

DISCOVER

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GUIDE TO DIGITAL & MOBILE TEACHING IN COMMUNITIES

Digital technologies have been shown to have great potential as **drivers of improvements in all types of education**, but they have a particularly important role to play in non-formal education for disadvantaged adult learners among many other benefits



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CONTENTS

| | | |
|-----------|--|----|
| 01 | Introduction | 6 |
| 02 | Value of digital learning in adult education | 10 |
| 03 | How to find and evaluate digital tools | 16 |
| 04 | 10 Best digital tools for adult educators | 20 |
| 05 | How to create a digitally supportive environment | 38 |



01

INTRODUCTION



Digital technologies have been shown to have **great potential as drivers of improvements in all types of education**, but they have a particularly important role to play in non-formal education for disadvantaged adult learners among many other benefits. They:

There are enormous opportunities to increase the scale and impact of adult education, but many organizations struggle to integrate digital tools. A paradox occurs: we have generations of Europeans leading active digital lives on phones and tablets, expecting to use them to explore, create and learn; and a generation of community leaders and educators unsure of how to use the manifold technological resources at their fingertips.

DISCOVER is a project, which will improve and extend the supply of high-quality learning opportunities that adult educators offer for low-skilled and low-qualified adults

1

Empower individuals to take charge of their own **learning and collaborate with others;**

2

Offer flexible learning and interactive activities for different learning styles;

3

Increase access; free, online resources combined with smartphones widen participation, engage “hard to reach” learners and enable personalized support

In order to improve adult learning opportunities through digital technology, we must improve the digital teaching skills of adult educators. Therefore, the overall goal of DISCOVER is to provide community-based adult educators with high quality training on effective digital teaching techniques so that they may increase their use of digital learning tools in their everyday work and drive improvements in the quality and outcomes of their education programmes.

We develop and disseminate this Guide to Digital and Mobile Teaching (IO1) for the educators on the strategic importance of digital pedagogy and the competences required of them as 21st century educators.

The Guide to Digital & Mobile Teaching contains four sections

01 The first section explores the *“Value of digital learning in adult education”*. In this section we demonstrate the benefits gained from using digital technology as tools in adult education.

02 The second section examines *“How to find and evaluate digital tools”*. This section will guide adult educators to find appropriate and effective teaching tools in an environment which can be overwhelming

03 The third section presents the *“10 Best digital tools for adult educators”*. These ten digital tools will seek to empower educators to take charge of their own learning and development.

04 The final section introduces the necessary conditions enabling exploration of *“How to create a digitally supportive environment”*. This introduces the main tenets of digital pedagogy for adult education to educators and managers, including the policy environment, up-to-date research and case studies on the use of digital tools.

DISCOVER seeks to promote OPEN EDUCATION AND INNOVATIVE PRACTICES IN A DIGITAL ERA. We hope that DISCOVER will motivate and equip adult educators with the knowledge and skills to overcome the barriers and better integrate digital teaching and learning for the benefit of adult learners.



02

VALUE OF DIGITAL
LEARNING IN ADULT
EDUCATION



In this section we explore the **benefits to be gained from using digital technology** as tools in adult education.

Talking about the Value of Digital Learning in education implies a difficulty which is inherent to the concept of Adult Education with the diversity of modalities it encompasses and its social and conceptual realities that vary so much among European countries

Moreover, when we take into account commonalities, such as the growing need of the population for Digital Training, through the numerous available proposals (formal, non-formal or informal) or the far-reaching transformation that the Digital Revolution is causing to the educational world and more specifically to the one we are dealing with:

Adult Education, we are presented with a complex yet evolving situation.

One of key hallmarks of our prevailing society, particularly in the most developed countries, is the strong permeation of Digital Technology in many areas of people's daily lives: either labour, social or personal. We live in a highly technological society, constantly changing at a speed never seen before and far from slowing down, it is accelerating more and more. We stand at the threshold of a new industrial revolution and from this position we can foresee the establishment and spread of all sorts of technologies that will permeate almost all domains of European citizens' lives: including internet, artificial intelligence, Big Data, augmented reality and virtual reality, robotics, etc.

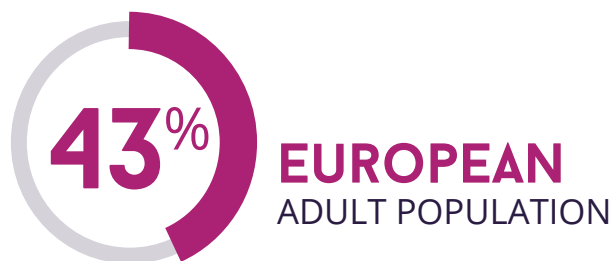
The social changes that are happening, are not merely affecting the tools that are being used, they go much further by changing the way people interact with each other and with the institutions (e-government; online purchase and management; automation of tasks in households; substitution of people by machines for the fulfilment of different chores and formalities; online participation platforms, etc.), thus changing long standing customs and habits.

In the workplace, there are also going to be deep transformations, with significant changes in the labour market. The emergence of new jobs and the disappearance of others will require less and less low qualified workers, facing an increasing demand of workers able to develop skills and competences which had little or no value a few years ago. The labour market will require people endowed with the ability to update and adapt themselves to new labour environments and new digital tools, in a more and more globalized world.



Given this new paradigm, there is a high risk that different modalities of digital rupture appear, leading to the social and work exclusion of certain persons or social groups. **It is therefore necessary to train the adult population, especially the groups that are at greatest risk of social exclusion** because of this so-called digital rupture. Having as a main objective, the moving towards a fairer society, paying a special attention to the most vulnerable groups

On the other hand, as stated in the *EAEA (European Adult Education Association) Manifesto for Adult Education in the 21st century: "The Power and Joy of Learning"*, the reality tells us that -



Education as a whole, and more precisely Adult Education cannot ignore this reality.

On the contrary it must play a key role in empowering the population digitally. Moreover the transforming power of digital technologies goes far beyond their inclusion as subjects of study in the different training proposals aimed at the adult population. Digital technology will affect nearly all aspects of current and future training processes. It is clear that these changes are apparent in the emergence of new formats and new ways to access educational resources, in the promotion of new teaching methods (b-learning, m-learning, semi-distance learning, distance learning, etc.) as well as in the expansion of different learning methodologies that, with the support of digital technologies, are taking things to a whole new dimension (project-based learning, gamification, flipped classroom, design thinking).

As regards the Digital Empowerment of the population, **training should not be limited only to the use of digital devices and applications.**

It should also advocate the critical and responsible use of digital technology, while reflecting on the consequences of using these technologies and the implications of their implementation at a social level. In that sense, the European Framework of Digital Competence, (DigCom) developed by the European Commission as a reference document to define the meaning of being "digitally competent", is very helpful.



Nevertheless, the advent of Digital Technology, and specially the Internet, has given rise to **new ways of accessing knowledge** and, consequently, **new forms of non-formal and informal learning.**

Even formal learning has undergone an outstanding transformation with the thrust of educational modalities which were insignificant in the past, but are currently increasing their magnitude, especially concerning Long Life Learning. Among them we must highlight distance and semi-distance learning. Those modalities, although they require skills and autonomy, not always available to everybody, are notably interesting for a great part of the adult population who, without them, would have been deprived of the opportunity to continue their education, due to their lack of time or their remoteness from the training centres. Regarding face-to-face teaching, the benefits of incorporating technologies in the class, do not merely come from the simple use of these tools, but from their transformative capacity of the activities that can be undertaken. Technology can simplify the implementation of methodologies that favour the learning process of students, by making them autonomous, socially integrated citizens, with the capacity of continuing their Long-Life Learning.

To this end we must ensure that all learners have access to the **Digital Tools in order to apply these new skills**, which brings all the **associated benefits and rewards.**

These benefits would include:

01

The **student's improved** knowledge retention, engagement, collaboration and develops life skills.

02

Furthermore **technology can help transform teaching** by incorporating a new model of connected teaching, inking educators to their students and enhancing teaching practices and personalised learning

Yet, despite all these advantages, DISCOVER has found that many educators still need to overcome their reluctance to implement Digital Tools in their teaching process. This will be explored more fully in our final section.

At this point it is suffice to state that there may be several reasons for this reluctance, this could include:

01

Poor conviction of their benefits

02

Lack of training in the educational use of Digital Technologie

03

Lack of confidence in the proper working of the technologies available to them

04

Unfamiliarity of the app. of learning methods that are benefited by the use of Digital Devices

05

Lack of time to redesign their teaching plans

06

Lack of support from schools, etc.

Even if we consider it essential, Digital Training for adult educators on its own is not enough. **Underpinning one of the main aims of the project, which is to promote open communication between all agencies,** DISCOVER will initiate a conversation which could ensure the systemic approach required for full immersion of digital tools in adult education.



The **core purpose** of acquiring this support from administrations and educational institutions is to create the **necessary conditions in which adult educators are able to develop their skills**

This is principally the reason why spaces for the reflection and coordination of adult educators are so important, alongside this it is critical that networking with colleagues and other educational, social and/or cultural institutions is promoted.

The type of activities this could encompass includes:



Continuous **training courses** that will refresh adult educators in the many aspects covered by the Digital Teaching Competence



The **supplying of digital devices and applications.**



Ensuring adequate technical conditions, so that the digital tools work correctly, thus avoiding stressful situations that eventually become counterproductive

To make all this possible, another fundamental element is governance. Governance of the implementation and management of digital technologies in schools has to be in the hands of the governing teams, that moreover need to exercise a strong pedagogical leadership, encouraging digital learning and working at the pace of the adult educators in this process. Proportionately those leading teams in further education settings, both formal and informal, need to bear the knowledge and adequate training but also have at their disposal the necessary support of the administrations.



03

HOW TO FIND
AND EVALUATE
DIGITAL TOOLS

Educators are continually looking for new and **improved ways to help their classrooms and learning environments** function. They are always trying to improve their own skill sets to engage students further in learning material. As you can see in the next chapter **technology is a wonderful means to accomplish this goal**, but sometimes the variety and types can seem overwhelming

As more adult and community educational systems are moving towards digital learning environments, it is more important than ever to pay careful attention to the types of digital content that both staff and learners are using. With a large amount of educational digital content available, it can be daunting to find an effective set of tools which are also easy to use.

It is the aim of this guide to find the best teaching tools for your students. DISCOVER recognises there are a lot of options out there, some free for the most basic elements whilst others carry fees and subscriptions, and then of course, there is the good, the bad and the indifferent.



When it comes to evaluating digital content, you will want to explore the best digital content available, but simply you want to avoid content that is simply an electronic version of the textbook without any added value to the learner.

We believe it is best to evaluate the content in the following areas

ASSESS THE ACADEMIC QUALITY



Your primary concern should be the academic quality of the content. It should be well-written and aligned with your educational institution's standards and curriculum. Additionally, the content should be credible and accurate. Unfortunately, there is educational content that is unreliable when it comes to presenting students with factual information. If the content is not kept up-to-date, this is a problem for students

ASSESS THE USER INTERFACE



Even if the digital content is superb, it will not be a helpful tool to your students if it is challenging to use. Therefore, it is critical that you test out the user interface, some things to look out for include:

- Is it easy to navigate?
- Will students be able to browse materials and find their way through the content with ease?
- You should also look for digital content that is optimized for various devices.

ASSESS THE INDIVIDUALIZATION POSSIBILITIES



As technology has developed, it is easier to allow for individualization. For instance, through using assessments, the technology should determine the student's needs. Students should be able to use the digital content independently and then have opportunities to reinforce skills. Additionally, the content should provide not only a variety of assessment options but also the ability to track data for teacher review.

ASSESS THE INTERACTIVE ELEMENTS



Digital content should be innovative and encourage creativity. Therefore, you should pay attention to the graphics and interactive elements. Moreover, you should also pay close attention to the amount of interaction at hand. For example, does it provide too much stimulation or too little? You should choose a product that enhances rather than hinders learning.

Finally, it is imperative that you choose digital content strategically with a team. Evaluating content is not a task for one educator. Instead, you should have a team of educators, curriculum leaders, and digital leaders to evaluate the digital content to determine which products best meet the needs of your students. In the next chapter DISCOVER will explore the ten best tools for adult educators, based on these assessment parameters



04

10 BEST DIGITAL TOOLS FOR ADULT EDUCATORS

In this section DISCOVER identifies and explores ten digital tools that will empower adult educators to take charge of their own learning and development.

The tools featured will help adult educators collaborate with others, whilst still offering flexible learning and interactive activities which are ideally suited for different learning styles. Most of these tools are free (or have a free version) and work perfectly on smartphones/tablets – so are ideal to engage those “hard to reach” learners.

DISCOVER has created **four categories of “teaching activity”** and included various digital tools in each category. In this way adult educators can thus select the best tool for the task in hand.

01 PREPARATION

- Researching your topic – collating /curating research
- Don't re-invent the wheel - Finding pre-existing lessons

02 PRESENTATION

- Create your first digital lesson/ presentation

03 INTERACTION & ASSESSMENT

- instant feedback, did they learn?

04 DIGITAL LIBRARY

- Your Cupboard in the Cloud – Store your digital learning resources

Most importantly DISCOVER has developed a recommended pathway for adult educators based on their **level of competence/confidence in using digital tools and digital teaching techniques**

PATHWAY 1

Absolute Beginner – *completely new to digital sphere, little bit scared/ apprehensive*

Pathway 1 will teach the “absolute beginner” to make a **presentation** using PowerPoint or TedEd, in our opinion these two tools are the easiest to use

PATHWAY 2

Beginner – *a little experience...have used PowerPoint*

Pathway 2 will take it a step further, teaching the “Beginner” to create a **presentation/lesson digitally** (the same as pathway 1) with the extra step of adding an Assessment & Interactive tool which allows the educator to see if the learners engaged with their lesson.

PATHWAY 3

Semi-experienced – *have used PowerPoint, some familiarity with online learning*

Pathway 3 for “Semi-experienced” will incorporate all 4 categories; **Preparation, Presentation, Interaction & Assessment and Digital library**, therefore showing the educator how to go completely digital in their lesson creation.



LEARNING PATHWAY SNAPSHOT

| PATHWAY 1 | <i>Absolute Beginner</i> | |
|-----------|---|---|
| | Category | Introducing the Tool |
| | Step 1 PRESENTATION Create your own digital lesson | Step 1 PowerPoint Or Ted Ed |
| PATHWAY 2 | <i>Beginner</i> | |
| | Category | Introducing the Tool |
| | Step 1 PRESENTATION Create your own digital lesson | Step 1 PowerPoint Or Ted Ed <i>(same as pathway 1)</i> |
| | Step 2 INTERACTIVE & ASSESSMENT Instant feedback, did they learn? | Step 2 Kahoot Or Quizlet |
| PATHWAY 3 | <i>Semi-Experienced</i> | |
| | Category | Introducing the Tool |
| | Step 1 PRESENTATION <ul style="list-style-type: none"> • Researching your topic – collating /curating research • Don't re-invent the wheel - Finding pre-existing lesson | Step 1 PRESENTATION <ul style="list-style-type: none"> • Research collation/curation - Diigo Or Pearltrees • Library of pre-made lessons - Ted Ed Or Nearpod |
| | Step 2 PRESENTATION Create your own digital lesson <i>(using a more advanced tool than pathway 1 uses)</i> | Step 2 PRESENTATION Powtoon Or Screencast-o-matic |
| | Step 3 INTERACTIVE & ASSESSMENT Instant feedback, did they engage and learn? | Step 3 INTERACTIVE & ASSESSMENT Kahoot Or Quizlet |
| | Step 4 DIGITAL LIBRARY Your cupboard in the cloud, facilitates collaboration | Step 4 DIGITAL LIBRARY Dropbox Or Google Drive |

Are you an absolute beginner? You may feel some apprehension when it comes to using digital technologies, so the purpose of this pathway is to slowly ease you into the digital world by creating a Presentation.

We recommend **PowerPoint** and **Ted Ed** as these would be considered the two easiest tools for making a presentation. Below we outline briefly how to use both tools, as well as videos and reviews which highlight the usefulness of the tools. For an absolute beginner you must have access to a desktop or laptop to avail of these tools. Try out one of the tools we have selected for you below...and welcome to the digital world!



Microsoft PowerPoint is undoubtedly the most popular app used to give presentations. You're likely to see PowerPoint presentations used for everything from the world's largest companies to school teachers sharing lessons. PowerPoint is often the butt of the joke. Many criticise PowerPoint as boring and only used by poorly-prepared speakers...but only a bad workman blames his tools. And like any tool, PowerPoint is incredibly useful when used properly. You can use it as an aid.



GET INSPIRED!

This is a Ted X talk by David JP Phillips, reaching over 2 million views...He discusses the importance of using PowerPoint as a presentation tool in a way that is effective, and why it is essential to avoid making PowerPoint presentations that are unengaging... The video lasts about 20 minutes, which is well worth the time if you wish to be INSPIRED!! Link below:



CLICK TO
WATCH &
LEARN

"I use PowerPoint as a teaching tool daily. I prefer PowerPoint to other similar software because I find it easy to use and just smoother in overall performance. It's easy and effective!"

Tiffany Brinton



TED Ed

The **TED-Ed** platform allows users to take any TED Talk, TED-Ed Lesson or educational video and easily create customized lessons, questions and discussions around the video. Users can then distribute these lessons, publicly or privately, and track their impact on the world, a class or an individual student. As TED Ed is an online application it requires access to the Internet .



GET INSPIRED!

This video, reaching over 400,000 views, describes the significance for teachers to create presentations and lessons using TEDEd which are engaging and informative...the clip lasts 2minutes, if you want to be INSPIRED to use TedEd just click the link:



CLICK TO
WATCH &
LEARN

"I have used TedEd to create a lesson to help students understand a confusing concept. Ted ED was engaging, concise, and it helped me answer their questions!"

Josh W. (Educator)

Are you a beginner? You may have some experience in the digital world e.g. have used PowerPoint, but you are now ready for the next step

This pathway helps you to create a more advanced digital lesson, creating a presentation using step 1 - PowerPoint or Ted Ed.

Followed by step 2- using an interactive/ Assessment tool, either **Kahoot** or **Quizlet**. This second step enables the educator to receive instant feedback and whether their presentation engaged their learners.

Kahoot!

Kahoot! is a free game-based system which offers an engaging way to test the learning and knowledge of learners and audience. Kahoot! makes learning new topics interactive and fun, it encourages engagement from Adults of all ages. Kahoot! can be adapted to a wide variety of subjects and languages. Trainers and educators the world over recommend Kahoot! not only for its pedagogic potential but also because it is very simple to set up and navigate, meaning that it is much more likely to be used on a daily/weekly basis. Tap into your learners' competitive natures, engage them as well as assessing their understanding of certain topics. Zero in on the needs of individuals and adapt your materials to ensure that you are meeting the requirements.



GET INSPIRED!

This video reaching nearly 15,000 views, discusses how Kahoot can engage/ assess learners and the significance this tool can have within any learning environment...the clip lasts 4 minutes, to get INSPIRED click the link:



CLICK TO
WATCH &
LEARN

"Kahoot is excellent! Kahoot has brought listener response to the next level as users are hooked with its interactive display and game mode setting. Users and administrators love it because it gives instant feedback from listeners"

Russell P (Consultant E-Learning, Self-employed)

Step 1 PRESENTATION

Use either PowerPoint or TedEd as outlined in Pathway 1 "Absolute Beginner" to create your digital presentation.

Step 2 INTERACTIVE & ASSESSMENT

See below...

Quizlet

Quizlet is a mobile and web-based study application that allows students to study information via learning tools and games. Quizlet can automatically generate interactive games and tests for the material that is entered. Five or ten minutes of initial preparatory work entering information up front can yield literally hours' worth of automatically assessed activities inside and outside of the classroom, on computers, smartphones, tablets, and even pencil and-paper printed exercises.



GET INSPIRED!

This video has nearly 110,000 views, posted by "Cult of Pedagogy" who specialise in digital platforms for teaching...the clip lasting just 4 minutes, discusses the benefits and use of Quizlet for educators and learners, to get INSPIRED click the link:



"I'm a big fan of Quizlet because it's a basic study tool that helps with memorization, but it can do more than that. I use it as a tool to support and enhance communication and collaboration, and it really does increase engagement. I like that I can monitor progress and know which areas to revisit."

Alexandra G. (teaching assistant)

Are you Semi-experienced? If you have some experience in using digital tools such as PowerPoint and other online learning platforms then this is the Pathway for you. This Pathway will build your digital confidence and enable you to create a lesson solely using digital technology.

STEP
01

PREPARATION

Comes in **two forms**:

- A. Prepare for your lesson online by cataloguing and collating your research in one place online using either **Diigo** or **Pearltrees**.
- B. Prepare for your lesson by researching pre-existing lessons on **Nearpod** or **TedEd** which you can then use in your lesson or be inspired by the content to make your own.

STEP
02

PRESENTATION

Making your own more advanced digital presentation using **Powtoon** or **Screencast-o-matic**.

STEP
03

INTERACTIVE & ASSESSMENT

Adding **Quizlet** or **Kahoot** to your lesson allows for feedback in real time, enabling you to see if your students are engaging/learning.

STEP
04

DIGITAL LIBRARY

A place to store your lessons, research and facilitates collaboration between your co-workers and fellow educators using **Dropbox** or **WeTransfer**.

- A. Benefits for the learners: Enables access from outside the classroom and facilitates flexible learning for busy lifestyles of learners and accommodates learners of all different styles and speeds.
- B. Benefits to the Educator: Enables the educator to be more prepared for the lesson, encourages collaboration between co-workers, and facilitates better understanding of how students are doing/engaging with lessons.



STEP
01

PREPARATION

- A. Research cataloguing a place to save and collate your research online

diigo

Diigo is a powerful information capturing, storing, recalling and sharing tool. There are many possibilities with Diigo, including saving important websites and getting direct access to them on any computer. Categorizing websites by titles, notes, keyword tags, lists and groups. You can also save a screenshot of a website and see how it has changed over time and annotate websites with highlighting or virtual “sticky notes.” Diigo is an excellent tool for developing a range of different skills and can be used to help boost confidence in research and helps users to collate high quality materials and support resources.



GET INSPIRED!

This video has over 14,000 views, posted by “Cult of Pedagogy” who specialise in digital platforms for teaching...the video demonstrates the numerous benefits of Diigo, to get INSPIRED to try Diigo just click the link below:



CLICK TO
WATCH &
LEARN

“I loved how much easier it has made my note taking and sharing when I do my work research online. Prior to this I was using about 3 different tools to keep track of the research material I was reading, temporarily bookmarking links and sharing the content. Diigo did all of that in one place which was fantastic.”

Surender S (Manager) Technology and Services Company



Pearltrees is a visual and collaborative curation tool that allows users to organize, explore and share any URL they find online as well as to upload personal photos, files and notes...it is also referred to as social bookmarking. From preparation to meeting activities, Pearltrees collaborative organizational system enables the user to digitalize all of their projects with unparalleled ease and consistency. Create private collections to prepare before meetings or in order to enhance a lesson.



GET INSPIRED!

This video with over 31,000 views, it reveals why Pearltrees is a useful platform for an educator to for save and collate their research...click the link below to be INSPIRED to use Pearltrees in just under 1 minute:



CLICK TO
WATCH &
LEARN

"I am so excited! I would use Pearltrees on a weekly basis to archive articles for my personal and professional interests, share articles and assignments."

Kim J (Educator)

STEP
01

PREPARATION

- B. Lesson research/pre-existing lessons - be inspired by lessons already created and available online

TEDEd

Ted Ed was introduced above in Pathway 1 as a “Presentation” tool; however, it is more than just a tool for presentation purposes. Ted Ed has a wealth of lessons already created by other educators and users, and these lessons are free to explore and aid other researchers. This is a highly useful aspect of Ted Ed as it enables the educators to prepare for their lessons and become inspired on the subject.



GET INSPIRED!

This video, reaching over 400,000 views, describes the significance for teachers to create presentations and lessons using TEDEd which are engaging and informative...the clip lasts 2 minutes, if you want to be INSPIRED to use TedEd just click the link below:



CLICK TO
WATCH &
LEARN

“This is a great teaching tool when used as a support or enrichment tool. I use it when needing to find content or when a short video is appropriate to introduce/support new content.”

Dennis K (NYC Department of Education)



Nearpod is an engagement platform, that captivates your audience with interactive activities, gain instant insight into learning through formative assessments on Nearpod. Educators and trainers can build upon content they already have invested hours into developing by using the PDF import feature as the basis for a Nearpod presentation. Receive immediate feedback on what your audience have learnt by the Poll, Quiz or Open-ended question feature. There is also a collection of Free lessons already created on various subjects which teachers can use in their classroom or when planning their lesson.



GET INSPIRED!

This video, reaching nearly 135,000 views discusses all the facilities and benefits that Nearpod has to offer educators, with an abundance of pre-existing lessons...the clip lasts only 3 minutes, which is well worth the time to get INSPIRED to try this great tool! Click the link below:



CLICK TO
WATCH &
LEARN

"I really love having access to all of the lessons that are already made - it makes planning super easy! But it also really easy to create your own, as well. My favorite part is that many functions require every individual to respond in some way, whether it is a poll, drawing, short answer response, or quiz."

Rachel P (educator)

See below...



Powtoon is an animation and presentation program that can be utilized in order to make content more engaging, interactive and captivating while also offering a very professional look and feel. It allows users to explain topics with effective impact using a short and simple “Powtoon”. Voice overs and text can be added with great ease, the textbox can be plain or the user can utilize one of the specially designed text boxes with shape and animation to make their presentation/video more captivating. Powtoon has an extensive library of objects, backgrounds and characters to avail of, coupled with the facility to import your own images if necessary.



GET INSPIRED!

This video reaching nearly 15,000 views, posted by a professional video maker Jen Jager, she reviews the benefits and importance Powtoon can have when creating a presentation with Powtoon... the clip lasts 17 minutes which, though quite long, is well worth the time to get INSPIRED to try Powtoon for yourself! Click the link::



CLICK TO
WATCH &
LEARN

“Powtoon is a convenient online computer animation and video building application, which gives plenty of innovative and wonderfully designed themes for creating an animated video. It helps to produce an online video through your imagination.”

Ryan K (Marketing Manager)



ScreenCast-O-matic is a form of video and audio screen capture software that can be used to create video from your screen (i.e. short lectures or course tours), that can be used online or downloaded and installed. There are both free and subscription versions of this program. The subscription service allows you to directly upload videos to Google Drive, Drop Box, and a few other spaces, though you can manually upload the files to the same spaces with the free version.



GET INSPIRED!

This video reaching around 35,000 views, discusses the functions of screencast-o-matic and demonstrates the benefits of using it as a presentation tool... the clip lasts just 2 minutes, click the link below to get INSPIRED to try Screencast-o-matic yourself!



CLICK TO
WATCH &
LEARN

"I love how easy Screencast-o-matic is to use. The software is intuitive and flows easily after just a few times of using it. When I do get the chance to use it, the simple editing tools make it easier to finish a capture without having to edit it in in some other software then upload it."

Sean D (CEOSmall-Business)

STEP
03

INTERACTIVE AND ASSESSMENT

See pathway 2 above for description the same tools (**Kahoot and Quizlet**) can be on page 24 and 25.



Dropbox is one of the simplest cloud storage solutions and is renowned for its ease of use. According to Dropbox, over 6,000 educational institutions worldwide are using the cloud-based software. Dropbox is being used in many schools as a shared storage solution for all sorts of documents, resources, and lesson plans. The huge benefit here is that files are in one location and accessible to all approved subscribers. Dropbox allows files to be securely stored for viewing by invited parties only and means that documents can be worked on by multiple people at the same time.



GET INSPIRED!

This video has nearly 23,000 views, posted by "Six Figure Mastermind" a business coach. She discusses the vast benefits and functions of Dropbox, and the importance it can have within any team, on top of the personal organisational advantages...the clip lasts 6 minutes, so click below to get INSPIRED to try it yourself!



CLICK TO
WATCH &
LEARN

"I use it daily for all my client documents and projects. I love it because I know that there will always be a backup if there's an issue. I don't have to worry about losing files or work. Clients also use it, so it makes it easy for us to share files."

Michelle Messenger Garrett
(Writer/Content Creator/Public Relations Consultant)

STEP
04

DIGITAL LIBRARY

See below...

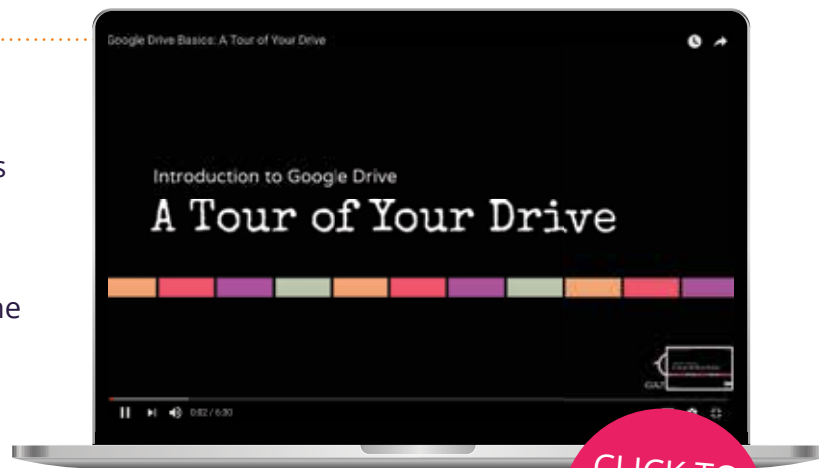


Google Drive allows the user to store any file, including photos, stories, designs, drawings, recordings, videos, and more. The first 15 GB of storage are free with a Google Account. Google Drive enables users to see their stuff anywhere, files in Drive can be reached from any smartphone, tablet, or computer. So, wherever you go, your files follow. Additionally, Drive facilitates the sharing of files and folders so users can quickly invite others to view, download, and collaborate on all the files they want—no email attachment needed.



GET INSPIRED!

This video has reached nearly 20,000 views posted by “Cult of Pedagogy” experts in the field of digital platforms in education. The video discusses the benefits and functions of Google Drive, with specific reference to the collaboration aspect for educators...the video lasts 6 minutes, so click the link below to get INSPIRED to use Google Drive!



CLICK TO
WATCH &
LEARN

“Google Drive is one of the slickest, fullest-featured, and most generous cloud storage and syncing services, with excellent productivity suite collaboration capabilities.”

Michael Muchmore





05

HOW TO CREATE
A DIGITALLY
SUPPORTIVE
ENVIRONMENT



Non formal education is a participatory learning system and a progressively increasing pathway to meet the learning needs of the individual and society in general. It caters to the diverse and context-specific learning needs of mostly adults, with particular provision for those from low socio-economic backgrounds.

Undoubtedly formal education is a more structured educational model, however non-formal education can also be characterised by clearly defined purposes, with a degree of flexibility and openness to change. However, this has not been reflected in one area, non-formal education has not been in step with digital advancement.

In this project we explore why this is so. We will examine the attitudes of educators/policy makers, and the relevance of this digital disengagement in regards to the needs of groups it serves. The purpose of the DISCOVER project is to raise awareness, promote greater usage and assist in demystifying digital technologies.

With the objective of **implementing an accessible digital learning structure with confident education providers**. As already stated in **section 2**, this ever-evolving education sector cannot risk becoming outdated and irrelevant to the demographic it aims to support.

As will be clear from **section 3** there is conclusive evidence that technology can improve engagement, knowledge, retention, understanding, and encourages individual learning as well as active collaboration. Conclusively, technology is intended to serve learning objectives however, as already acknowledged in previous sections, there is a distinct digital deficit in this area.

With a view to establishing the parameters for the promotion of digital technologies to adult educators DISCOVER has completed a literature review, and this has been combined with research conducted by NLDCHP, comprising of three focus groups and three interviews.

The purpose of which is to understand the various issues, examine possible strategies to help inform recommendations to develop an adaptive approach and create a digitally supportive learning environment and service.

In this final section DISCOVER introduces the **main tenets of digital pedagogy for adult education to educators and managers**, including the **policy environment** as well as reviewing **up-to-date research and case studies** on the use of digital tools.

OBJECTIVES OF STUDY



01

Evaluating the **current usage of digitalisation** in community based educational work.

02

Attitudes/concerns /barriers to digital usage

03

Motivational factors for usability/user engagement

04

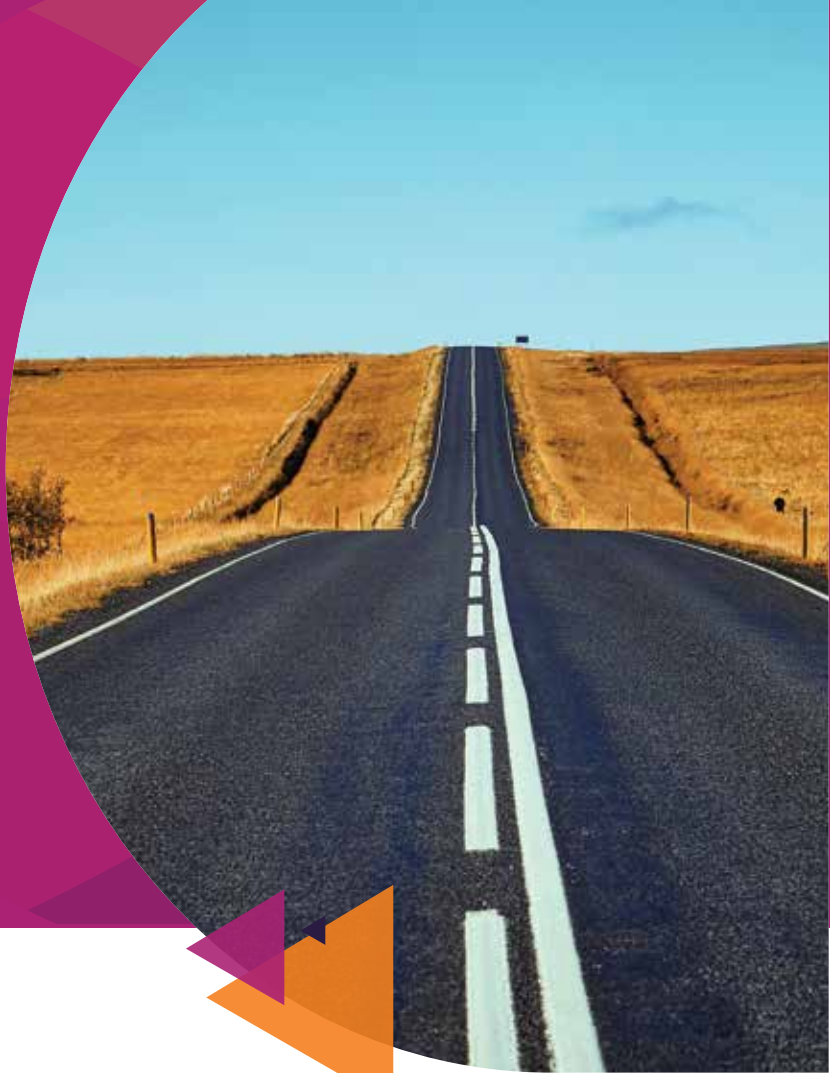
Suggestions to develop a **positive and adaptive digital experience** encouraging providers to use digital resources and supports

05

Recommendations, evaluation and assessment.

DISCOVER methodology consisted of **research design, data collection, analysis and reporting of results. The data was obtained from** a purposely selected group of individuals comprising of community adult educators and each session was audiotaped and transcribed verbatim, adhering to all ethical considerations and with voluntary participation.

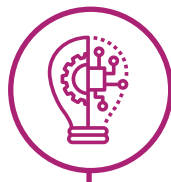
Based on the qualitative analysis of transcribed data, and from the literature review following themes emerged:



REASONS FOR THE DIGITAL DEFICIT ARE AS FOLLOWS:



Personal incompetence and fear of failure.



Lack of training/ skills can be short-lived as technology shifts at such a fast pace/ resources not being user-friendly/fears not being listened to.



Risk, privacy and security issues



Technology is deemed inferior to human interaction in community-based projects and educational settings



A sense of social responsibility as technology can and do make certain jobs obsolete.

A recurring theme emerged: "I am just not that good with technology". Older respondents revealed that they felt intimidated, particularly by the younger generation, regarding this as a detrimental reflection on their teaching skills. Hence, this project will outline and seek to empower adult educators to take charge of their own learning and development.

The tools outlined in this guide will help adult educators to collaborate with others, offering flexible learning and interactive activities which are ideally suited for different learning styles. In this way methods can be fostered to help adult educators feel secure and empowered, instead of "intimidated" and "quite demoralised".

A point that was raised is not to assume that that all of students would own a phone, particularly as many students are from areas of socio-economic need, due consideration must be given to enable digital engagement whilst also avoiding any potential embarrassment to students.

However, awareness was evidently raised during the research process when one respondent contacted NLDCHP after a focus session and stated she was starting to use 'Audioboo', a web and mobile platform that lets you record and share audio with the world using a computer. Although nervous initially she was overcoming her initial fears and reservations, and becoming more confident and in control.

The research uncovered the **concerns and challenges of educators**, and in response certain proposals to be considered according to the aims and objectives of the Discover Project.

01

Local authorities and policy makers should provide a range of vocational/ non-formal opportunities to equip educators to develop a new digital skill-set in order to utilise technology confidently and effectively.

02

Ensure this **training and applied resources are relevant**, user friendly and supportive, but using "no gimmicks or latest fads."

03

Take into account the **anxieties and reservations articulated by service providers**. allow fears to be articulated and addressed supportively.

04

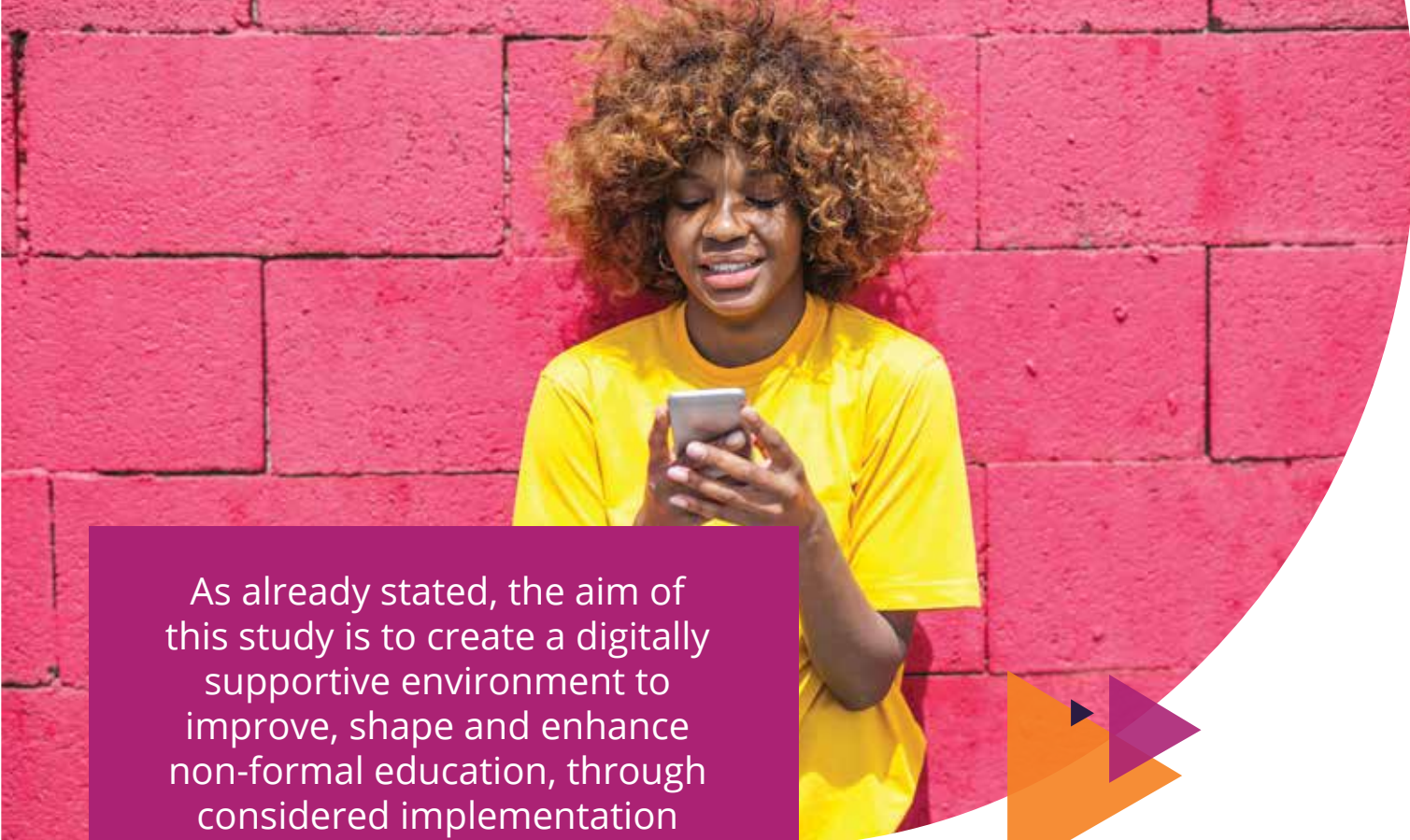
Safeguard and observe safety regulations and consolidate parental engagement where appropriate.

05

A more **tailored approach to deliver personalised learning, tools and services** such as apps, games and websites, distance online learning, and an ICT reference source.

06

Continual appraisal, development & accessibility in an ICT infrastructure.



As already stated, the aim of this study is to create a digitally supportive environment to improve, shape and enhance non-formal education, through considered implementation of educationally appropriate digital resources, content and methodology.

Extolling the belief that digitalisation can enhance not hinder the learning experience, and can even reduce the workload and stress of programme planning and delivery. Thus, appreciating the power and enrichment that technology can bring to both educator and learner.

As these initial stages of this project DISCOVER recognises that technology can and has made learning more convenient and enjoyable, and most importantly more effective. The challenges going forward are to ensure that adult educators understand that ignoring technology is not really an option in the long term, as by so doing educators would be denying the learner the unprecedented learning opportunities that digital technology clearly provides. Furthermore by engaging with educators, managers, local authorities and policy makers DISCOVER seeks to be instrumental in the design and development of the very environment sought by adult educators, allowing them to harness digital technology whilst at the same time enabling the support, governance and safeguarding that it demands.



'Audioboo'

Audioboo is an audio platform that makes it easy for educators to create and share podcasts with, students, parents and the world. It works on IOS devices (iPad, iPod Touch, iPhone).



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