



Strengthening inclusion opportunities
for women with a migration background
with digital learning

STRENGTH Training for trainers

Curricula and Training Framework

Introduction and overview



Co-funded by
the European Union



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Imprint

This handbook was developed as part of the project “STRENGTH - Strengthening inclusion opportunities for women with a migration background with digital learning” and was co-funded by the European Union.

Project Partners:

Bildungszentrum Lernen+Technik gGmbH Dresden

➤ <https://lernen-technik.de/>

Ljudska univerza Celje

➤ <http://www.lu-celje.si>

CAP' ULYSSE

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Orient Express – Beratungs-, Bildungs- und Kulturinitiative für Frauen

➤ <http://www.orientexpress-wien.com>

TUD Dresden University of Technology

CIDS – Center for Interdisciplinary Digital Sciences

Department CODIP – Center for Open Digital Innovation and Participation

➤ <https://tu-dresden.de/codip>

Project period: 01.11.2021 – 31.10.2024

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Layout: Anne Schimmeck

Status: October 2024

More information can be found at: ➤ <https://strengthwomen.eu/en>



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General Information

This curriculum is aimed at adult educational institutions that want to empower their trainers to support, qualify and integrate women with migration background through the use of digital learning, facilitating smoother social and professional inclusion.

The participants, here the trainers, should be supported to:

- reflect on their posture as trainers when using digital tools and digital learning,
- choose suitable digital learning tools for their work,
- prepare suitable and for the target group adapted digital learning materials,
- organize digital learning and address basic technical problems,
- utilize the learning arrangements developed within the STRENGTH partnership,
- combine digital learning with their usual teaching approaches / teaching styles.

The main goal is to support the use of digital learning tools in existing offerings tailored to the target group. On the one hand, this should make the courses more interesting and flexible and, on the other hand, it will help participants to cope with digital changes in the participating countries and promote their participation in a digital society.

The STRENGTH project

Digital tools and online learning offer a wide range of opportunities for learners to discover, explore, understand and fix new learning contents. “Digital technology offers the prospect of individualized training, the ultimate form of differentiation. Its limitless potential enables us to offer all learners diversified, entertaining and emotionally-charged activities, and thus restore the desire to learn in as many ways as possible”¹.

We see learning with digital devices or online learning as **an engine for learning**. This mode of learning often motivates the learners, and, more important, **leads them to autonomy**. This is also linked to the fact that we live in a digital world. To manage our everyday life, we need digital skills.

Digital technology is a powerful vector of opportunity for anyone who knows how to seize it. To integrate properly, **you need basic digital skills** to access rights, employment, healthcare, and school education for the children, etc. This is a significant challenge when arriving in a new country of residence where you don't speak the language. Our target group of female learners faces this challenge. Nowadays, most of our administrative, financial, health, and education matters are handled online. Citizens have to have basic digital skills to manage their daily lives.

The project STRENGTH offers **digital learning arrangements, didactical material and this curriculum**, thus supporting both the final beneficiaries as well as the trainers and teachers in using digital learning material and digital tools. The exercises for the final beneficiaries are designed on ↗ <https://learningapps.org/>. LearningApps.org supports learning and teaching processes with small, interactive, multimedia exercises. The exercises can be created very easily and used online. A number of templates (assignment exercises, multiple choice tests, etc.) are available. The exercises themselves do not re-

¹ Translation from French by Cap Métiers (2024). Transformation et Digitalisation des organismes de formation. ↗ <https://www.cap-metiers.pro/OF/modalites-pedagogiques-innovantes/548/Transformation-Digitalisation-des-organismes-formation/>

present complete learning units. They are intended for practicing and deepening skills (e.g. in foreign language teaching) and are not suitable for explaining complex concepts. Exercises published by users vary in quality and need to be checked before being used in class². LearningApps is a free application and easy to implement.

The project network takes into account the specific conditions in the partner countries - **the specific characteristics of the target group of women with migration backgrounds, their level of education, and their language skills in the new country of residence.** The digital learning arrangements, which can be integrated in ordinary training, **focus on equal inclusion into society and / or work.**

Introduction - Adult Education for learners with migration or refugee histories

As the labor market continues to evolve, professions and required skills are constantly shifting. The growing influence of technology in daily life demands continuous learning beyond traditional educational frameworks and the development of digital skills.

For people with migration biography, navigating unfamiliar educational systems in new environments can be particularly challenging. The pressure to meet expectations for employability and participation is overwhelming for both learners and educational institutions. Ensuring high-quality education standards in adult education is essential to address the needs of both learners and instructors.

The aim of the Erasmus+ project STRENGTH is to improve the employment opportunities, inclusion, self-confidence, autonomy and ability to manage everyday life of adult learners with migration or refugee backgrounds. This project brings together a transnational partnership involving four organizations from Germany, Austria, Slovenia, and France, reflecting the diverse landscape of adult education in Europe.

Among the most crucial skills for the target group are basic digital competencies, which facilitate better social and professional inclusion. These skills help individuals navigate daily challenges such as language barriers, understanding spatial and temporal concepts, managing administrative tasks to access services, and supporting their children's education.

However, trainers need more than just technical knowledge to effectively support learners on digital competences. They must address challenges shaped by educational inequality, the effects of trauma, migration histories, and marginalization due to factors like race, gender, economic status, class, age, and ability. By understanding these contexts, trainers can meet the specific needs and challenges of the target group, fostering a supportive and respectful learning environment.

² <https://learningapps.org/impressum.php> (27/08/2024)

Educational approach for trainers in adult education with the target group³

The following outlines the fundamental principles and methods that we apply in our work with adults, particularly those in potentially precarious situations with unique needs, to create a holistic and empowering learning environment that addresses the specific challenges and opportunities associated with migration and diversity.

When working with adult learners with different cultural backgrounds, **cultural awareness and sensitivity** are crucial. It is important for adult educators and learners to develop a cultural awareness and sensitivity. A priority should be given to developing cultural awareness and sensitivity among adult educators and learners. This involves critically reflecting on their own cultural assumptions and privileges while recognizing and respecting the diverse cultural backgrounds of others.

We emphasize **collaborative and participatory learning environments**. This approach encourages learners to share their knowledge, experiences, and perspectives, fostering interaction and mutual understanding. Group activities, discussions, and projects not only promote engagement but also build empathy among learners from various backgrounds.

A notable strength of our courses for women with migration background is the rich diversity of languages represented. Our transcultural approach values **multilingualism and multicultural competence**. We strive to acknowledge and support language diversity through various activities and projects. For instance, digital tools like Google Translate and DeepL can assist with translation tasks and can be integrated into exercises, such as translating poems or songs from foreign languages into the language of the new country of residence. This helps to facilitate effective communication among learners and enhances intercultural understanding and communication skills.

A key principle in adult education is to address the question, **“Why am I learning this? What is the objective?”** Adults often approach learning with a focus on its practical application. Therefore, it is important **to center the training around the learners’ needs and questions**, tailoring the content to their life contexts and motivations.

- Courses should be designed to address topics that align with learners’ personal interests, allowing them to make meaningful contributions and have an impact on their lives beyond the classroom.
- Information should be presented clearly and **relate to concrete, actionable content** so that learners can apply what they’ve learned in their daily lives.

Last but not least, working with digital tools and online learning should be to some extent **problem-based learning**. This approach fosters curiosity, encourages learners to ask and answer questions, and promotes a proactive stance towards learning.

Problem-based learning opens the way for an active, task-oriented and self-controlled approach to the learning process. It’s essential to give learners the possibility **to try out online tools and online learning** and to “fail”. The aim is, for learners who are not used to digital learning or digital tools, to lose the fear of using them. This method also supports collaborative work among learners and between learners and trainers, acknowledging that digital skills can be limited on all sides.

³ Educational approaches from the Erasmus+ Equalling 2 project on transculturality, intersectionality and universal design for a better inclusion of all learners in adult education. [↗ https://www.equalling2.eu/](https://www.equalling2.eu/)

Our methodological approaches to enhance digital inclusion

UNESCO, in its document: **“A Landscape Review. Digital Inclusion for Low-skilled and Low-literate People”**, outlines several effective methodologies to enhance digital inclusion for this target group⁴. (Zelezny-Green et al., 2018)

According to Medhi, Patnaik, Brunskill, Gautama, Thies, and Toyama (2011), „technology design tends to consider the needs of those who are fully literate in all domains and similarly skilled, while those who need additional support to make use of a technology are frequently underserved and excluded.“ (Medhi et al., 2011, p. 38)

Our target group frequently struggles with reading and writing; they have never learnt how to read or write or have only minimal literacy skills in their native language.

However, when well-designed, technology can facilitate easy access to information and empower individuals.

We have implemented some of UNESCO’s practical suggestions in our learning arrangements. Before focusing on those practical suggestions, we want to address our common terminology implemented in this project, in order to be as little stigmatizing and discriminating as possible: The partnership STRENGTH prefers to use following terms: “low skilled users” → users with a limited knowledge/level or users with little experience; “low literate users” → users with a beginner level in literacy in order to refer to the competencies and skills of the learners and the person him/herself.

Voice- (or speech-) based computing interfaces: These are among the most effective tools for reaching users with a beginner level in literacy and digital skills (Sherwani, 2009). Many of our LearningApp exercises feature a voice function, allowing learners to hear the word read aloud when clicked.

Furthermore we use videos and audios for comprehension exercises. In this way learners can use more than their reading skills.

Graphical user interfaces: Incorporating graphics significantly enhances the usability of technology for people with a beginner level in literacy and limited digital skills. Most of our LearningApp exercises are designed with pictures or graphics to make them easily understandable.

Participatory design methodologies: Including co-designing solutions works best for creating digital solutions for learners with a beginner level in literacy and digital competences (Lalji and Good, 2008). The digital learning setups of STRENGTH are highly interactive, requiring learners to apply knowledge, solve problems, and think creatively. The exercises are always embedded in a learning unit with more information on the topic given by the teacher/trainer. The teacher/trainer takes the position of a facilitator or coach for the learners.

Integrating social elements: This approach enhances the spread and adoption of technologies among learners with a beginner level in literacy and in digital competences (Raza et al., 2012, 2013). The learning arrangements STRENGTH focus on 4 learning areas: inclusion in the world of work, social inclusion, basic language skills in the new country of residence and basic digital skills. These areas were chosen because they are essential

⁴ The partnership STRENGTH prefers to use following terms: “low skilled users” → users with a limited knowledge/level or users with little experience; “low literate users” → users with a beginner level in literacy in order to refer to the competencies and skills of the learners and the person him/herself.

for people with migration biography. The exercises address learners' basic needs and are practical and tangible, developed by experienced teachers and trainers.

Peer learning opportunities: Designs intended for higher educated and skilled individuals can also benefit those with less education and skills (Medhi Thies, 2015). In our adult training, we promote peer learning. Learners with advanced digital skills or who quickly grasp the exercises on the screen (computer, phone or tablet) can assist others who may struggle, fostering a collaborative learning environment.

The DigCompEdu framework

From an educational perspective, the continuous advancement of digitalization compels educators to continually develop their digital competencies. Teachers need to possess advanced digital skills to take responsibility for their learners' digital abilities as well. They must be supported in acquiring these competencies and integrating them into their teaching practices. Furthermore, educators should be able to address, reflect on, and identify innovative methods to adapt to the following competency areas.

The DigCompEdu framework identifies six areas in which educators' digital competence is expressed, encompassing a total of 22 competencies. These six DigCompEdu areas focus on different aspects of educators' professional activities⁵:

1. Professional Engagement: Use of digital technology for communication, cooperation, and professional growth.
2. Digital Resources: Obtaining, developing, and sharing digital resources.
3. Teaching and Learning: Management and coordination of the use of digital technology in teaching practices.
4. Assessment - Improving assessment via the use of digital technology and methodologies.
5. Encouraging Learners - Using digital technology to improve inclusivity, personalisation, and active learner participation.
6. Facilitating Learners' Digital Skills: Enabling learners to utilize digital technology in a creative and responsible manner.

The STRENGTH project follows the principles of the DigCompEdu framework by equipping trainers and educators with digital competencies tailored to work with their specific target group.

Structuring the Modules

This curriculum is composed of **4 modules** with the aim to empower trainers in the support, qualification and inclusion of women with migration biography in using digital learning for a smoother social and professional inclusion. **The first module** focuses on the **educational approaches and the teaching styles**, which we think are important when teaching adults and in particular adults in potential precarious situations and with special needs. We will also discuss the DigComp for Trainers framework and the competencies

⁵ Cf. European Commission, Joint Research Centre, Redecker, C., Punie, Y. (2017), European framework for the digital competence of educators: DigCompEdu, (Y.Punie, editor) Publications Office:
<https://data.europa.eu/doi/10.2760/159770> (last access: 18.10.2023).

required for using digital tools and online learning. Additionally, this module examines various training formats, from fully onsite to fully online, and their implications for teachers and trainers.

The second module delves into the realm of online or digital learning. We will explore learning platforms, tools, and communities, addressing current trends and future perspectives in online learning, with a focus on AI and open data.

The third module focuses entirely on the project STRENGTH and its results. Adult educators / trainers will discover the LearningApps homepage and the exercises we created on social inclusion, professional inclusion, language training, and basic digital skills. These exercises, available in English, German, French, Slovenian can be completed on a computer, tablet, or smartphone. Adult educators/trainers will acquire the necessary knowledge and skills to create their own exercises on LearningApps. This module also covers the different European language competence levels, such as CEFR and LASLLIAM.

The fourth module provides Adult educators / trainers with basic technical knowledge on setting up and protecting a digital learning environment. It addresses what teachers and trainers need to prepare and check when working with digital tools and online learning, how to handle technical issues, and how to ensure data protection and secure the learning environment.

The fifth module offers tools and materials for evaluating the training session for the organizing institution.

Learning objectives and Competencies

This curricula aims at strengthening teachers and trainers competences concerning:

- Initiate, support and continuously strengthen the interest of women with migration biography in digital learning.
- Explain ways of using digital tools that are adapted to the level of knowledge of the target group, test them together and act as a supportive coach.
- Selecting and utilizing learning arrangements developed in the STRENGTH project for the qualification of women with migration backgrounds, based on specific goals, and making them accessible to the target group.
- Motivating women with migration backgrounds to independently find and use digital learning concepts outside of structured programs (ensuring a long-term impact).




Target Audience

This curriculum and training framework are designed for teachers and trainers with little to no experience in digital learning who are motivated to gain related competencies and are willing to incorporate digital learning into their classrooms. Additionally, this curriculum is tailored for teachers and trainers who are already implementing digital learning but are eager to explore new tools and methods.

The training content is specifically designed for trainers and teachers working with women with migration backgrounds in adult education courses, such as basic education, language training, digital courses, or similar programs. The ultimate beneficiaries are educationally disadvantaged women with migration backgrounds who are beginners in the second language of their new country of residence.

Duration and modality of the training

The curriculum is designed for a face to face (onsite or online) training spanning 3 days or 18 hours. Additionally, participants will engage in self-study with further content and exercises, receiving coaching and feedback from the trainer after the training. The time scope is as follows:

Modules	 Face to face	 Self study	 Coaching online per participant
Module 1 Posture	4h	3h	1h
Module 2 Tools	3h	3h	1h
Module 3 LA	6h	4h	1h
Module 4 Technic	3h	2h	1h
Assessment	2h	0h	0h

Methods

The training can be held onsite or online. For online training, practical exercises will need to be adapted accordingly.

Teaching methods include:

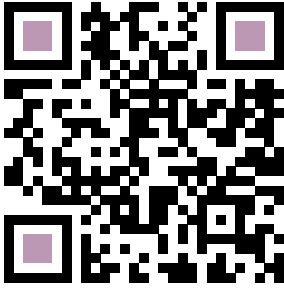
- theoretical inputs and presentations
- exchange of experiences and best practices
- work group, practical exercises and problem solving
- hands on activities and creation of teaching material
- Online quizzes

Learning materials include:

- Curriculum
- Training Framework
- Guidelines for trainers Module 1 - 5
- PowerPoint presentations Module 1 - 5
- Handouts Module 1 - 5 for learners/target group (online and printed)

Technical equipment include:

- laptops and mobile phone
- internet access
- digital learning tool (e.g. LearningApps)
- interactive survey tools (e. g. mentimeter)
- interactive collaboration tools (e. g. padlet)



Here is the link to the official project website with the online learning arrangements and the curricula contents:

➤ <https://strengthwomen.eu/en>

Assessment

The **assessment methods** include:

- Assessment of practical exercises
- Self-assessment in the assessment module,
- qualitative assessment methods
- assessment of learning outcomes using a questionnaire
- regular quizzes
- Participation in discussions and work group

The **assessment indicators** include:

- Understanding and application of the content taught
- Quality of practical work
- Commitment and participation in the modules

How to implement the training

In the next section, you will find the training framework with detailed content for each module. The training framework provides practical and applicable training material for trainers, as well as secondary training material for the final beneficiaries. The content is interactive and specifically designed for teachers working with learners with migration backgrounds (especially women) who are educationally disadvantaged and have beginner-level proficiency in the language of their new country of residence. The framework explains step-by-step how to implement each module. Each module includes PowerPoint presentations and optional handouts for the participants. This training framework can be implemented online or onsite but requires synchronous training sessions for the participants.

Training Framework

MODULE 1 » Posture and methodological approach	13
MODULE 2 » Online Education	16
MODULE 3 » Best of STRENGTH or Arriving in the digital sphere of learning	18
MODULE 4 » Digital learning and technical knowledge	21
MODULE 5 » Feedback and evaluation	23

MODULE 1 » Posture and methodological approach

Title of the module: Posture and methodological approach

Duration: 8 hours (4 hours of online or onsite synchronous training / 3 hours of self study / 1 hour of coaching)

Short description: **The first module** focuses on the **educational approaches and the teaching styles**, which we think are important when teaching adults and in particular adults in potential precarious situations and with special needs. Furthermore we'll discuss the Digicomp for trainers framework and the competences needed when using digital tools and online learning. In this module we also focus on different types of training, from a 100% onsite to a 100% online and on what this modality implies for a teacher/trainer.

Learning objectives:

- from onsite to online teaching, be aware of the degree of virtuality and technology in a training - the advantages and disadvantages with regard to the target group
- get to know different teaching postures and the impact on the learners
- reflect on the competences (skills, attitudes and knowledge) that teachers need to effectively train the target group with the help of digital tools

Learning outcomes:

- be able to cite 5 teaching postures and the related impact on the learners
- be able to resume Digicomp for trainers and to cite 5 competences
- can resume the scales or degrees on different types of training from onsite to online

Assessment method:

- Multiple choice test on learning apps
[➤ https://learningapps.org/watch?v=p9qcxxphk24](https://learningapps.org/watch?v=p9qcxxphk24)

Further material for learners:

Handout for learners -
Module 1



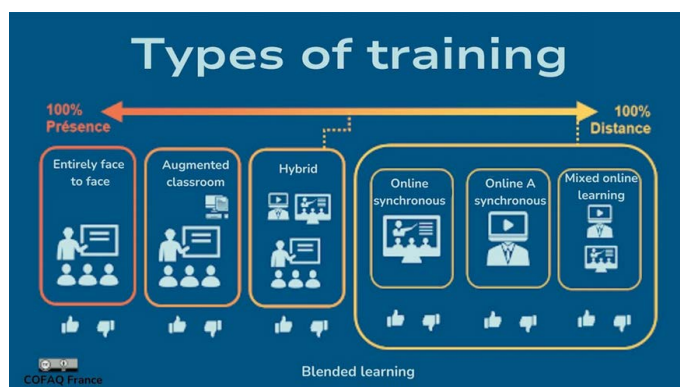
➤ https://strengthwomen.eu/Module_1_HoL_Educational_approach_and_teaching_styles.pdf

PowerPoint presentation for
the training for trainers - Module 1



➤ https://strengthwomen.eu/Module_1_ppt_Posture_and_methodological_approach.pdf

Synch/asynch Duration	Steps	Content	Method and Resources
Synchron 10 minutes	Introduction	Introducing the project and the project results of STRENGTH - basic digital competences for women with migration background; Introducing the module 1 and its learning objectives and learning outcomes	<ul style="list-style-type: none"> - Training framework - ppt Module 1 - Computer - Beamer
Synchron 20 minutes	Getting to know each other	Human bingo: https://strengthwomen.eu/Human_Bingo Find somebody who ...	<ul style="list-style-type: none"> - Human Bingo sheet printed - one per person - pencils
Synchron 20 minutes	What are the different types of digital learning?	Types of teaching with digital tools - gradual progression to 100% e-learning - explanation of different types of learning with digital devices - their advantages and disadvantages	<ul style="list-style-type: none"> - ppt Module 1 - Computer - Beamer - Handout learner for the detailed contents



Synchronous onsite 50 minutes	Postures of trainers in adult education	<ul style="list-style-type: none"> - What do we understand with the phrase "posture of the trainer or trainees"? - Role play to show 4 different postures that teachers can adopt. - Discussion about the different postures, the context they can be applied and their impact on learners. 	<ul style="list-style-type: none"> - ppt Module 1 with 4 postures for 4 training settings
Synchron 10 minutes	From trainer to facilitator when using digital tools and online learning	<ul style="list-style-type: none"> - Video input and group discussion about the posture of a teacher or a facilitator. - When working with digital tools and online learning very often the teacher's stance shifts to a facilitator stance (accompagnement and letting go stance). What does this mean in training with the target group? 	<ul style="list-style-type: none"> - Video on ppt - computer - beamer - handout learners for more detailed contents

Synch/asynch Duration	Steps	Content	Method and Resources
Online 20 minutes	Digicomp for trainers	<ul style="list-style-type: none"> - Digital competencies framework for teachers defined by the European commission: ↗ https://joint-research-centre.ec.europa.eu/digcompedu/digcompedu-framework_en - Explain Digicomp and the competences - Do the online self assessment SELFIE for Teachers from the European Commission: ↗ https://educators-go-digital.jrc.ec.europa.eu/?pk_source=website&pk_medium=link&pk_campaign=s4t-login&pk_content=hero-log - or work on the Digital competences wheel: ↗ https://digital-competence.eu/ 	<ul style="list-style-type: none"> - ppt - computer - beamer - handout learners for more detailed contents
Synchron 15 minutes	Tips and Tricks	<ul style="list-style-type: none"> - To finish this module, do a collective mind map (onsite or online) to collect all good tips and tricks when it comes to online learning and using digital tools with the target group 	<ul style="list-style-type: none"> - ppt and handout for learners with our tips and tricks

Self Study: 3 hours - with Handout for learners - Module 1 (Find link above)

MODULE 2 » Online Education

Title of the module: Online Education - Future perspectives, Learning communities, Tools and Classification and Trends

Duration: 7 hours (3 hours of online or onsite synchronous training / 3 hours of self study / 1 hour of coaching)

Short description: Participants understand the principles of online education from a didactic perspective and become able to reflect the rather dynamic change of tools and methods. Future trends become visible and may be understood in a non threatening perspective one may deal with in its educational activity.

Learning objectives: Understand basic concepts of e.learning and Learning Communities

Learning outcomes:

1. Analyze Future Perspectives: participants will be able to critically analyze and evaluate the future perspectives of online education, including emerging trends, potential challenges, and opportunities for innovation.
2. Foster Learning Communities: participants will understand the principles and practices for fostering effective online learning communities, recognizing the importance of collaboration, engagement, and social presence in digital learning environments.
3. Utilize Educational Tools: participants will demonstrate proficiency in selecting and utilizing a variety of online educational tools and technologies to enhance learning experiences, including Learning Management Systems (LMS), collaborative platforms, and multimedia resources.
4. Classify and Interpret Trends: participants will develop the ability to classify and interpret current trends in online education, understanding their implications for instructional design, pedagogical strategies, and educational outcomes across diverse learning contexts.

Assessment method:

- reflected application of the studied objectives towards own teaching activity
- Multiple choice test on learning apps
[↗ https://learningapps.org/watch?v=p9qcxxphk24](https://learningapps.org/watch?v=p9qcxxphk24)

Further material for learners:

PowerPoint presentation - Learning Communities



↗ https://strengthwomen.eu/Module_2_3_ppt_Online_Education_Learning_Communities.pdf

PowerPoint presentation - Tools and classification



↗ https://strengthwomen.eu/Module_2_2_ppt_Online_Education_Tools_and_Classification.pdf

PowerPoint presentation - Trends



↗ https://strengthwomen.eu/Module_2_1_ppt_Online_Education_Trends.pdf

PowerPoint presentation - Future Perspectives



↗ https://strengthwomen.eu/Module_2_4_ppt_Online-Education_Future_Perspectives.pdf

Synch/asynch Duration	Steps	Content	Method and Resources
Synchronous 1 hour	Introduction	introducing the project and the project results of STRENGTH - basic digital competences for women with migration background	for example ppt / links / texts
Group work 1 hour	Exploration of individual practice and the experience with online communities	Online Education - Future perspectives, Learning communities, Tools and Classification and Trends	either black board or online pad / board
Lecture 1 hour	concepts and tools of elearning	concepts and tools of elearning	evtl. hybrid presentation infrastructure
Round table 1 hour	future trends awareness	discussion	foto protocol

MODULE 3 » Best of STRENGTH or Arriving in the digital sphere of learning

Title of the module: Best of STRENGTH - Arriving in the Digital Sphere of Learning/digital competences for women with migration background

Duration: 11 hours (6 hours online or onsite synchronous, 4 hours of self study and 1 hour of coaching)

Short description: Digital Competences: Learners and Trainers
See, describe and train digital competences from the beginning on/ get to know the project website: [➤ https://strengthwomen.eu/en](https://strengthwomen.eu/en)

Learning objectives:

- Get to know the project website: [➤ https://strengthwomen.eu/en](https://strengthwomen.eu/en)
- Exchange experience and raise awareness for the overlapping of digital and literacy competences in the second language

Learning outcomes:

- be more familiar with Dig Comp and LASLLIAM reference frameworks
- be aware of how language competence descriptors can overlap between literacy and language levels
- be aware of possible close overlapping of digital, literacy and language competences
- be aware of very basic digital skills, which might be also tactile
- be able to create learning exercises via learning apps
- be able to self-reflect upon own privileges and disadvantages in the context of education and related hierarchies

Assessment method:

- Understanding and applying how to find relevant content for a specific group of learners and how to develop digital units for them
- Multiple choice test on learning apps
[➤ https://learningapps.org/watch?v=p9qcxxphk24](https://learningapps.org/watch?v=p9qcxxphk24)

Further material for learners:

Handout for learners -
Module 3



[➤ https://strengthwomen.eu/Module_3_HoL_Arriving_in_the_Digital_Sphere_of_Learning.pdf](https://strengthwomen.eu/Module_3_HoL_Arriving_in_the_Digital_Sphere_of_Learning.pdf)

PowerPoint presentation for the
training for trainers - Module 3



[➤ https://strengthwomen.eu/Module_3_ppt_Arriving_in_the_Digital_Sphere_of_Learning.pdf](https://strengthwomen.eu/Module_3_ppt_Arriving_in_the_Digital_Sphere_of_Learning.pdf)

Synch/asynch Duration	Steps	Content	Method and Resources
Synchron 10 minutes	Warm-Up: How do I feel?	Emojis LearningApp (CU from STRENGTH)	screenshot and QR Code on ppt
Synchron 10 minutes	short presentation of website and where to find the learning apps	website/link	ppt
Synchron 10 minutes	Warm-Up: world cloud	Mentimeter: What does digital learning mean for you?	ppt and mentimeter
	Focus: Situation of Learners		
Synchron 20 minutes	Exchange of target groups, needs and resources, digital comp. and difficulties	Collect and note results/ keywords/ small groups	paper/cards
Synchron 20 minutes	exchange of results/ add key- words/ titles	Plenary (sorting and adding titles)	Collect into Padlet
Synchron 15 minutes	Input: Descriptors DigComp and CEFR	Plenary	details by self study/ links/ ressources on handout
Synchron 10 minutes	Input: Descriptors - LASLLIAM - Overlapping with CEFR - digital literacy: technical skills - literacy: overlapping	Plenary	ressources on handout
Synchron 20 minutes	- descriptors/examples for basic digital competences/ literacy - concrete examples in combination with cer- tain LearningApps from STRENGTH? as examples/ (reading skills/ digital skills/ tactile ability..)	Plenary	ppt
15 minutes	break		
Synchron 10 minutes	- Best practices from OE: STRENGTH: self confiden- ce/ Examples - Adjustments after piloting - Explain why	Plenary	ppt

Synch/asynch Duration	Steps	Content	Method and Resources
Synchron 10 minutes	Best practice from LUC/ STRENGTH	Plenary	ppt
Synchron 10 minutes	Questions?	Plenary	
	Focus: Situation of Trainers		
Synchron 20 minutes	Reflect/ collect about discrimination, privilege (intersectionality in the digital sphere, posture of the trainer, privileges in the digital sphere, to show how educational disadvantage is relevant in digital learning as well)	- Plenary - Mentimeter: What could be a disadvantage to digital learning? What could be a privilege to digital learning?	- Menti-meter - 2 Word Clouds
Synchron 20 minutes	Input: How to create and build a learning app	Plenary	ppt
	lunchbreak		
Synchron 20 minutes	Inspiration on STRENGTH website, explore yourself	individual or in pairs	website
Synchron 30 minutes	go on learning apps to create your own app with test account provided by us	small groups	website
Synchron 40 minutes	plenary presentation of new exercises, what were the challenges	Plenary	ppt
Synchron 10 minutes	conclusion and feedback	- Plenary - For your daily work, what will you take away from this workshop?	Mentimeter
Synchron	guidance for self-learning, for 1 hour coaching, contact us in your languages to arrange 1 hour online session, arrange date		

MODULE 4 » Digital learning and technical knowledge

Title of the module: Digital learning and technical knowledge

Duration: 6 hours (3 hours online or onsite synchronous, 2 hours of self study and 1 hour of coaching)

Short description: In this module, adult educators will learn the basics of setting up and securing a digital learning environment. They will explore approaches to preparing and delivering lessons with digital and online tools, address potential technical issues and receive important information on securing the learning environment.

Learning objectives:

- knows data protection measures to protect the digital learning environment
- knows procedures for preparing and conducting lessons with digital tools.
- Learns about the technical problems that often occur with web meetings and digital tools and what effective solutions exist

Learning outcomes:

- Can apply data protection measures in daily work.
- Can help participants to understand and securely manage their personal data.
- Can prepare and deliver lessons using digital tools.
- Can identify technical problems and find effective solutions.

Assessment method:

- Participation in an interactive survey with Mentimeter on the topics of 'Data protection measures', 'Dealing with technical problems' and 'Preparing trainers for working with digital tools and online learning'.
- Multiple-choice quiz for the module:
[➔ https://learningapps.org/watch?v=p3g1bdkut24](https://learningapps.org/watch?v=p3g1bdkut24)

Further material for learners:

Powerpoint presentation for the training for trainers - Module 4.1



➔ https://strengthwomen.eu/Module_4_1_ppt_Digital_Learning_and_technical_knowledge.pdf

Powerpoint presentation for the training for trainers - Module 4.2



➔ https://strengthwomen.eu/Module_4_2_ppt_Digital_Learning_and_technical_knowledge.pdf

External links

DIGITALE Medien im Unterricht: ➔ <https://www.forum-verlag.com/blog-bes/digitale-medien-im-unterricht#Block6>

DIGITALE Kompetenz: ➔ <https://www.sgd.de/glossar-weiterbildung/digitale-kompetenz.html#:~:text=Zu%20den%20digitalen%20Kompetenzen%20z%C3%A4hlen>

W-Fragen der allgemeinen Didaktik: ➔ <https://service.zfl.uni-kl.de/wp/glossar/w-fragen-allgemeine-didaktik>

Handout for learners - Module 4



➔ https://strengthwomen.eu/Module_4_HoL_Digital_Learning_and_technical_knowledge.pdf

Synch/asynch Duration	Steps	Content	Method and Resources
Synchron 25 minutes	Ice breaker	Collecting different answers of the participants to the question "challenges of adult educators in the use of web meetings or learning systems". Projection of the results on a whiteboard and commenting together.	<ul style="list-style-type: none"> - Whiteboard - Pen - Powerpoint presentation - Laptop/computer
Synchron 30 minutes	Digital Learning and technical knowledge - Preliminary Remarks	The participants will learn important approaches for preparing and conducting lessons with digital tools and online tools.	<ul style="list-style-type: none"> - Powerpoint presentation - Laptop/computer
Synchron 30 minutes	Data protection and data security	Participants will gain knowledge about safety measures to protect the digital learning environment.	<ul style="list-style-type: none"> - Powerpoint presentation - Laptop/computer
Synchron 10 minutes	Interactive Poll	Collecting different answers of the participants. Projection of the results on a whiteboard and commenting together.	<ul style="list-style-type: none"> - Powerpoint presentation - Internet connection - Laptop/computer
Synchron 15 minutes	Rights of data subjects according to GDPR	Participants will gain knowledge about rights of data subjects according to GDPR	<ul style="list-style-type: none"> - Powerpoint presentation - Laptop/computer
Synchron 10 minutes	Interactive Poll	Collecting different answers of the participants. Projection of the results on a whiteboard and commenting together.	<ul style="list-style-type: none"> - Powerpoint presentation - Laptop/computer
Synchron 15 minutes	Data protection, sensitization and adult education	Participants receive examples and suggestions for their learners to better understand and develop an awareness of data protection	<ul style="list-style-type: none"> - Powerpoint presentation - Laptop/computer
Synchron 20 minutes	<ul style="list-style-type: none"> - Card game „Secrets - Online game "Privacy Challenge" 	Presenting and play the game with the participants	<ul style="list-style-type: none"> - Powerpoint presentation - Internet connection - Laptop/computer
Synchron 20 minutes	Problems with web meetings and with the use of learning tools	Participants will learn to identify common technical problems and find effective solutions for them.	<ul style="list-style-type: none"> - Powerpoint presentation - Internet connection - Laptop/computer
Synchron 5 minutes	Note – looking ahead	Testing the knowledge of concepts	<ul style="list-style-type: none"> - Powerpoint presentation - Laptop/computer

MODULE 5 » Feedback and evaluation

Title of the module: Feedback and evaluation

Duration: 3 hours onsite or online synchronous

Short description: Finish the training in assuring

Learning objectives:

- talk about your level of satisfaction
- share your level of knowledge acquisition concerning the STRENGTH training
- share tools and platforms for the training with the target group

Learning outcomes:

- be able to resume the STRENGTH training and the 4 Modules
- can cite at least 3 positive impacts on the personal training approach

Assessment method:

- quantitative and qualitative assessment by using a questionnaire and evaluation activities
- Multiple Choice quiz on the training
 - Part 1 - Module 1,2,3
[➤ https://learningapps.org/watch?v=p9qcxxphk24](https://learningapps.org/watch?v=p9qcxxphk24)
 - Part 2 - Module 4
[➤ https://learningapps.org/watch?v=p7ngmogta24](https://learningapps.org/watch?v=p7ngmogta24)

Further material for learners:

PowerPoint Presentation
- Module 5



➤ https://strengthwomen.eu/Module_5_Feedback_and_Evaluation.pdf

Padlet for sharing information on digital devices and online learning



➤ <https://padlet.com/STRENGTHproject/challenges-and-chances-in-the-digital-sphere-training-and-le-wcun0bg726cciho4>

Synch/asynch Duration	Steps	Content	Method and Resources
Synchron 1 hour	Collecting tools for and around onsite and blended learning	All participants share their tools, platforms, websites: <ul style="list-style-type: none"> - share and distribute contents related to their training - train and assess the learners - accompany and tutor the learners - communicate and animate on and in training - create resources for the training with the target group 	<ul style="list-style-type: none"> - ppt Module 5 - Padlet, mind map, or other tool for collecting the resources - You can share this padlet: https://padlet.com/STRENGTHproject/challenges-and-chances-in-the-digital-sphere-training-and-le-wcun-0bg726ccih04
Synchron 30 minutes	Knowledge Quiz on the STRENGTH training	The participants do the quiz and evaluate their knowledge acquisition	Quizz Link <ul style="list-style-type: none"> - Part I: https://learningapps.org/watch?v=ps4mmk6k524 - Part II: https://learningapps.org/watch?v=po-xa9bm9k24
Synchron 30 minutes	Evaluation of the level of satisfaction	Use onsite or online tools for evaluation with the participants. <ul style="list-style-type: none"> - How do you feel after this training? - What can you take with you for your professional life? - What should be improved or changed in this training? 	<ul style="list-style-type: none"> - ppt Module 5 - online tools like wooclap, mentimeter, la digitale, quizlet etc.



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