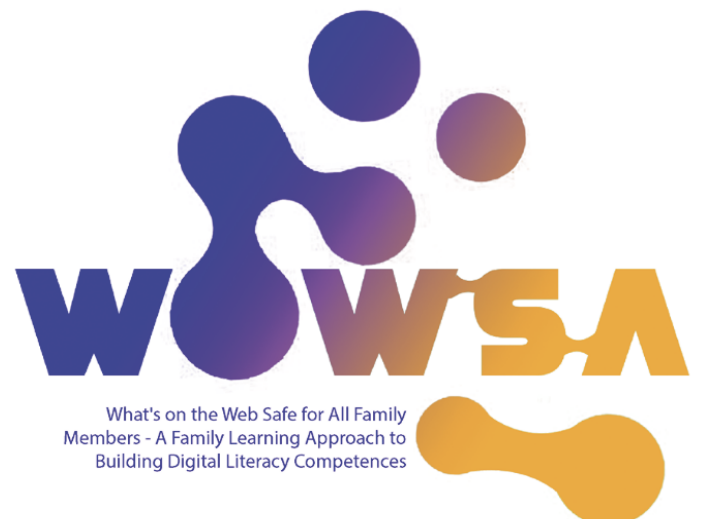


An abstract graphic on the left side of the page, consisting of a complex network of interconnected nodes and lines. The nodes are represented by small circles in blue and yellow, and the lines are thin, connecting the nodes in a web-like structure. The overall shape is irregular and occupies the left half of the page.

In-service Training Programme for Adult Educators

Day 1



Bullet Points

- Introduction to the WOWSA project
- Social media literacy
- Family learning
- WOWSA Induction to Pedagogy Programme for Parents
- WOWSA Digital Literacy Curriculum for Parents

Lesson Plan – Introduction to digital literacy, family learning and guidance on delivering the induction to pedagogy programme for parents

Learning Outcomes

On successful completion of this Module trainers and adult educators will acquire:	Knowledge	Skills	Attitudes
	<ul style="list-style-type: none"> • Knowledge of the WOWSA project concept • Knowledge of the concept and aim of the Delivering the Induction Pedagogy Programme 	<ul style="list-style-type: none"> • Deliver the workshops of the Delivering the Induction Pedagogy Programme 	<ul style="list-style-type: none"> • Willingness to adapt the programme according to the needs of a specific family
	<ul style="list-style-type: none"> • Basic knowledge of the concept of Family Learning 	<ul style="list-style-type: none"> • List creative approaches to engage families 	<ul style="list-style-type: none"> • Understand the principles of simplicity and clarity, transparency, relevance,



	<ul style="list-style-type: none">• Basic knowledge of analysing the needs of families	<ul style="list-style-type: none">• Identify ways that practitioners engage with families• Use creative and sustainable methods to engage families in learning• Analyse the needs of a family• Plan relevant and helpful family learning activities• Adapt methods to meet the needs of specific families	<p>partnership as well as flexibility and adaptation in the context of family learning</p> <ul style="list-style-type: none">• Understand the meaning of collaborative partnerships between practitioners, parents and families• Willingness to develop a family learning approach for specific families
	<ul style="list-style-type: none">• Knowledge of the WOWSA Digital Literacy Curriculum for Parents	<ul style="list-style-type: none">• Deliver the workshops and modules of the Digital Literacy Curriculum for Parents	<ul style="list-style-type: none">• Willingness to adapt the workshops and modules of the Digital Literacy Curriculum for Parents according to the specific needs of parents

Lesson Plan

Day 1

Content- Description	Time Duration	Materials/ Equipment Required	Advice/ Tips for Educators to Deliver to Participants	Further Reading/ Link to Resources
<p>Introduction: Getting to know each other and available online collaboration tools.</p> <p>This learning activity is for participants to learn about each other and help each other in creating a Miro board.</p> <p>The trainer should prepare a basic Miro board in advance with at least the following: a section for participants to describe themselves, a section entitled “Adult Education to me...”, where they can upload a picture, which represents their approach to adult education, a section with useful links and other materials, and 3 groups, where participants will be posting their ideas.</p> <p>Ask participants, which online collaboration tools they already know. After a discussion, share the link of your prepared Miro board and ask them to fill out the section representing all participants (they should upload their photo and add 2-3 lines about their work experience). Secondly ask them to search for a picture online and upload it in the designated area, which represents their approach to adult</p>	45 minutes	<p>Training venue with break-out space for all small teams.</p> <p>Flipchart and markers.</p> <p>Sign-in sheet for the workshop.</p> <p>Pens and note-taking materials for participants.</p> <p>Post it notes, pens.</p> <p>Prepared <i>Miró board</i>.</p> <p><i>Computer and projector</i></p> <p>https://miro.com/welcomeonboard/dThPWGp0UzBTQ2tVS3ZhZEtFSTBLaTZwUIRK</p>	<p>Make sure you have the Miro board streaming with the projector so everyone has a clear overview (phones might not be big enough), especially when discussing the chosen picture, everyone should be able to see it.</p> <p>During all 3 days of the In Service Training, participants should be using their laptops.</p>	<p>https://miro.com/help/miro.com/hc/en-us/articles/360012972900-Tips-for-Creating-Great-Miroverse-Boards</p> <p>https://uxdesign.cc/practical-miro-tips-and-tricks-a9c2c9f59f2a</p>

education. (30 minutes). After the activity ask them to explain why they choose the picture (15 minutes).		d2VrZUoxU1l6YTVaSFdPMH lxRWlyZ0c3dmFsMG5Kd2Ix dTlMRXwzMDc0NDU3MzU4 NjYxNTUwMTQw?invite_lin k_id=530276777431		
<p>Workshop 1 – Delivering the Induction Pedagogy Programme</p> <p>The trainer introduces the WOWSA project, its website and overview of the project outcomes to the participants and shows them what the individual sections contain and where they can find educational resources for family learning.</p> <p>The trainer presents the Induction Pedagogy Programme, Workshops 1-4, focussing on how to use the Family Learning Toolkit of the WOWSA project. The trainer encourages participants to brainstorm and discuss in what kind of settings the materials and workshops could be used; outcome is documented on the Miro board.</p>	1,5 hours	<p>Computer, projector</p> <p>Induction Pedagogy Programme, Workshops 1-4</p>	One short activity from the Induction to Pedagogy for Parents - Lesson Plan / Workshop 3 or 4: Using the Family Learning Toolkit of the WOWSA project can be delivered.	http://wowsa.eu/
<p>Workshop 2 – Understanding Family Learning</p> <p>The trainer introduces Tutor's handbook - Induction to Pedagogy for Parents - Best Practices in Digital Literacy for Parents, one of the intellectual outputs of the WOWSA project.</p> <p>Participants should be split in 3 groups: A) Family Literacy B) Parents Role in Family Learning C) Digital Gaps. Each group</p>	2,5 hours	<p>Flipchart and markers.</p> <p>Prepared <i>Miró board</i>.</p>		https://education.gov.scot/improvement/learning-resources/engaging-parents-and-families-a-toolkit-for-practitioners/



should elaborate on their topic using the Tutor's Handbook and other available resources on the WOWSA website. (15 minutes) Followed by a presentation of each group. (15 minutes)

Participants should brainstorm within their group answering the following question: "How can educators promote or encourage family learning. Which methods work best?" (30 minutes). Discussion (20 minutes). The outcomes should be noted on Miro.

Trainer introduces participants to basics of analysing family needs using the power point presentation. In smaller groups participants should discuss, which questions would be suitable in the framework of the WOWSA project when conducting a needs analysis (writing the questions directly in Miro). (20 minutes) After the presentation (10 minutes), trainer asks participants about their target groups and splits participants into smaller groups according to their target groups. In the groups participants should discuss about: - Barriers their target group might have when accessing training opportunities (language, culture, etc); - How can we reach this target group? – Which method for the analysis of the needs would be most convenient? – Which resources developed within the WOWSA project should be adapted and how? (30 minutes). Discussion and presentation of the outcomes – notes written in the Miro. (20 minutes)

<p>Workshop 3 – Digital Literacy / Media Literacy / Social Media Literacy – WOWSA Digital Literacy Curriculum for Parents</p> <p>Trainer presents the WOWSA Digital Literacy Curriculum for Parents using the Power Point Presentation and the WOWSA website. Discussion. (45 Minutes)</p> <p>Split participants in 3 groups. Each group has a task to discuss the WOWSA Digital Literacy Curriculum for Parents focussing on a) digital literacy b) media literacy c) social media literacy and answering the question: How can the modules be adapted to the needs of your target group? Participants should make notes in the prepared Miro board. After 45 minutes they should present their outcomes (30 minutes).</p>	2 hours	<p>Pens and note-taking materials for participants.</p> <p>Participants should be able to use their mobile phones. Access to the internet will be needed.</p> <p>Online Miro board.</p> <p>WOWSA Digital Literacy Curriculum for Parents Resources, WOWSA website</p> <p>Power Point Presentation</p>		<p>http://wowsa.eu/</p>
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Day 2

Bullet Points

- Educational Potential of Comics
- Comics as part of family learning

- WOWSA Induction Pedagogy Programme
- Creating a comic

Lesson Plan – developing and producing Comic Strips using available open-source software

Learning Outcomes

On successful completion of this Module trainers and adult educators will acquire:	Knowledge	Skills	Attitudes
	<ul style="list-style-type: none"> • Knowledge about the principles and benefits of using comics and storytelling while working with families • Knowledge of key websites and apps for making comics • Knowledge of the WOWSA comics • Knowledge of the entire process of creating a comic 	<ul style="list-style-type: none"> • Analyse the benefits of comics and storytelling in educational intervention • Provide examples of comics, storytelling and gamification applied with the purpose of family learning • Use websites and apps for making comics • Be able to use comic in educational intervention 	<ul style="list-style-type: none"> • Understand the principles and benefits of using comics and storytelling while working with families • Willingness to engage in and learn about possibilities of developing and producing comic strips • Understand the production process

Lesson Plan

Content- Description	Time Duration	Materials/ Equipment Required	Advice/ Tips for Educators to Deliver to Participants	Further Reading/ Link to Resources
<p>Introduction – Educational Potential of Comics</p> <p>Start the workshop by playing the YouTube video Why comics belong in the classroom: https://www.youtube.com/watch?v=Oz4JqAJbxj0</p> <p>Start a discussion with participants by asking them why comics should be part of family learning (15 minutes). Collect the answers and suggestions on Miro board.</p>	30 minutes	<p>Training venue with break-out space for all small teams.</p> <p>Flipchart and markers.</p> <p>Sign-in sheet for the workshop.</p> <p>Pens and note-taking materials for participants.</p> <p>Post it notes, pens.</p> <p>Prepared <i>Miró board</i>.</p> <p><i>Computer and projector</i></p> <p>Internet Access</p>	Each participant needs his/her own laptop.	<p>https://www.youtube.com/watch?v=Oz4JqAJbxj0</p> <p>https://www.schoolserv.in/Graphic-and-Comic-Strip-to-Make-Learning-Engaging/</p> <p>https://onlinelibrary.wiley.com/doi/10.1111/hir.12145</p> <p>https://onlinelibrary.wiley.com/doi/10.1111/hir.12145</p>
<p>WOWSA comics – Induction to Pedagogy for Parents, Workshop 3</p> <p>By using the power point presentation present the Workshop 3 of the Induction to Pedagogy for Parents and</p>	1 hour			http://wowsa.eu/

<p>Comics, which are part of the Family Learning Toolkit, available on the WOWSA website.</p> <p>Split participants in groups, ask them to review the comics and discuss within the group if anything should be adapted for a special target group (20 minutes), followed by a discussion (20 minutes). Outcomes should be documented in Miro.</p>				
<p>Key websites and apps for making comics</p> <p>Present participants the websites of the online tools Canva and Pixton. Show them the video Pixton and Canva comic strip tutorial on YouTube https://www.youtube.com/watch?v=SX72cknyJ7A</p>	1 hour			<p>https://www.quertime.com/article/14-online-tools-to-create-your-own-comics/</p> <p>https://www.youtube.com/watch?v=SX72cknyJ7A</p>
<p>Creating a comic book.</p> <p>Divide participants into 3 groups. They should pick a topic Pick a topic from:</p> <ul style="list-style-type: none"> - TikTok Challenge - I hate parental control - Spending my pocket money on online games <p>Research on the topic Create a story Use simple language</p>	4 hours	Power Point Presentation		

Create the comic by using Pixton or Canva				
Feedback / Evaluation – padlet/Miro Ask participants for their feedback, the most important points should be documented on Miro.	30 minutes			

Day 3

Bullet Points

- Benefits and advantages of audiobooks and podcasts
- WOWSA Audiobook - Induction to Pedagogy for Parents, Workshop 4
- Key websites and apps for making audiobooks/podcasts
- Creating an audiobook/podcast

Lesson Plan – developing and producing audiobooks and podcasts using available open-source software.

Learning Outcomes

On successful completion of this Module trainers and adult educators will acquire:	Knowledge	Skills	Attitudes
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	<ul style="list-style-type: none"> Knowledge about the principles and benefits of using audio books while working with families Knowledge of the equipment, tools and software for making audio books Knowledge of the WOWSA audio books Knowledge of the entire process of creating an audio book 	<ul style="list-style-type: none"> Provide examples of audio books applied with the purpose of family learning Adapt a book to an audio book Record an audio book Publish an audio book 	<ul style="list-style-type: none"> Understand the principles and benefits of using audio books while working with families Willingness to engage in and learn about possibilities of developing and producing audio books Understand the differences between a book and an audio book Understand the production process
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Lesson Plan

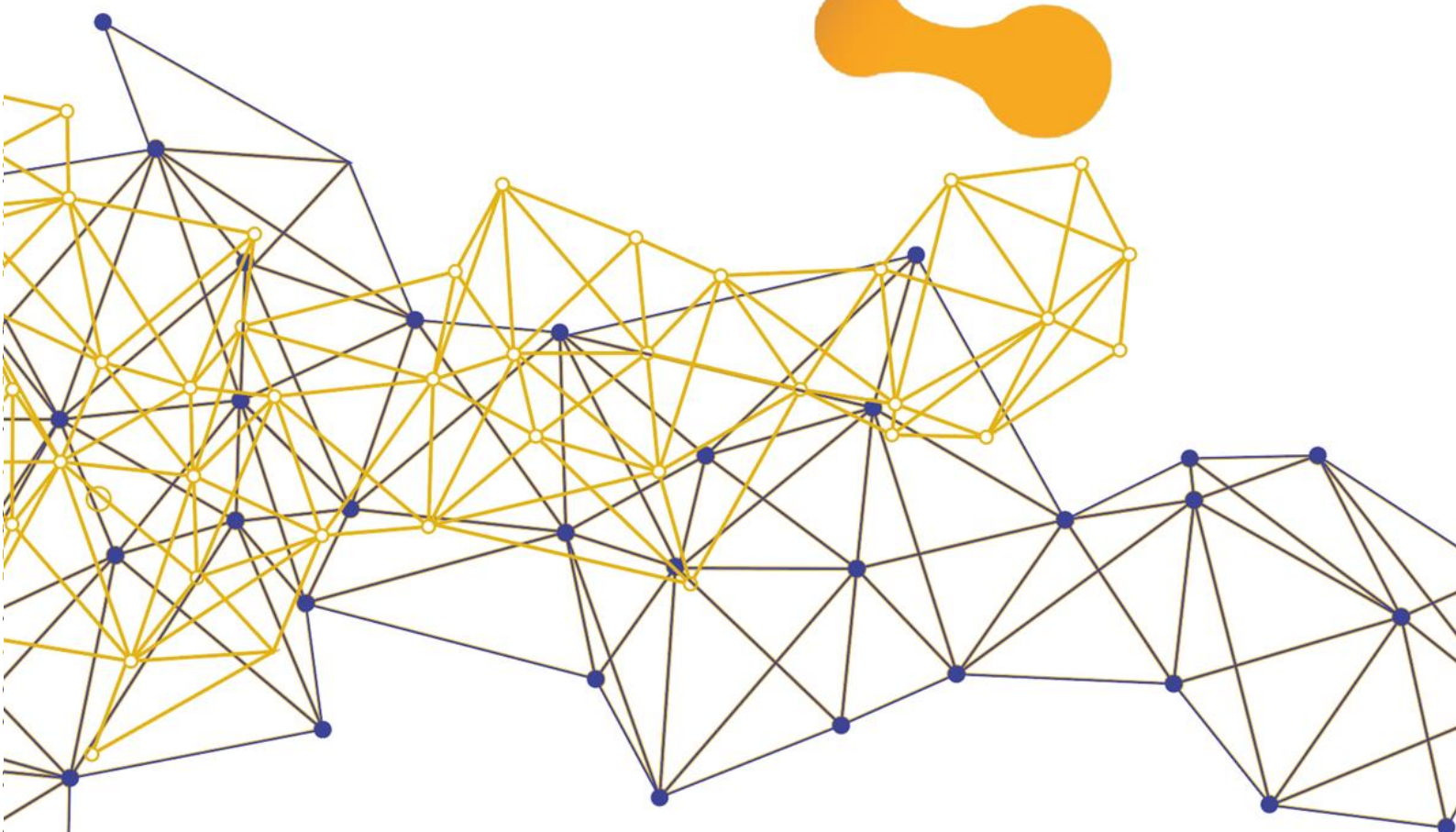
Content- Description	Time Duration	Materials/ Equipment Required	Advice/ Tips for Educators to Deliver to Participants	Further Reading/ Link to Resources
Introduction – Benefits and advantages of audiobooks and podcasts Split participants in smaller groups and ask them to brainstorm about benefits and advantages of audiobooks and podcasts, especially in relation to elderly people. (15 minutes) Groups should present their outcomes, discussion on possible difficulties of introducing audiobooks to elderly people.	30 minutes	Training venue with break-out space for all small teams. Flipchart and markers. Sign-in sheet for the workshop.		

		<p>Pens and note-taking materials for participants.</p> <p>Post it notes, pens.</p> <p>Prepared <i>Miró board</i>.</p> <p><i>Computer and projector</i></p>		
<p>WOWSA Audiobook - Induction to Pedagogy for Parents, Workshop 4</p> <p>Present the WOWSA Audiobook for senior learners.</p> <p>Split participants in smaller groups – according to their target groups and ask them: a) to review the WOWSA workshop 4, focusing on which parts of the workshops should be adapted to the needs of their target group and how; b) which other topics could be included.</p> <p>Outcomes should be documented on Miro board.</p>	1 hour	<p>Padlet/Miro board, PC, handouts – lesson plan workshop 4</p>		http://wowsa.eu/
<p>Key websites and apps for making audiobooks/podcasts</p> <p>Ask participants about the process and stages of creating an audio book. What are pros and cons of text-to-speech technologies? What is the difference between an audiobook and a podcast?</p>	30 minutes	<p>Flipchart, pens</p> <p>Miro</p>		https://kindlepren eur.com/how-to-make-an-audiobook/

<p>Using the power point presentation, guide participants through the stages of creating an audiobook/podcast: research, writing the text, getting to know available text-to-speech technology, tips for recording (https://www.youtube.com/watch?v=9LLxXovGLFM), creating audio files, editing (https://www.youtube.com/watch?v=6Fl6kyWpyeQ), uploading the files (all links are in the presentation). Participants should create accounts on: Spotify / Soundcloud, Anchor and YouTube (1 hour)</p> <p>Creating a non-fictional podcast with participants: In groups of 3-4 participants should choose a topic on which they would like to create an additional chapter of the existing audio book:</p> <ul style="list-style-type: none"> a) Grandparents guiding their grandchildren in the digital world b) How much digital devices for my pre-school child? c) TikTok safety d) Pressure of getting the likes e) Emotional wellbeing online f) Online gaming <p>(3 hours for creating the outcomes, 30 minutes for presentation).</p>	4,5 hours	<p>Each group needs at least one laptop/PC</p> <p>Power Point Presentation</p>	<p>Connecting with grandchildren online</p>	<p>https://www.youtube.com/watch?v=6Fl6kyWpyeQ</p> <p>https://www.youtube.com/watch?v=9LLxXovGLFM</p> <p>https://www.youtube.com/watch?v=FhNuIUWLTkU</p> <p>https://www.internetmatters.org/</p> <p>https://filmora.wondershare.com/video-editing-tips/free-audio-editor.html</p> <p>https://www.youtube.com/watch?v=hJ7VM9V3CQc</p> <p>http://wowsa.eu</p>
<p>Sum up: what did we learn? Discuss the Miro board with participants</p>	30 minutes			<p>https://miro.com/welcomeonboard/dThPWGp0UzBTQ2tVS3ZhZEtFSTBLaT</p>



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Co-funded by the
Erasmus+ Programme
of the European Union

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."
Project Number: 2020-1-AT01-KA204-077958