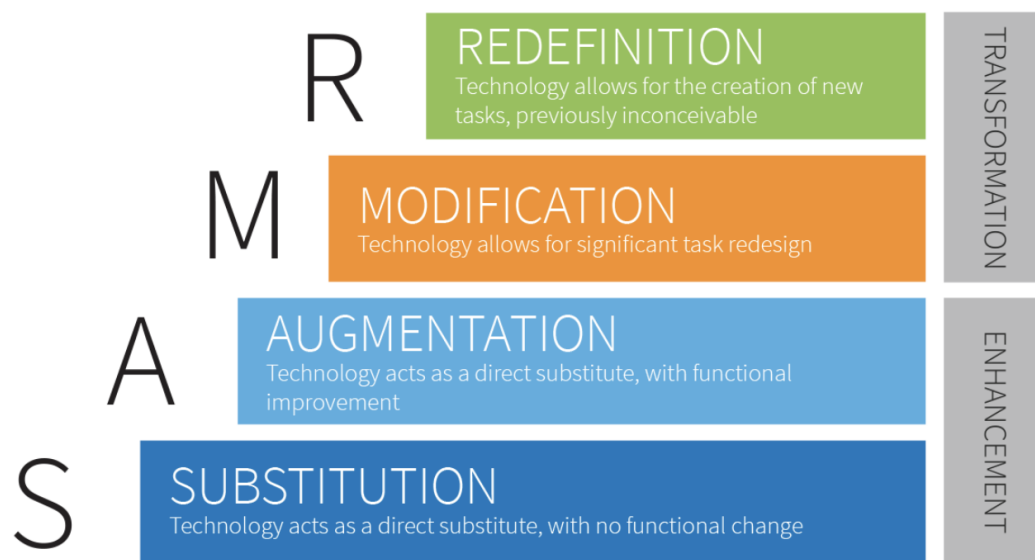
1. The SAMR model

The SAMR model categorises four different degrees of classroom technology integration. It is a framework that shows how the use of digital technology can transform classroom-based teaching and

learning. The SAMR Model is a powerful tool for educators to utilise when they are considering how they can use digital technology in their teaching practice (Jisc, 2020).

The acronym stands for "Substitution, Augmentation, Modification, Redefinition" and the four different categories are shown here:

The SAMR Model (Jisc, 2020)

The first two categories, substitution, and augmentation, is where technology is directly substituted for a more traditional teaching tool or method but does not have a dramatic impact on learning. For example, the use of an interactive whiteboard instead of an overhead projector. The technology is more advanced but the lesson design and learning outcome are mostly the same. When digital use matches the substitution or augmentation, technology is seen as enhancing current teaching practice (Jisc, 2020).

The next two stages, modification, and redefinition illustrate how digital use leads to a 'significant change in the way teaching and learning are planned and delivered. If the introduction of technology has created a brand-new practice,

then redefinition has taken place' (Jisc, 2020). In this sense, these two stages are more inclined to create digital transformation and an actual change to the lesson's design and its learning outcome.

The Train the Trainer programme recommends that the SAMR model should be flexible and educators should work across the four different categories to support student-centred learning, given the
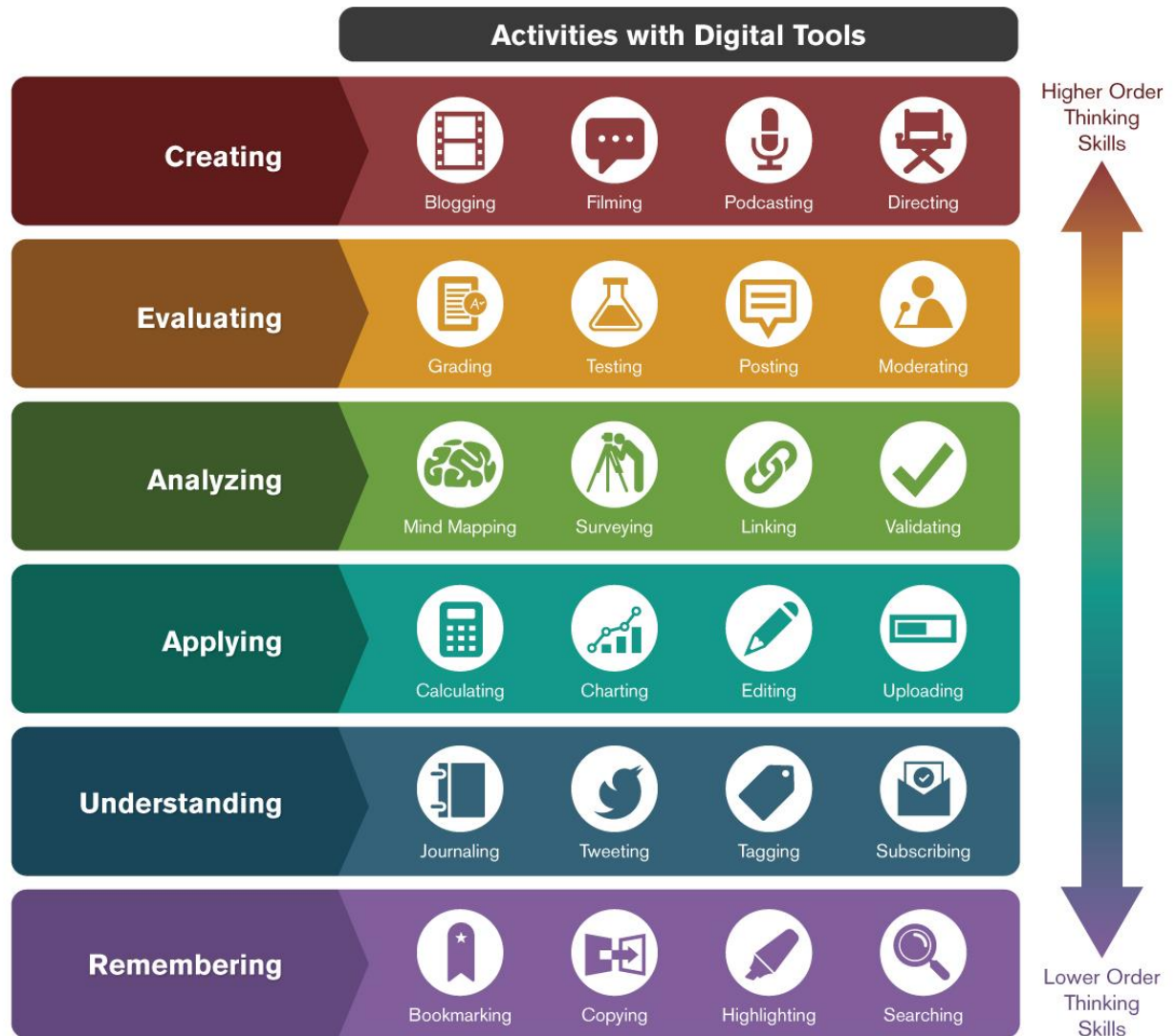
context   and desired learning   outcome.   When educators understand how   technology could complement their practice, it can be used to assist innovation in their training plans.

2. Bloom's Digital Taxonomy

Bloom's Digital Taxonomy is a revised version of Bloom's Taxonomy. In this model, knowledge is the basis of the six cognitive processes: remember, understand, apply, analyse, evaluate, and create. The revised version keeps the categories of remembering, understanding, applying, analysing, evaluating, and creating, and extends this into the digital environment. It constitutes an evolution of Bloom's, where the activities and outcomes associated with the six cognitive levels now move off paper and chalkboard to take on a digital form. The verbs associated with each level also now reflect actions taking place in the digital environment. It helps instructors to see how to use technology and digital tools to facilitate student learning experiences and outcomes. The power verbs are useful for lesson planning, assessment design, and the general planning of learning experiences that are based on thinking and complexity.

Bloom's Digital Taxonomy

Activities with Digital Tools

Creating — Blogging, Filming, Podcasting, Directing

Evaluating — Grading, Testing, Posting, Moderating

Analyzing — Mind Mapping, Surveying, Linking, Validating

Applying — Calculating, Charting, Editing, Uploading

Understanding — Journaling, Tweeting, Tagging, Subscribing

Remembering — Bookmarking, Copying, Highlighting, Searching

Higher Order Thinking Skills

Lower Order Thinking Skills

Bloom's Digital Taxonomy (Wabisabi Learning, 2020)

3. The Padagogy Wheel

The integration of Bloom's digital taxonomy and SAMR can be seen in action through the Padagogy Wheel. It was designed to support educators think about how they use mobile apps in their teaching. The underlying principle of the Wheel is that pedagogy should determine the educational use of apps. It is recommended for use in curriculum planning and development, writing learning objectives, and designing learner-centred activities.

Educators are encouraged to respond to the challenges that the Wheel presents for teaching, and to question themselves on choices and methods used. 'It situates mobile apps within this integrated framework, associating them with the educational purpose they are most likely to serve. It then enables teachers to identify the pedagogical place and purpose of their various app-based learning and teaching activities in the context of their overall objectives for the course' (TeachThought, 2016).
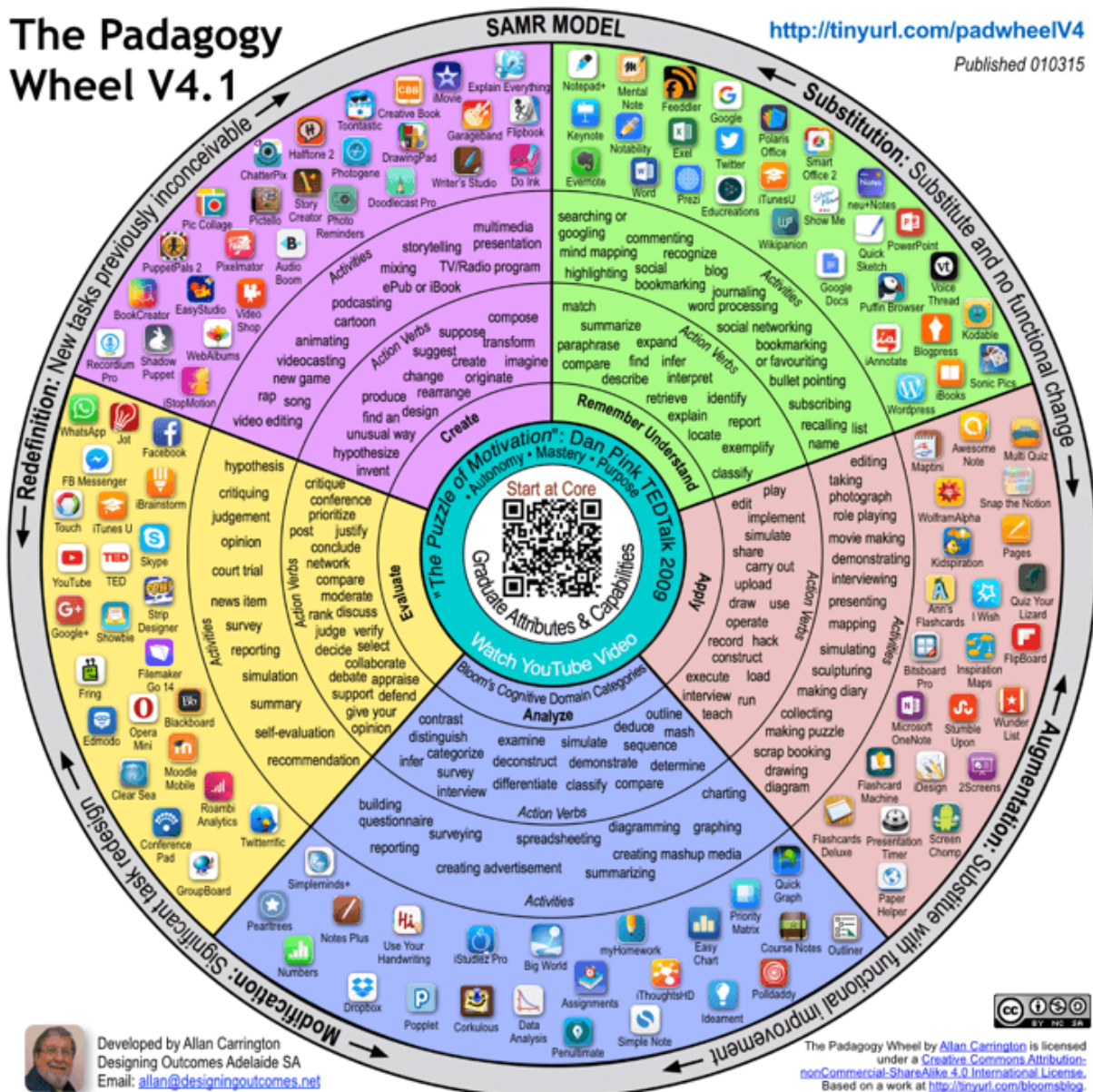
The Padagogy Wheel V4.1

There are five grids in the model.

1. Graduate Attributes are at the centre of the learning design. They involve 'thinking about the type of people that emerge from our educational programs – their ethics, responsibility, and citizenship, for example – and their employability in our current and future society' (TeachThought, 2016). It says educators should ask themselves how does everything they do support these attributes?

2. Motivation- which is seen as a key to achieving learner outcomes.

3. Bloom's Taxonomy Wheel shows the cognitive domain categories which are: remember, understand, apply, analyse, evaluate and create. It is suggested there should be at least one learning outcome from each domain. Only after an educator has developed and decided the learning outcomes for a session or task are they then ready to consider technological enhancement.

4. Technology Enhancement: the model suggests apps that can support the learning objectives and activities currently depicted. The Wheel is frequently updating with apps as they are released and educators are prompted to ask if there is a better app or tool for the job of enhancing their pedagogy.

5. The SAMR model- as described earlier, "Substitution, Augmentation, Modification, Redefinition". The framework assists educators to assess the degree to which digitally-empowered learning and teaching can transform their practice.

The model is an excellent resource for curriculum planning and development, designing learning objectives, and integrating learner-centred activities.

What are the Guidelines for basic skills educators?

This programme aims to support basic skills educators in integrating technology into their practice. The National Adult Literacy Agency (NALA) has specialised in tackling unmet literacy needs experienced by adults in Ireland for over 40 years. NALA's literacy publications and research offer professional guidelines and curriculum development models that are brought into the train the Trainer programme. There are three models that are integrated into the modules for this purpose.

1. Guidelines for Good Adult Literacy Work

The guidelines set out five principles that emphasise a learner-centred approach to adult literacy work, encouraging collaboration, and a developmental, participative approach to curriculum. Learners' knowledge, skills, and context are considered vital components for the effective organisation of adult literacy, and this is underpinned by a set of values that promote inclusivity, trust, and confidentiality.
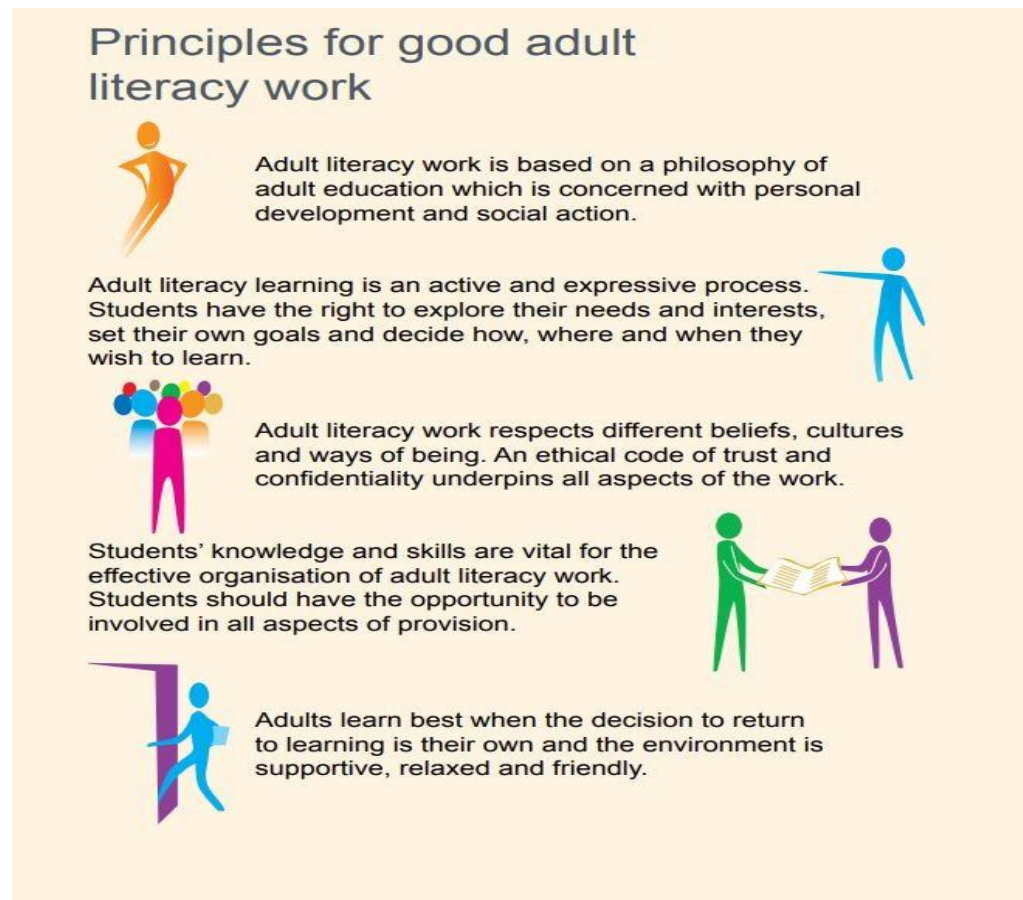
NALA- Principles for Good Adult literacy work (NALA, 2012).

This set of guidelines can be utilised to support basic skills educators in integrating technology into their practice. It allows educators to move beyond just developing their technical proficiency and encourages them to adopt a learner-centred approach to their curriculum development, whilst considering the wider context for their learners, taking into consideration their learning context and motivation for learning.

2. Curriculum Development: an evolving model for adult literacy and numeracy education

An evolving model for adult literacy and numeracy education describes a process for curriculum development. It holds the view that designing a curriculum is a participative process, carried out by learning partners such as educators, learners, managers, and education centres. The framework does not prescribe the curriculum and views that it should be created by the educator, to suit the learners. There is an emphasis on how learning partners can work together to decide 'how and when to learn' (NALA, 2009). The model is a learner-centered approach to curriculum development, which is indicated as the foundation of good adult literacy and numeracy work.
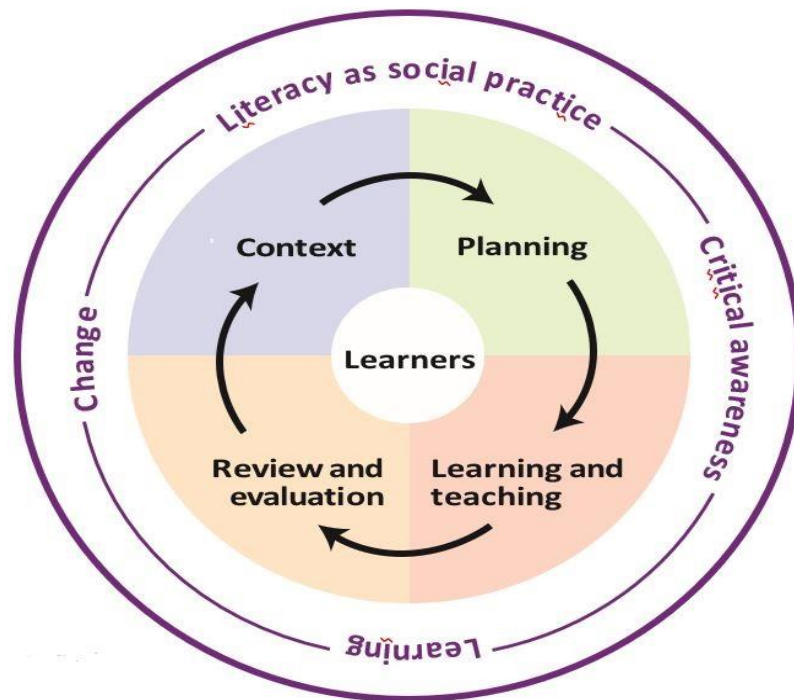
Curriculum Development an Evolving Model for Adult Literacy and Numeracy Education (NALA, 2009)

This framework incorporates all the fundamental principles for incorporating literacy into curricula. It has the learner at its core to signify learner-centred pedagogy. 'The model starts with the context of learning and how understanding and acting on context is integral to adult literacy work. Planning for learning builds on and arises out of our understanding of

context. Learning and teaching flow out of context and planning. Review and evaluation are part of teaching and learning and feedback into context and planning' (NALA, 2009).

The circles all interact with one another to signify a dynamic framework of curriculum development. Each part influences and changes one another. In the model learning is viewed as a social practice, respecting and valuing learners. Critical awareness is seen as closely connected to social practice, being aware of how literacy and curriculum are shaped through
how and where learning takes place in society. Change is viewed as creating change in the learner and in their literacy confidence and skills to meet their own goals. It promotes self-directed learning for change. Learning is looked at as an active process and is based on prior knowledge, experience, and

learner perspective. This includes informal learning involved in everyday life. If curriculum development in adult literacy is participative and collaborative, then all parties, tutors, and students learn through taking part. It is specifically designed to assist literacy educators in curriculum development.

3. The Wealth Model

The Wealth Model approach to education (NALA, 2018) aims to help learners realise their own knowledge and strengths. Learners are encouraged to explore opportunities for further learning from an understanding of their own life experience and the questions this raises (NALA, 2012). The wealth model approach was developed as a practical resource for educators engaged in the delivery of adult literacy tuition. It provides examples of practice under themes relating to a wealth model approach to adult literacy practice. The themes are:
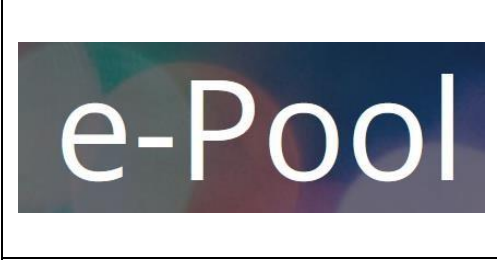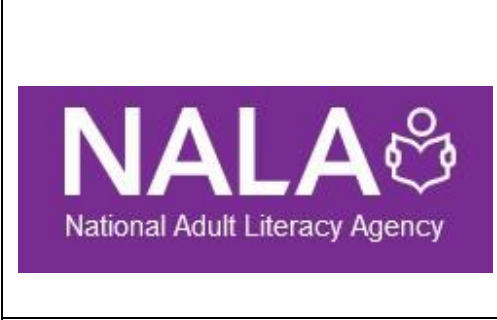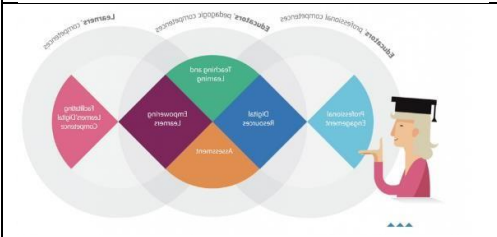
- Tutor approaches;
- The learner's goals and interests;
- Working with different beliefs, cultures, and ways of being;
- Learners' knowledge and skills;
- The learning environment.

The model fosters a non-judgemental approach and emphasises that adult learners have a wealth of strengths, learning styles, experiences, and skills and they bring these different experiences and strengths to a learning experience. These experiences and strengths constitute a resource, a good starting point for meeting new challenges. The wealth model holds that the ability to learn can be activated by the belief that the ability exists, and often the tutor holds that belief

even if the learner does not. The model looks to contradict negative self-belief, and replace it with a positive and realistic one. Through this model, educators are encouraged to take action and develop new perspectives on themselves and their ability to integrate technology into teaching.

All of the frameworks explained here will be woven into the six modules of the programme.

Appendix 2: List of the platforms for self-study in Module 6 – Self-Development:

	Erasmus+ Project ABEDiLi **e-Pool Link:** https://sites.google.com/view/e-pool/home
	NALA: https://www.nala.ie/ **Tip:** https://www.learnwithnala.ie/catalog?pagename=tutor-training
	Coursera: https://www.coursera.org/ **Tip:** https://www.coursera.org/learn/literacy-teaching-learning
	DigCompEdu Framework: https://joint-research-centre.ec.europa.eu/digcompedu_en
	FutureLearn: https://www.futurelearn.com/ **Tips:** https://www.futurelearn.com/courses/using-film-for-literacyteaching https://www.futurelearn.com/courses/short-film-language-teaching
	Udemy: https://www.udemy.com **Tips:** https://www.udemy.com/course/adult-literacy/ https://www.udemy.com/course/introduction-to-social-media-ineducation/ https://www.udemy.com/course/maths-made-easy-for-adultlearners/

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Appendix 3: Self-Development Plan for a Year

Post-course assignment Module 6: Self-Development

Name:

Year:

Identify **three goals** that you want to achieve this year:

1.Get to know the platforms for self-development; 2. Take up a specific course on adult literacy teaching; 3. Upskill my digital competencies for literacy lessons; 4. Explore VR platforms in 2D; 5. Participate in VR sessions with my group; 6. Organise sessions in VR (2D) for my groupmates; 7. Organise lessons for my literacy students in VR (2D); 8. Customise the VR rooms for the teaching-learning sessions; etc.

Goal	Can I do it on my own? If no, who can support me?	How I will achieve it?	What will be the outcome?	Time Frame	Reflexion (How did I do?)

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Visit the project website for further information: https://abedili.org/