DIGITALLI

DIGITAL STRATEGIES
FOR LIFELONG
LEARNING INSTITUTIONS



Training Programme for Human Capital

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INTRODUCTION

The DIGITALLI Training Programme for Human Capital aims to address the increasing gap between the demand for a digitally skilled workforce and the available supply. It seeks to support adults in becoming more resilient to rapid technological advancements and changes in the labour market. To achieve this, the project focuses on enhancing the capacity of lifelong learning and adult education institutions. It encourages these institutions to implement digital transformation strategies, modernise their practices, and promote the latest frameworks for digital competence in adults.

This Programme is designed to equip adult educators with the essential knowledge and digital competencies needed to thrive in modern, technology-enhanced learning environments. Structured around the TPACK framework and aligned with the DigCompEdu areas, the programme explores pedagogical, technological, and content knowledge, and how these intersect to inform effective digital teaching practice.

Through five interconnected units, educators can explore foundational digital pedagogy, learn to design rich learning experiences, integrate meaningful assessments, and promote inclusive, learner-centred environments. Special emphasis is placed on collaborative practice, self-reflection, and the use of AI and other emerging technologies to enhance both teaching and learning in adult education. This programme is delivered in a modular format, aligned with the EU's micro-credentials framework. It places strong emphasis on raising awareness of the role educators and trainers play in empowering adult learners to build their digital literacy.

The programme aims to promote Europass Digital Credentials Infrastructure (EDCI), European Digital Skills Certificate (EDSC), Micro-Credentials, and the DigComp Framework and is primarily based on the TPACK model and DigCompEdu framework.

The TPACK model comprises seven areas:	Content knowledge (CK), Pedagogical knowledge (PK), Technology knowledge (TK), Pedagogical content knowledge (PCK), Technological content knowledge (TCK), Technological pedagogical knowledge (TPK), Technological pedagogical content knowledge (TPACK)
The DigCompEdu framework comprises six areas:	Professional Engagement, Digital Resources, Teaching and Learning, Assessment, Empowering Learners, Facilitating Learners' Digital Competence



The target audience for this programme is lifelong learning educators and trainers who are motivated to digitalise their daily practice and actively contribute to digital transformation within their communities. By the end of this training programme, educators will have developed a robust understanding of how to integrate pedagogy, content, and technology to create impactful and inclusive digital learning experiences. They will come away with:

- Practical strategies for using digital tools to enhance professional collaboration, learner engagement, and formative assessment.
- The ability to design learner-centred, inclusive content that promotes critical thinking and real-world application.
- Increased confidence in promoting digital competence and agency among adult learners.

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TOPIC EXPLORATION

The Training Programme comprise a Handbook with five units, a set of self-directed learning materials available on the DIGITALLI eLearning Hub and accompanying Trainer's Guidelines.

Unit 1 Empowering Digital Pedagogy

Unit 2 Designing Digital Learning Experiences

Unit 3 Innovating Teaching and Learning

Unit 4 Assessing in the Digital Era

Unit 5 Inclusive and Competence-Oriented Learning

Specifically, it focuses on:

Unit 1: Empowering Digital Pedagogy – Foundations of PK, TK & Professional Engagement

Focus:

- Pedagogical Knowledge (PK)
- Technological Knowledge (TK)
- DigCompEdu Area: Professional Engagement

Objective: Build a foundational understanding of teaching strategies in the digital age and encourage professional digital collaboration.

Description: This unit introduces adult educators to the foundational pedagogical and technological concepts necessary for digital-age teaching. It emphasises professional collaboration, reflective practice, and leveraging technology for adult learning environments.

Learning Outcomes:

- Apply key pedagogical strategies suited for adult learners in digital settings.
- Use digital tools to enhance professional development and peer collaboration.
- Reflect critically on your digital teaching practice for continuous improvement.

Unit 2: Designing Digital Learning Experiences – Integrating CK, TCK & Digital Resources

Focus:

- Content Knowledge (CK)
- Technological Content Knowledge (TCK)
- DigCompEdu Area: Digital Resources

Objective: Develop skills in selecting and adapting digital tools to enrich subject-specific teaching.

Description: Adult learners bring diverse experiences and expectations. This unit guides educators in selecting and adapting digital resources that are relevant, practical, and content-specific, promoting deeper learning and engagement in adult education contexts.

Learning Outcomes:

- Evaluate and adapt digital content for adult learners' needs and contexts.
- Integrate digital tools that enhance subject-specific instruction.
- Design learner-centred materials that leverage adults' prior knowledge.

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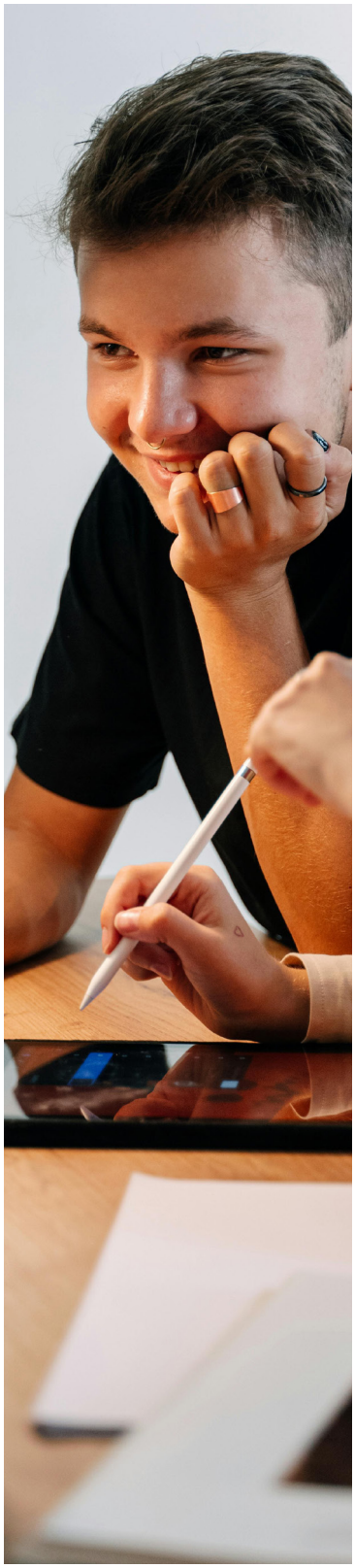
Unit 3: Innovating Teaching and Learning – Applying TPK, TPACK & Teaching and Learning



Focus:

- Technological Pedagogical Knowledge (TPK)
- Technological Pedagogical Content Knowledge (TPACK)
- DigCompEdu Area: Teaching and Learning

Objective: Enhance the integration of technology into pedagogy to design effective and interactive digital learning environments.

Description: Explore how to create dynamic, relevant learning environments using the full TPACK framework. This unit empowers adult educators to design flexible, interactive experiences that honour learners' autonomy and promote real-world application.

Learning Outcomes:

- Design digital learning activities that integrate technology, pedagogy, and content effectively.
- Facilitate collaborative and problem-based learning experiences using digital tools.
- Support adult learners in applying knowledge in practical, professional contexts.

Learning material: include tutorials for AI tools that have been described in the WP2 Toolkit

Unit 4: Assessing in the Digital Era – Exploring PCK, TK & Digital Assessment

Focus:

- Pedagogical Content Knowledge (PCK)
- Technological Knowledge (TK)
- DigCompEdu Area: Assessment

Objective: Use digital tools for formative and summative assessments aligned with pedagogical and content knowledge.

Description: This unit equips adult educators with tools and strategies for meaningful digital assessment. Emphasis is placed on formative assessment, feedback, and recognising prior learning.

Learning Outcomes:

- Develop assessment strategies that recognise and build on adult learners' experiences.
- Use digital platforms for formative and summative assessment in flexible formats.
- Provide timely, constructive feedback that supports learner autonomy and growth.

Learning Material: Include a tutorial for assessment rubric/ reporting template creation

Unit 5: Inclusive and Competence-Oriented Learning – Facilitating and Empowering Learners

Focus:

- Full TPACK integration
- DigCompEdu Areas: Empowering Learners & Facilitating Learners' Digital Competence

Objective: Promote learner agency, equity, and digital competence through inclusive, student-centred digital pedagogy

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Description: Adult educators play a vital role in promoting digital literacy and lifelong learning. This unit focuses on inclusivity, digital empowerment, and helping adult learners build confidence and take charge in diverse educational and professional settings.

Learning Outcomes:

- Promote digital competence and critical digital literacy among adult learners.
- Encourage inclusive learning environments that respect diversity and learner choice.
- Empower adults to use digital tools for personal, academic, and professional development.

Learning material: Include an activity on designing and implementing digital transformation action plans

TRAINING PROGRAMME LEARNING OUTCOMES

Module Title	Knowledge	Skills	Attitudes
Unit 1: Empowering Digital Pedagogy	• Basic knowledge of adult learning principles and digital pedagogy • Factual knowledge of key digital tools for professional collaboration • Theoretical knowledge of professional development models and digital identity in education	• Apply adult learning strategies effectively in digital and blended learning contexts • Use digital platforms to engage in professional learning networks and collaboration • Reflect critically on teaching practices and implement improvements	• Willingness to engage in continuous professional development • Openness to integrating new digital tools and peer feedback into practice • Awareness of the value of reflective teaching and shared learning among educators
Unit 2: Designing Digital Learning Experiences	• Practical knowledge of selecting and adapting digital learning resources • Factual knowledge of tools that support digital content creation and adaptation • Theoretical knowledge of learner-centred design and instructional planning	• Evaluate digital resources for quality, accessibility, and relevance to adult learners • Create inclusive, content-aligned materials using appropriate technologies • Use AI and other digital tools to support but not create lesson planning and resource development	• Willingness to adapt content for diverse learner needs • Appreciation of adult learners' prior experiences and knowledge • Openness to experimenting with digital content development tools

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Unit 3: Innovating Teaching and Learning	• Basic knowledge of emerging tools and methods for digital pedagogy • Practical knowledge of technology-enhanced collaborative and problem-based learning • Theoretical knowledge of the TPACK framework and its practical application	• Design learning experiences that effectively integrate content, pedagogy, and technology • Facilitate interactive and autonomous learning environments • Apply real-world tasks and challenges to reinforce adult learners' skill development	• Willingness to innovate and take creative risks in digital teaching • Appreciation of the evolving role of educators in the digital age • Openness to learner-led and exploratory approaches in pedagogical settings
Unit 4: Assessing in the Digital Era	• Factual knowledge of assessment types and purposes in digital education • Practical knowledge of tools for formative and summative digital assessment • Theoretical knowledge of assessment design aligned with pedagogical goals	• Develop flexible assessment strategies that acknowledge adults' prior learning • Use digital tools (quizzes, rubrics, etc.) to assess learning outcomes • Provide constructive, timely feedback to support learning progression	• Willingness to adapt assessment methods to suit digital contexts • Openness to using feedback as a tool for learner empowerment • Awareness of learner-centred and transparent assessment strategies

Unit 5: Inclusive and Competence-Oriented Learning	• Basic knowledge of digital inclusion and equity strategies • Practical knowledge of digital competence frameworks (DigCompEdu, etc.) and learner empowerment techniques (goal setting, autonomous learning, project-based learning, etc.) • Theoretical knowledge of inclusive pedagogy and lifelong learning principles	• Facilitate inclusive digital learning that respects learner diversity • Empower learners to build and apply digital skills in real-world settings • Guide learners in developing personal digital transformation plans	• Willingness to foster inclusion and digital equity in educational settings • Awareness of systemic barriers faced by adult learners in digital spaces • Appreciation of learner autonomy and lifelong learning as core educational values



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TRAINER GUIDELINES

PURPOSE

These Trainer's Guidelines support trainers, facilitators, and adult educators in the effective delivery of the DIGITALLI Human Capital Training Programme. They provide clear and practical guidance on how to implement the lesson plans, facilitate learning activities, and adapt the training to different adult education contexts, while remaining aligned with the project's objectives, pedagogical frameworks, and quality standards. The guidelines complement the lesson plans and self-directed learning materials and should be used as a reference throughout the delivery of all five units. They are intended to ensure consistency across partner organisations while allowing flexibility in delivery according to local needs.



PEDAGOGICAL APPROACH AND TRAINER ROLE

The DIGITALLI Training Programme is grounded in adult learning principles, the TPACK model, and the DigCompEdu framework. Trainers are expected to adopt a facilitative rather than instructional role, creating learning environments that are participatory, reflective, and practice-oriented.

Key principles for trainers include:

- Learner-centred facilitation: Acknowledge and build on participants' prior professional experience and existing digital practices.
- Practice-first orientation: Focus on real-world application rather than theoretical mastery of tools.
- Reflection and peer learning: Encourage dialogue, exchange of experiences, and shared problem-solving.
- Critical use of technology and AI: Emphasise pedagogical intent and ethical use over technical novelty.

Trainers should model the reflective, digitally competent practices that the programme seeks to promote.

STRUCTURE AND DELIVERY OF THE PROGRAMME

The programme consists of five interconnected units, each delivered through a combination of:

- Face-to-face or synchronous online sessions
- Structured learning activities
- Guided reflection
- Self-directed learning (SDL) materials hosted on the DIGITALLI eLearning Hub

Each unit builds progressively towards full TPACK integration and increased learner autonomy. Trainers should encourage participants to see the programme as a development journey, not as isolated workshops. While suggested durations are provided, trainers may adapt timing slightly to suit local needs, provided that learning outcomes are achieved.

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USING THE LESSON PLANS

Learning activities form the core of the training programme and are designed to promote active engagement, reflection, and peer learning. Trainers should clearly explain the purpose of each activity and how it relates to participants' professional practice and the wider DIGITALLI framework.

During activities, trainers should allow sufficient time for discussion and reflection, encourage contributions from all participants, and use guiding questions to maintain a focus on pedagogical intent rather than technical features alone. Diversity of experience and approach should be recognised as a strength, and trainers should reinforce that effective digital pedagogy can take multiple forms depending on context. Digital tools and AI-supported applications are introduced within the programme as supportive resources for planning, adaptation, and reflection. Trainers should demonstrate tools using simple, relevant examples and highlight the importance of educator oversight, critical evaluation, and responsible use.

AI tools should be framed as assistive supports rather than automated solutions. Trainers should encourage participants to reflect on ethical considerations, accessibility, and data protection, and to retain pedagogical control when integrating AI into teaching and learning processes. Links should be made to the DIGITALLI Toolkit, which provides additional reference materials and examples.

ADAPTATIONS FOR INCLUSIVITY, ACCESSIBILITY

Inclusive facilitation underpins the entire programme. Trainers should ensure that learning environments are welcoming, respectful, and accessible to all participants, regardless of digital confidence or prior experience. This includes using clear and accessible language, offering alternative formats for materials where appropriate, and being attentive to different learning needs. While inclusivity is addressed explicitly in Unit 5, trainers should embed inclusive practices throughout the delivery of all units.



The DIGITALLI Training Programme can be delivered face-to-face, online, in blended formats, or as guided self-directed learning. Trainers should adapt activities and interaction methods to suit the delivery mode while maintaining opportunities for collaboration, reflection, and feedback. Clear instructions, structured timelines, and regular opportunities for exchange are particularly important in online and self-directed formats. Trainers should refer to the adaptation notes provided in each lesson plan to support effective delivery.

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Unit 1

UNIT 1

LESSON PLAN:



Lesson's plan title	**Empowering Digital Pedagogy – Foundations of PK, TK & Professional Engagement**
Aim	The aim of this lesson is to introduce adult educators to the foundations of digital pedagogy by strengthening their pedagogical knowledge (PK) and technological knowledge (TK) and by promoting professional digital engagement. The lesson supports educators in reflecting on their own teaching practice, collaborating with peers, and using digital technologies for continuous professional development in adult education contexts.
Learning Outcomes	Upon completion of this lesson, participants should be able to: 1. Apply key pedagogical principles suited to adult learners in digital and blended learning environments. 2. Distinguish between pedagogical knowledge (PK) and technological knowledge (TK) and explain their role in digital teaching. 3. Use digital tools to support professional collaboration and continuous professional development. 4. Reflect critically on their own digital teaching practice and identify areas for improvement.
Duration	120 minutes
Topics	• Adult learning principles in digital contexts • Digital pedagogy in adult education • Pedagogical Knowledge (PK) • Technological Knowledge (TK) • Professional digital engagement and reflective practice

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Preparation	Before the lesson, the trainer, educator should: • Review the DigCompEdu framework with a focus on Area 1 (Professional Engagement). • Prepare a short presentation introducing PK, TK, and digital pedagogy in adult education. • Prepare printed or digital reflection worksheets for participants. • Ensure access to basic digital tools (e.g. shared document, online board, or learning platform) for group work. • Participants should: • Bring a digital device (laptop, tablet, or smartphone) if possible. • Be ready to reflect on their own teaching experience.

Lesson Plan	
Topics and Subtopics	This lesson introduces the foundations of digital pedagogy in adult education. Participants explore how adults learn in digital contexts and why pedagogical knowledge remains central when using technology for teaching. The lesson clarifies the distinction between pedagogical knowledge (how adults learn and how teaching is structured) and technological knowledge (understanding and using digital tools). Special emphasis is placed on professional engagement, including collaboration with colleagues, reflective practice, and continuous professional development using digital technologies.
Training Methods	• Short presentation and guided input • Facilitated discussion • Case-based reflection • Group work and peer exchange • Learning by doing • Individual self-reflection
Required Resources	• Presentation slides (Unit 1 – Introduction) • Reflection worksheets / activity sheets (printed or digital) • Access to a collaborative digital tool (e.g. shared document, Padlet, online board) • Flipchart or whiteboard • DIGITALLI Toolkit – selected sections related to Human Capital, DigCompEdu and self-reflection tools (used as a reference resource)
Learning Activity	This core activity is designed to actively engage adult educators in reflecting on their current digital teaching practice and professional engagement. Through structured reflection, peer exchange, and visual mapping, participants analyse how they currently use digital tools, how these relate to pedagogical goals, and where professional collaboration and reflection can be strengthened. The activity explicitly links pedagogical knowledge (PK), technological knowledge (TK), and professional engagement as described in DigCompEdu Area 1. The activity is supported by selected elements from the DIGITALLI Toolkit (WP2), which serves as a reflective reference point rather than a technical manual. Participants are invited to use the Toolkit to recognise existing practices, identify gaps in their professional digital competence, and connect their reflection to a wider project resource.

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- **Step 1 - Individual Mapping (15 minutes):**

Participants receive an activity sheet titled My Digital Pedagogy Map. Individually, they reflect on their own practice and complete three columns:

- Digital tools and platforms they currently use in teaching or professional work (TK)
- Pedagogical purposes these tools support (e.g. motivation, explanation, collaboration, reflection) (PK)
- Professional engagement practices supported by these tools (communication with colleagues, reflection, CPD)

Example answers (for guidance):

- Tool: Shared documents - Pedagogical purpose: collaborative knowledge building - Professional engagement: co-planning with colleagues
- Tool: Messaging platform - Pedagogical purpose: learner support - Professional engagement: coordination with teaching team

- **Step 2 - Small Group Exchange (25 minutes):**

Participants work in small groups (3–4 people) to compare their maps and discuss:

- Which tools are mainly tool-driven rather than pedagogy-driven?
- Where pedagogical intentions are strong but technology use is limited?
- How digital tools currently support (or fail to support) collaboration and reflection.

Groups identify one strong practice and one area for development.

Guiding questions:

- Are we choosing tools first, or learning goals first?
- Where could digital tools better support collaboration or reflection?

- **Step 3 - Continuum Activity and Plenary Reflection (25 minutes):**

The facilitator presents a continuum (physically on the wall or digitally):

"Technology-focused use" - "Pedagogy- and collaboration-focused use"

Groups place their identified practices along the continuum and briefly explain their choice. The facilitator links reflections back to PK, TK, DigCompEdu Area 1, and elements of the DIGITALLI Toolkit.

- **Step 4 - Consolidation and Transfer to Practice (20 minutes):**

Participants individually complete Activity Sheet 2: From Tools to Pedagogy – Reflection. They identify one concrete change they will test in their teaching or professional collaboration and one area where further professional development is needed. Selected reflections are shared in plenary to support peer learning and accountability.

- **Step 5 - Closing Discussion and Link to SDL (10 minutes):**

The facilitator summarises key insights from the activity, highlights links to the upcoming self-directed learning (SDL) materials, and answers final questions. Participants are encouraged to continue reflection using the DIGITALLI Toolkit and the SDL resources.

Adaptation for Online or Self-Directed Learning

- **Individual reflection:** completed via an online form or reflective journal.
- **Group discussion:** conducted in breakout rooms or online forums.
- **Plenary exchange:** replaced by a shared discussion board or recorded reflections.

Activity Sheets	*Activity Sheet 1: My Digital Pedagogy Map* *Activity Sheet 2: From Tools to Pedagogy – Reflection*

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Additional Reading

- Redecker, C. (2017). European framework for the digital competence of educators: DigCompEdu. Publications Office of the European Union. https://doi.org/10.2760/159770
- Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. Teachers College Record, 108(6), 1017–1054.
- Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). The adult learner (8th ed.). Routledge.
- DIGITALLI Consortium. (2024). DIGITALLI toolkit: Human capital perspective and self-reflection tools. Erasmus+ KA220-ADU Project.



ACTIVITY SHEET 1

Unit 1	**Empowering Digital Pedagogy – Foundations of PK, TK & Professional Engagement**
Title of Activity	My Digital Pedagogy Map
Time	15-20 minutes
Duration	120 minutes
Benefits of using this Activity?	To support adult educators in reflecting on how their use of digital tools connects to pedagogical goals and professional engagement.
Activity Resource	Reflection worksheet (DIGITALLI WP4 Activity Sheet 1) <u>Instructions for Participants:</u> Complete the table below based on your current teaching and professional practice.

Digital Tool / Platform	Pedagogical Purpose (Why?)	Professional Engagement (Collaboration, Reflection, CPD)

Reflection prompts:

- Which tools do I mainly use for efficiency rather than learning?
- Where could I strengthen collaboration or reflection?
- Which area would I prioritise for professional development?

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ACTIVITY SHEET 2

Unit 1	**Empowering Digital Pedagogy – Foundations of PK, TK & Professional Engagement**
Title of Activity	My Digital Pedagogy Map
Time	15-20 minutes
Duration	120 minutes
Benefits of using this Activity?	To consolidate learning by linking PK, TK, and professional engagement to future practice.
Activity Resource	Guided reflection worksheet (DIGITALLI WP4 Activity Sheet 2) Reflection questions: 1. One digital practice I feel confident about is: _____ _____ _____ 2. One area where pedagogy should guide my technology use more clearly is: _____ _____ _____ 3. One concrete change I will test in my teaching or professional collaboration in the next month is: _____ _____ _____

Unit 2

UNIT 2

LESSON PLAN:



Lesson's plan title	**Designing Digital Learning Experiences – Integrating CK, TCK & Digital Resources**
Aim	The aim of this unit is to support adult educators and trainers in designing meaningful digital learning experiences that are grounded in clear content goals and adult learners' needs. Participants will develop practical skills to select, adapt, and use digital and AI-supported resources to enhance subject-specific teaching while maintaining pedagogical control.
Learning Outcomes	Upon completion of this lesson, participants should be able to: 1. Evaluate digital learning resources for quality, accessibility, and relevance to adult learners. 2. Adapt and design content-aligned digital learning materials using appropriate technologies. 3. Use digital and AI-supported tools to support lesson planning and content adaptation responsibly. 4. Design learner-centred digital learning activities that build on adults' prior knowledge and experience.
Duration	120 minutes
Topics	• Content Knowledge (CK) in digital learning • Technological Content Knowledge (TCK) • Digital resource selection and adaptation • AI-supported lesson design • Learner-centred digital design

Preparation	Before starting, familiarise yourself with the Unit 2 SDL materials and activities. • Set up the session (if online – GoogleMeet/MS Teams/ Zoom), send invitations, and familiarise yourself with the Unit 2 activities and timing. • Prepare a shared interactive board like Miro/Padlet with examples of digital resources aligned to content learning (animated videos, OERs, Canva or Genially examples). • Add clear guiding prompts on the board focusing on content goals (CK), tool–content fit (TCK), accessibility, and learner relevance. • Prepare a short AI-supported lesson planning demo (e.g. outlines, examples, text simplification) and highlight educator review and adaptation. • Provide participants with an activity sheet including resource evaluation criteria, redesign steps, and links to example materials.

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Lesson Plan	
Topics and Subtopics	This lesson supports adult educators in designing digital learning experiences that begin with clear content goals and adult learners' needs. Participants reflect on their current practice and explore how digital tools and AI can support subject understanding rather than replace pedagogy. The session introduces Content Knowledge (CK) and Technological Content Knowledge (TCK) through examples of digital resources such as videos, collaborative documents, simulations, and OERs. Through hands-on activities, participants adapt existing materials for accessibility, inclusiveness, and real-life relevance. AI tools are explored as support for planning and content adaptation, while maintaining educator control. Collaboration and reflection emphasise learner-centred, practical digital design.
Training Methods	• Presentation • Guided discussion • Resource analysis and evaluation in terms of quality, accessibility, relevance • Hands-on adaptation of existing materials • AI-supported lesson planning demonstration and practice • Learning by doing • Small-group collaboration and peer feedback • Sharing practice examples and "teach-back"
Required Resources	**Classroom-based:** • Laptop, stable internet and projector for trainer • Whiteboard, flipchart and markers • Printed handouts like resource evaluation checklist, redesign worksheet • Sticky notes and pens for quick mapping and peer feedback • Participant laptops/tablets • Pre-prepared interactive board like Miro, Padlet or similar with example resources like video, OER, etc • Optional quick feedback tool like Mentimeter or similar **Online:** • Virtual Teaming platform with breakout rooms like Zoom/ Teams • Trainer laptop and stable internet • Shared Padlet/Miro board • Folder with links to tutorials, OER repositories, accessibility guidance, and AI prompt examples • Mentimeter or similar tool • Pre-created breakout groups • Backup communication channel via email or chat

Learning Activity

- **Step 1 – Introduction and Guided Reflection (15 minutes)**

Purpose: To activate prior experience and anchor the session in content goals and adult learning contexts.

Instructions: The facilitator introduces the focus of Unit 2: designing digital learning experiences that start from what adults need to learn, not from tools.

Participants are asked to reflect individually and then briefly share:

- What subject or topic do you teach?
- What digital resources do you currently use for this content?
- What works well and what feels challenging?

Responses are collected on a shared Padlet or Miro board.

Group activity: Participants discuss similarities and differences in their current practices in small groups.

If Virtual: Use breakout rooms and a shared board for reflections.

For Self-directed learning: Participants complete a short reflection worksheet and post responses asynchronously on the platform.

- **Step 2 – Activity 1: Analysing Existing Digital Resources (30 minutes)**

Purpose: To evaluate current practice using CK, TCK, and digital resource criteria.

Instructions: Participants select one existing lesson or learning resource they currently use. Using a structured worksheet, they analyse it through:

- Content Knowledge (CK): What key knowledge or skills should learners understand or apply?
- Technological Content Knowledge (TCK): Does the chosen digital tool support understanding of this content?
- Digital Resources criteria: Is the resource accessible, inclusive, adaptable, and relevant to adult learners' real-life contexts?

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Participants identify at least one area for improvement.

Group activity: Participants work in pairs or small groups to compare analyses and discuss improvement ideas.

If Virtual: Analysis is completed in breakout rooms using a shared document.

For Self-directed learning: Participants complete the worksheet individually and submit it online for review.

- **Step 3 – Activity 2: Adapting or Redesigning a Digital Learning Resource (45 minutes)**

Purpose: To apply learning by redesigning a digital resource that better supports content learning.

Instructions: Participants choose one improvement focus, such as:

- Clarifying content explanations
- Increasing accessibility or inclusiveness
- Supporting self-directed learning
- Adding meaningful interaction or collaboration

They then redesign a small digital learning element by:

- Adapting an existing OER
- Creating a structured self-directed learning sequence
- Designing a collaborative task using a shared document or board
- Using an AI tool to support planning, example generation, or simplification

Participants create a simple prototype, not a finished product.
Group activity: Participants collaborate in small groups, offering suggestions and support during redesign.

If Virtual: Groups work in breakout rooms using shared digital tools.
For Self-directed learning: Participants create a prototype independently and upload it to the platform with a short explanation.

- **Step 4 – Sharing, Peer Feedback, and Reflection (30 minutes)**

Purpose: To consolidate learning through feedback and reflection.

Instructions: Participants present their redesigned resource in a short "show and tell" format, explaining:
- the original challenge
- the redesign choice
- how the digital resource supports content learning

Peers provide feedback using guiding questions:
- Does the resource clearly support the content goal?
- Is it accessible and suitable for adult learners?
- Does technology add value rather than complexity?

Participants then complete a brief reflection:
- What worked well?
- What would I adjust before using this with learners?
- What is one practice I will try next?

If Virtual: Presentations take place in breakout rooms or via uploaded examples with peer comments.

For Self-directed learning: Reflection is completed via an online form or discussion forum.

Activity Sheets	Re-Designing Content into Digital Learning Experiences
Additional Reading	• Kim, Jinhee & Yu, Seongryeong & Detrick, Rita & Lin, Xi & Li, Na. (2025). Designing AI-powered learning: adult learners' expectations for curriculum and human-AI interaction. Educational Technology Research and Development. 10.1007/s11423-025-10549-z. • Holmes, Wayne & Bialik, Maya & Fadel, Charles. (2019). Artificial Intelligence in Education. Promise and Implications for Teaching and Learning. • Widihastutik, Amelia & Saraswati, Girindra & Wahyuni, Sri. (2025). Pre-Service Teachers' Experiences and Challenges in Creating Digital Learning Media Concerning TPACK Framework. Language Circle: Journal of Language and Literature. 19. 69-80. 10.15294/lc.v19i2s.26384.

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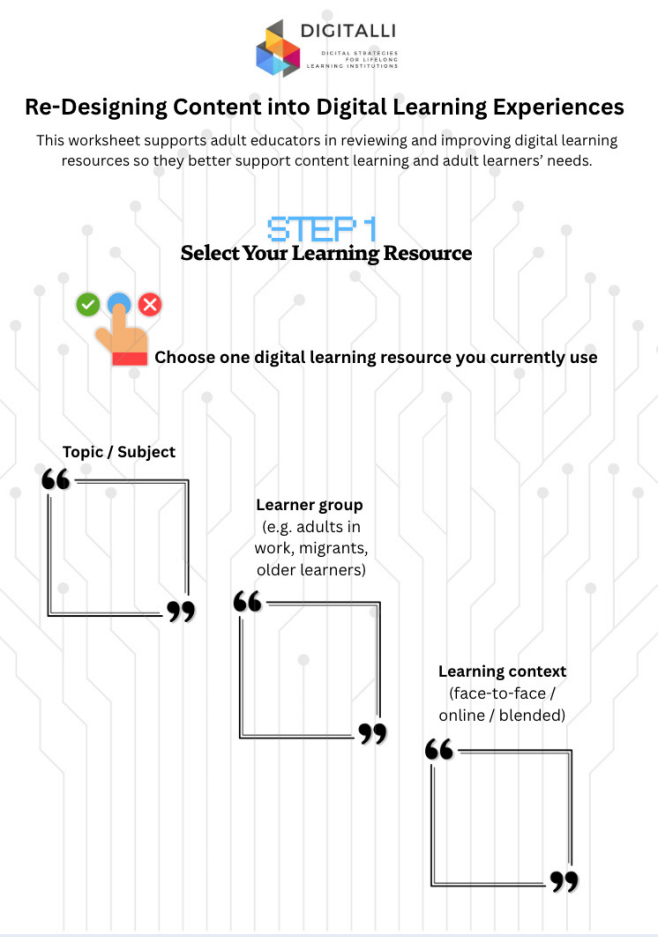
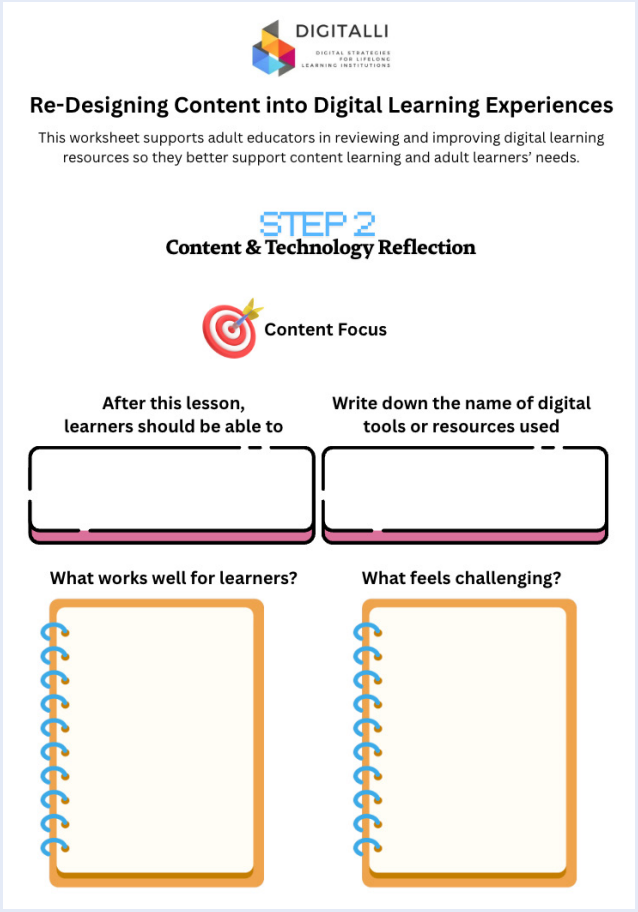
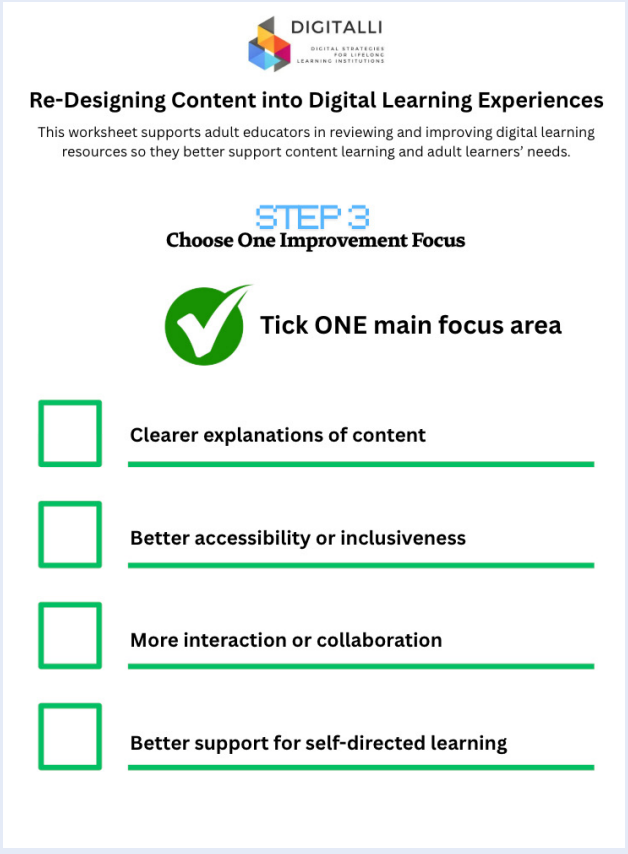
ACTIVITY SHEET 3

Unit 2	**Designing Digital Learning Experiences – Integrating CK, TCK & Digital Resources**
Title of Activity	Re-Designing Content into Digital Learning Experiences
Time	(45 minutes)
Benefits of using this Activity?	It helps tutors guide purposeful digital design while enabling learners to create practical, accessible, and content-focused learning experiences.
Activity Resource	





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Re-Designing Content into Digital Learning Experiences

This worksheet supports adult educators in reviewing and improving digital learning resources so they better support content learning and adult learners' needs.

STEP 4

Redesign Your Resource



Choose ONE approach

- ☐ Adapt an existing digital or open resource
- ☐ Create a short structured learning sequence
- ☐ Design a collaborative activity
- ☐ Use an AI tool to support planning or examples *

Note: AI-generated content must always be reviewed and adapted by you.

DIGITALLI

Re-Designing Content into Digital Learning Experiences

This worksheet supports adult educators in reviewing and improving digital learning resources so they better support content learning and adult learners' needs.

STEP 4

Redesign Your Resource



Digital tool or approach used:

_____

_____

_____

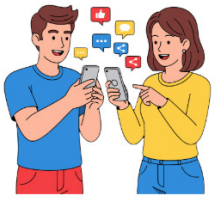


How does this improve content understanding?

_____

_____

_____



How will adult learners interact with this resource?

_____

_____

_____

DIGITALLI

Re-Designing Content into Digital Learning Experiences

This worksheet supports adult educators in reviewing and improving digital learning resources so they better support content learning and adult learners' needs.

STEP 5
Reflection & Take-Away





What worked well in your redesign?

_____

_____

_____



What would you improve before using it with learners?

_____

_____

_____



One digital or AI-supported practice I will try next:

_____

_____

_____

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Unit 3

UNIT 3

LESSON PLAN:



Lesson's plan title	**Innovating Teaching and Learning - Applying TPK, TPACK & Teaching and Learning**
Aim	The aim of this activity is to create and refine a digital learning experience that highlights technology, innovative tools, and puts students in charge of their learning.
Learning Outcomes	Upon completion of this lesson, participants should be able to: 1. Use digital tools to encourage collaborative and problem-based learning. 2. Integrate content, pedagogy, and technology in their teaching practice. 3. Encourage interactive, learner-driven design processes. 4. Embrace creativity and reflect on the educator's role in digital learning.
Duration	120 minutes
Topics	In this hands-on lesson plan, the participants will get an opportunity to learn more about: • Emerging educational technologies • TPACK integration • Collaborative learning design • Real-world problem-based tasks • Prototype creation & reflection

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Preparation	• If the lesson is carried out online, set up the group (Zoom, MS Teams, etc) and send out invitations to the session. • Familiarise yourself with each step of the activity. • Prepare a board (Padlet/Miro) with some emerging tools (H5P examples, Genially branching, Gemini/ChatGPT/ Copilot for feedback, adaptive platforms, AR/VR examples, collaborative platforms, Loom for microlearning) • Add the guiding questions, prompts, and reflection questions on the interactive board, so that they are visible for participants during each of the steps in the activity. • Provide participants with a printed-out or digital version of the activity sheet that includes the list of tutorials and examples (for Step 3).

Lesson Plan	
Topics and Subtopics	This lesson plan is all about helping educators explore new ways to bring technology into their teaching in meaningful and practical ways. Participants start by sharing their experiences with digital tools and then get to discover and experiment with tools they may not have used before, like H5P, Genially branching, AI feedback systems, or collaborative platforms. The focus is on blending content, pedagogy, and technology in a thoughtful way so that the tech really enhances learning rather than just being added for the sake of it. In small groups, participants design digital learning experiences based on real-world challenges, create simple prototypes, and share their ideas with the rest of the group. Throughout the session, they reflect on what worked, what was surprising, and how they can bring creativity, collaboration, and problem-solving into their own teaching practice.
Training Methods	• Presentation, • experimentation, • brainstorming, • learning by doing, • sharing experiences, • small groups, • teaching others.
Required Resources	**Classroom-based:** • Laptop and projector • Whiteboard/flipchart and markers • Printed handouts (list of tutorials and examples) • Sticky notes and pens • Participant laptops/tablets • Padlet/Miro board prepared in advance • Mentimeter (or similar) for feedback **Online:** • Video platform with breakout rooms (Zoom/Teams) • Trainer laptop and stable internet • Shared Padlet/Miro board • Folder with links to tutorials/examples • Mentimeter or similar tool • Pre-created breakout groups • Backup communication channel (email/chat)



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Learning Activity

Step 1 (5 minutes): The facilitator introduces the activity and asks participants to share their experience with integrating tools into their teaching practice. This will open up the topic and provide the facilitator with ideas of the dynamics of the group and lower the risks that the groups will use tools they are already familiar with.

Step 2 (20 minutes): The facilitator divides participants into small groups of 3-5 people (activity can be carried out in-person or online with breakout rooms). The facilitator provides a board (Padlet/Miro) with some emerging tools (H5P examples, Genially branching, Gemini/ChatGPT/Copilot) for feedback, adaptive platforms, AR/VR examples, collaborative platforms, Loom for microlearning and so on). Each group chooses three tools they have never used or rarely use. They discuss:

- What kind of learning could each tool support?
- How might it encourage collaboration, autonomy, and/or real-world application?
- What creative risks might be involved?

- Each group shares one new idea inspired by the tools - no repetition allowed. This prepares them for the design challenge without repeating the individual activities.

Step 3 (60 minutes): Group activity, where each group will design a digital learning experience for adult learners based on a real-world challenge relevant to their teaching context. Examples (groups can choose one of the below or define their own):

- Handling a difficult customer with a branching scenario
- Conducting a workplace safety audit using digital evidence
- Analysing a case study using collaborative tools
- Creating a multimedia reflection using learner-led platforms
- Solving a community/industry problem through collaborative inquiry



The facilitator guides the participants to:
1) Define the real-world problem, note down the following:
- A real-world problem/task your learners face.
- Why does it matter?
- What should the positive results look like?
- What skills would learners practice?

2) Create a draft for your intended TPACK-Integrated Learning

To achieve this, the groups could create a shared Miro/Google Doc or note on a flipchart outlining:
- Content (CK): What knowledge is essential?
- Pedagogy (PK): What strategies will guide learning? Problem-based? Collaborative inquiry? Scenario-based?
- Technology (TK): Which tools will enable deeper learning? (Not just deliver content.)

All the while keeping in mind that focus is on intentional integration - not adding tech for the sake of it.

- The facilitator guides the participants to keep in mind everything they have noted down and apply it by creating a functional prototype using one of the options below (use the handout sheet with the list of tutorials and examples):
  - A short branching path in Genially (tutorial, example)
  - A collaborative activity board (Padlet/Miro) (tutorial, examples)
  - A digital case task in Google Docs/Loop (tutorial & example)
  - An H5P quiz or interactive video snippet (tutorial, examples)
  - A 1-minute microlearning video (tutorial, examples)
  - An AI-generated feedback system or learning path (tutorial & example)
- Once the participants have finished their prototype, they are guided to create a presentation and choose one person to present it to the rest of the group.

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Step 4 (20 minutes): Groups take turns and present their prototype and explain how it integrates technology meaningfully and what the specific benefits are for the learners. The rest of the participants will give feedback; if possible, this could be facilitated through Mentimeter or another collaborative tool. The following three aspects should be considered when providing feedback:

1. What is the main strength? (alignment, creativity, autonomy, real-world link)
2. Where could TPACK integration be improved?
3. What innovative or exploratory idea could make the experience even more beneficial?

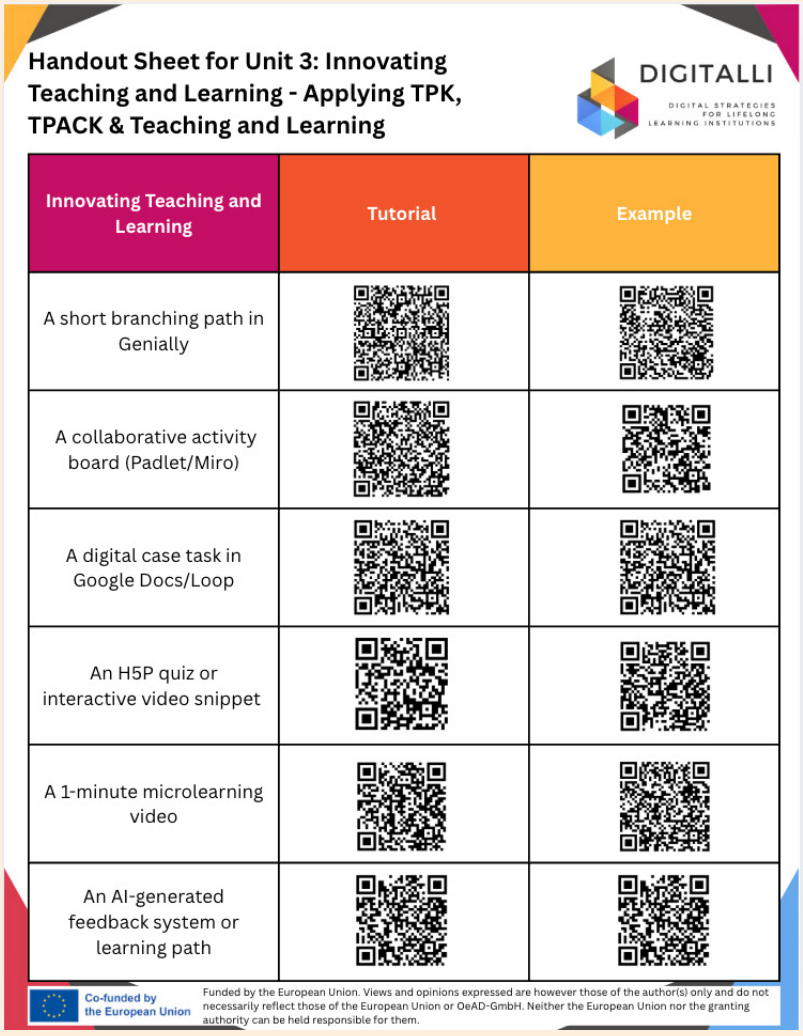
Step 5 (15 minutes): Facilitator guides the participants to re-group in their original groups and reflect on the session by using the following questions:

- How did your group bring together content, pedagogy, and technology?
- Where did creativity or risk-taking emerge?
- What was the most surprising part of co-designing a learner-led or exploratory activity?
- How did the use of emerging tools shift your thinking about your role as an educator?
- What support or scaffolding would adult learners need to succeed in this type of digital learning experience?
- How could you apply a similar collaborative design or problem-solving process in your own teaching?

The facilitator asks the participants to share their thoughts and feedback on the session and closes it by encouraging everyone to take a leap and start or continue to integrate emerging technology into their teaching practice.

Activity Sheets	List of tutorials and examples (for Step 3)
Additional Reading	• BridgeUniverse. (2025, June 4). Pedagogy First: Frameworks for Integrating Technology and AI With Purpose in ELT. Bridge. https://bridge.edu/tefl/blog/frameworks-integrating-technology-ai-elt/ • Modern Campus. (2025, August 28). Supporting non-traditional learners through technology. Modern Campus. https://moderncampus.com/blog/technology-in-adult-education.html • United Ceres College. (2024, December 12). 5 groundbreaking trends shaping adult education in 2025: A guide for educators. United Ceres College. https://unitedceres.edu.sg/5-groundbreaking-trends-shaping-adult-education-in-2025-a-guide-for-educators/

ACTIVITY SHEET 4

Unit 3	**Innovating Teaching and Learning - Applying TPK, TPACK & Teaching and Learning**
Title of Activity	List of tutorials and examples (for Step 3)
Time a	(60 minutes)
Benefits of using this Activity?	Gives the participants easier access to the relevant tutorials and examples to help learners create their prototype.
Activity Resource	

Handout Sheet for Unit 3: Innovating Teaching and Learning - Applying TPK, TPACK & Teaching and Learning

DIGITALLI
DIGITAL STRATEGIES FOR LIFELONG LEARNING INSTITUTIONS

Innovating Teaching and Learning	Tutorial	Example
A short branching path in Genially		
A collaborative activity board (Padlet/Miro)		
A digital case task in Google Docs/Loop		
An H5P quiz or interactive video snippet		
A 1-minute microlearning video		
An AI-generated feedback system or learning path		

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Unit 4

UNIT 4

LESSON PLAN:



Lesson's plan title	**Assessing in the Digital Era**
Aim	The aim of this lesson is to equip adult educators with the knowledge and tools to design authentic, inclusive, and effective digital assessments that adopt AI responsibly and help learners progress in their learning through meaningful feedback.
Learning Outcomes	Upon completion of this lesson, participants should be able to: 1. Design authentic digital assessment tasks that require learners to apply higher-order thinking skills in real-world contexts (such as e-portfolios or self-audits), ensuring they are resilient to AI plagiarism and relevant to adult learners' lives 2. Apply constructive feedback strategies, ensuring comments are tangible, goal-oriented, and timely 3. Critically evaluate the validity and ethical implications of automated assessment tools by adhering to the "Human-in-the-Loop" principle
Duration	120 minutes
Topics	1. Authentic digital assessment and validity 2. Meaningful feedback 3. The "Human-in-the-Loop" principle
Preparation	If the lesson is carried out online, set up the group (Zoom, MS Teams, etc) and send out invitations to the session. Flipchart paper and markers for group work or digital board like Miro for online collaboration Add the guiding questions, prompts, and reflection questions on the interactive board, so that they are visible for participants during each of the steps in the activity.

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Lesson Plan	
Topics and Subtopics	This lesson focuses on adopting assessment practices that maintain validity and integrity in the era of AI. Participants will explore how to design authentic digital assessments that resemble real-world contexts. The session also examines strategies for providing meaningful feedback. Finally, it emphasizes the 'Human-in-the-Loop' principle, guiding educators on how to oversee automation, maintaining the final word, and support the human element.
Training Methods	Presentation, self-reflection
Required Resources	**Classroom-based:** • Laptop and projector • Whiteboard/flipchart and markers • Sticky notes and pens OR Padlet/Miro board prepared in advance • Participant laptops/tablets • Shared activity sheets (Google Docs) **Online:** • Video platform with breakout rooms (Zoom/Teams) • Trainer laptop and stable internet • Shared Padlet/Miro board • Pre-created breakout groups • Backup communication channel (email/chat) • Shared activity sheets (Google Docs)
Learning Activity	**1. Do you measure the tool or the human skill? (25 minutes)** The facilitator draws a long line on the whiteboard (or uses a Jamboard/Miro frame online). Label the left end "Measures the tool (AI can do it)" and the right end "Measures the human (requires application of skills)." The facilitator hands out sticky notes or cards, each with a common assessment method written on it (e.g., "Online spelling quiz," "300-word summary of a text," "Reciting a definition," "Video roleplay," "In-class debate," "Portfolio of drafts"). The learners work in pairs to discuss where their card belongs on the spectrum. The pairs come up and stick their card on the line. The facilitator selects one of the methods on the far left and asks, "If your learners use a spellchecker, what are you assessing? Their spelling, or their ability to use software?".

Example answers:

- Online spelling quiz: If learners use a spellchecker or Grammarly, you are grading the software's database, not their literacy.
- Reciting a definition: This measures rote memorisation (lower-order thinking). An AI can instantly generate the text for the learner to read off the screen. It assesses "recall" rather than "application".
- 300-word summary of a text: Generative AI (LLMs) excels at summarising content. Unless this is done in a proctored environment or requires reflection, it is generic and easily automated
- Portfolio of drafts: This measures the process of learning and evolution of work, which is harder for a tool to replicate.
- Video roleplay: This requires tone, body language, emotion, and real-time reaction, which are all human elements that cannot be replicated.
- In-class debate: This requires critical thinking, with the learners listening, processing, and rebutting arguments in real-time.

Questions to gauge learners' response (if needed):

- What are you assessing here?



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Learning Activity	**2. The authenticity challenge (40 minutes)** The next task relates to designing "Authentic Assessments", relevant to adult learners and against cheating with AI. The facilitator divides the room into small groups of 3-4 people. Each group receives specific Learning Outcomes of the lower level of Bloom's taxonomy (e.g., focusing on remembering such as "The learner will list the 5 stages of team development" or "The learner will define active listening"). The groups must transform the given learning outcome into one that involves higher-order thinking skills, more relevant to adult learners' needs. Then, they need to prepare an assessment activity that is a real-world task and one that requires process evidence (e.g., drafts, notes, or reflection). They need to adopt principles of inclusivity for which they can refer to Universal Design for Learning principles. Example to guide them: Instead of "Define active listening," the task becomes: "Record a 3-minute audio of you interviewing a colleague about a problem. Submit the audio and a reflection on which 'Active Listening' technique you used best." Each group has to present their idea in 60 seconds. The rest of the room votes on whether it aligns with the goals (resistant to cheating with AI).
Learning Activity	**3. Meaningful feedback (30 minutes)** The facilitator asks everyone to take out their smartphones or open a voice recorder app (like Vocaroo) on their laptops. A scenario is presented: "An adult learner named Kostas submitted a project plan, but it is 3 weeks late and full of formatting errors." The participants need to offer meaningful feedback. For instance: Validation= something specific they liked about the plan, correction- kind comment about the weak points such as the lateness/formatting and support- An encouraging closing statement. The facilitator can ask the participants to role play the feedback provision offer. They can all discuss how a warm voice and tone builds trust.

Learning Activity	**4. Human in the loop (25 minutes)** In small groups, participants must design a checklist of 3-5 steps they can follow after an AI tool generates grades/ feedback but before the learner receives them, to promote trustworthiness. To draft the checklist, they need to reflect on the following questions: • How will you verify that the AI hasn't invented facts (see hallucinations) • How will the teacher ensure the feedback is not robotic? (e.g., "Add one personal reference to class discussion"). • Each group presents their checklist for peer feedback. Example answers (to guide them if needed and for feedback): 1. Fact-Checking: manually check citations, review the data and cross-reference at least one specific point (e.g., dates, figures) in the feedback against the learner's original submission, ensure feedback aligns with the rubric criteria 2. Detect biases: read again the top 10% (highest scores) and bottom 10% (lowest scores) to catch AI grading errors or biases, pay particular attention to any submission that sits right on the Pass/Fail line to ensure the decision is fair 3. Humanization: ensure the feedback opens with the learner's name, add one sentence linking the work to a specific class discussion, previous assignment, or personal conversation, pay attention to any robotic or harsh phrases (e.g., change "This is inadequate" to "This area could be strengthened by...").
Activity Sheets	Activity Sheet Template 1: The authenticity challenge Activity Sheet Template 2: Meaningful feedback
Additional Reading	• Bickerstaff, A., & Muscat, A. (n.d.). Formative Feedback with AI: Opportunities & Risks [Webinar]. AI for Education. https://www.aiforeducation.io/formative-feedback-with-ai-opportunities-risks-webinar • McMinn, S. (2023, May 24). Incorporating AI in learning assessments: A guided pathway. LinkedIn. https://www.linkedin.com/pulse/incorporating-ai-learning-assessments-guided-pathway-sean-mcminn • Sharma, D. (2023). What Is A Feedback Sandwich? Pros And Cons Of Feedback Sandwich. Risely. https://www.risely.me/what-is-a-feedback-sandwich/ • University College London (UCL). (n.d.). Using AI tools in assessment. UCL Teaching & Learning. https://www.ucl.ac.uk/teaching-learning/generative-ai-hub/using-ai-tools-assessment

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ACTIVITY SHEET 5

Unit 4	
Title of Activity	The authenticity challenge
Time	(40 minutes)
Benefits of using this Activity?	To practically work on designing more authentic assessment tasks.
Activity Resource	1. Bloom's Taxonomy – visual diagram of the Bloom's taxonomy 2. Example learning outcomes to work on: ○ The learner will define the key principles of active listening ○ The learner will identify the correct steps to handle a customer complaint according to company policy. ○ The learner will label the potential fire hazards in a commercial kitchen. ○ The learner will list the 5 stages of team development (Forming, Storming, Norming, Performing, Adjourning). ○ The learner will list three types of social media platforms. ○ The learner will recite the key principles of GDPR. ○ The learner will define the term 'Circular Economy'. 3. UDL principles for assessment

ACTIVITY SHEET 6

Unit 4	
Title of Activity	Meaningful feedback
Time	(30 minutes)
Benefits of using this Activity?	To practically work on offering meaningful feedback.
Activity Resource	reinvented sandwich method for feedback provision (alternate, more modern approach to constructive feedback)

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Unit 5

UNIT 5

LESSON PLAN:



Lesson's plan title	**Inclusive and Competence-Oriented Learning – Facilitating and Empowering Learners**
Aim	The aim of this lesson is to help adult educators implement inclusive digital practices, empower learners to take ownership of their competence development, and integrate digital tools for equitable, student-centred learning environments.
Learning Outcomes	Upon completion of this lesson, participants should be able to: • Facilitate inclusive digital learning that respects learner diversity • Empower learners to build and apply digital skills in real-world settings • Guide learners in developing personal digital transformation plans • Promote learner agency, critical digital literacy and self-regulation skills (From: Inclusive and Competence-Oriented Learning: knowledge, skills and attitudes)
Duration	120 minutes
Topics	Digital Equity & Inclusion Learner Agency Competence-Oriented Learning DigComp & DigCompEdu Personal Digital Transformation Plans
Preparation	• Ensure internet access and a projector are available • Create four breakout stations (inclusive design, accessibility, empowerment techniques, competence mapping) • Prepare printed or digital handout: "Digital Competence Self-Inventory" • Prepare a simple template for the Digital Transformation Plan (A4 Word or Miro board)

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Lesson Plan	
Topics and Subtopics	This lesson introduces the principles of inclusive and competence-oriented learning in digital adult education. Educators will examine how to reduce barriers to participation, recognize the digital confidence gap, and foster environments where adults take ownership of their learning pathways. Through practical activities, participants explore how digital empowerment, inclusive pedagogical design, project-based learning, and goal setting can build autonomy and confidence for learners in diverse socio-economic and cultural contexts.
Training Methods	• Presentation • Case-based discussion • Brainstorming • Learning by doing • Group work • Reflection • Teaching others • Scenario simulation
Required Resources	Laptop, projector, breakout worksheets, sticky notes, online collaborative board (Miro/Padlet), Digital Skills Self-Assessment form, Digital Transformation Plan template, YouTube captions availability checker, accessibility checker for Word/PowerPoint, QR generator.
Learning Activity	**Step 1 (10 minutes):** The facilitator introduces the concept of digital inclusion in adult education, focusing on common barriers to digital confidence such as access, prior learning experiences, language, disability, age, or socio-economic factors. Participants are briefly invited to reflect on situations in which learners disengaged due to digital barriers. The facilitator frames inclusion as a design and pedagogical responsibility rather than a learner deficit. **Step 2 (10 minutes)** Participants complete the Digital Competence Self-Inventory individually. This activity models a reflective tool that can later be used with learners and encourages participants to consider their own confidence and challenges when using digital tools. Participants note one area of confidence and one area for development to inform later activities.

Step 3 (25 minutes)

Working in small groups of three to four, participants identify one digital barrier commonly faced by adult learners in their context. Groups then propose practical, competence-building strategies using real tools and inclusive approaches. The focus is on achievable support measures that promote learner confidence, autonomy, and gradual skill development.

Step 4 (25 minutes)

Individually, participants draft a Personal Digital Transformation Plan for one selected learner profile. Using the provided template, educators outline the learner's starting point, key competence needs, realistic goals, and appropriate tools or supports. Emphasis is placed on learner-centred, manageable progression rather than tool mastery.

Step 5 (20 minutes)

Participants exchange Digital Transformation Plans and provide peer feedback using sticky notes or digital comments. Feedback focuses on clarity, inclusivity, feasibility, and learner empowerment. The facilitator ensures feedback remains constructive and aligned with inclusive, competence-oriented principles.

Step 6 (10 minutes)

The session concludes with a brief whole-group reflection. Participants identify one concrete change they will implement in their own practice to better support adult learners' digital competence and inclusion. Selected action statements may be shared to reinforce accountability and peer learning.



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Activity Sheets	Sheet 1: Digital Competence Self-Inventory Sheet 2: Personal Digital Transformation Plan
Additional Reading	**Inclusive & Adult Digital Education** • European Commission. (2020). *Digital education action plan (2021–2027): Resetting education and training for the digital age.* Publications Office of the European Union. • European Commission. (2023). *Digital inclusion and skills: Bridging the digital divide.* Publications Office of the European Union. • OECD. (2019). *Getting skills right: Future-ready adult learning systems.* OECD Publishing. https://doi.org/10.1787/9789264311756-en **Competence-Oriented & Learner-Centred Learning** • European Commission, Joint Research Centre. (2019). *Key competences for lifelong learning.* Publications Office of the European Union. • Mulder, M. (2017). *Competence-based vocational and professional education: Bridging the worlds of work and education*. Springer. https://doi.org/10.1007/978-3-319-41713-4 • Wiggins, G., & McTighe, J. (2005). *Understanding by design* (Expanded 2nd ed.). Association for Supervision and Curriculum Development. **Digital Competence Frameworks (DigComp & DigCompEdu)** • European Commission, Joint Research Centre. (2017). *DigComp 2.1: The digital competence framework for citizens.* Publications Office of the European Union. • Redecker, C. (2017). *European framework for the digital competence of educators (DigCompEdu).* Publications Office of the European Union.

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- Brookfield, S. D. (2013). *Powerful techniques for teaching adults.* Jossey-Bass.

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ACTIVITY SHEET 7

Unit 5	
Title of Activity	Digital Competence Self-Inventory (Quick Scan)
Time	15–20 minutes
Benefits of using this Activity?	This activity helps learners reflect on their current digital competence level and identify areas of confidence and challenge. It encourages self-awareness, empowers adults to articulate needs, and provides a diagnostic starting point for personalised learning pathways and digital transformation planning.
Activity Resource	Quiz: https://docs.google.com/forms/d/e/1FAIpQLSchhEaoZlDg7qP0FHQn9Spfqs95R_E13S6qFE1XHoG4mCl2Tw/viewform?usp=publish-editor

ACTIVITY SHEET 8

Unit 5	
Title of Activity	Personal Digital Transformation Plan
Time	30 minutes max
Benefits of using this Activity?	This activity empowers learners to take ownership of their digital growth by setting achievable goals, identifying barriers, and planning realistic steps. It promotes agency, problem-solving, and alignment with employment, education, and personal life goals.

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Activity Resource

https://www.canva.com/design/DAG6oTSOQEM/a5cowA_VshQuVeYyPMhPhw/edit





CONCLUSION

The DIGITALLI Human Capital Training Programme has been designed as a practical, reflective, and future-oriented professional development pathway for adult educators and trainers. Through five interconnected units, the programme supports participants in progressively strengthening their pedagogical, technological, and content knowledge, while fostering confidence, critical awareness, and learner-centred digital practice. This handbook is intended not only as a delivery guide, but also as a flexible reference resource that can be adapted to diverse adult education contexts. Trainers are encouraged to contextualise activities, draw on participants' professional experience, and support ongoing reflection and experimentation beyond the formal training sessions.

By aligning with the TPACK model, the DigCompEdu framework, and European initiatives such as micro-credentials and digital competence certification, the programme contributes to the broader objectives of the DIGITALLI project: strengthening institutional capacity for digital transformation and empowering educators to support adult learners in an increasingly digital society.

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DIGITALLI

DIGITAL STRATEGIES FOR LIFELONG LEARNING INSTITUTIONS

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META

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