



Media Literacy 45+

Building advanced media literacy competences and digital skills of low-skilled adults 45+ through social media

IO3: Development of manual for professionals supporting unemployed persons

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Table of Contents

Executive Summary	4
1. Introduction	5
2. Analysis of the MedLit45+ new approach	5
3. The Platform: Description of a useful tool	5
4. Description of the Courses	6
4.1 “Safety online”	6
Overview of the course	6
Course Features (Lectures, Quizzes, Duration, Skill level, Language, Students, Assessments)	6
Description of the provided module	7
Portrayal of the Learning Objectives	7
Overview of the Curriculum	7
4.2 “Communication and Interaction”	7
Overview of the course:	7
Course Features (Lectures, Quizzes, Duration, Skill level, Language, Students, Assessments)	8
Description of the provided module	8
Portrayal of the Learning Objectives	8
Overview of the Curriculum:	9
Units (Title, Thematic, Learning Outcomes)	9
4.3 “Problem Solving”	9
Overview of the course	9
Course Features (Lectures, Quizzes, Duration, Skill level, Language, Students, Assessments)	10
Description of the provided module	10
Portrayal of the Learning Objectives	10
Overview of the Curriculum:	11
Units (Title, Thematic, Learning Outcomes)	11
4.4 “Information Processing”	11
Overview of the course:	11
Course Features (Lectures, Quizzes, Duration, Skill level, Language, Students, Assessments)	11
Description of the provided module	11
Portrayal of the Learning Objectives	12
Overview of the Curriculum:	12
Units (Title, Thematic, Learning Outcomes)	12
4.5 Basic Content Creation	12
Overview of the course	12
Course Features (Lectures, Quizzes, Duration, Skill level, Language, Students, Assessments)	13

Description of the provided module	13
Portrayal of the Learning Objectives	13
Overview of the Curriculum:	13
Units (Title, Thematic, Learning Outcomes)	13
5. Courses Delivery	13
Delivery Modes Overview and Sample Methods	13
5.1 Theoretical Virtual Classes	14
5.2 Theoretical Online Individual Learning	15
6. Learning Styles	16
7. Course Evaluation	17
Further Reading	18

Executive Summary

In our contemporary society the key competences of lifelong learning and the modern life are reflected in digital competence. Nevertheless, older people who did not grow up in the current era of technological advances, face difficulties in dealing with digital tools.

Within this context, the project **“MedLit45+”**, named **“Development of digital skills building framework through social media for low-skilled/low-qualified unemployed persons over 45”**, aims to support people over 45 years old with low-skills and qualification to return to the labour market through the development and enhancement of their digital competence. A significant step towards such competence is that people become more familiar with social media, in order to develop their digital identity, their digital footprint and increase their chances in the recruitment process through the digital environment.

This manual for professionals guide includes an analysis of the MedLit45+ new approach, while it describes the Platform that has been developed during the implementation of the project. Furthermore, the manual incorporates an overview of the course content and delivery modes that have been developed in the context of IO2. The manual for professionals also covers the expected individual learning styles and illustrates a short section on course evaluation.

1. Introduction

This Manual for professionals is designed to help the trainer with the delivery of MedLit45+ courses. Digital technologies are key drivers of innovation, growth and job creation, and therefore digital competence is inextricably linked to participation in the labour market. Digital competence is not only about being familiar with digital technologies, but also about the way new technologies and online media are used and for which purpose.

The purpose of IO3 is to promote the use of the skills building framework and the platform to professionals and organizations active in providing training and support services to low-skilled/low-qualified unemployed persons over 45 (employment/career counsellors, PES, VET providers, recruiters, civil society). This manual for professionals is designed to help the trainer with the delivery of MEDlit45+ modules. In order to facilitate and promote the mainstreaming of the framework and resource platform in the regular practices of these stakeholders, the present manual presents the new approach and provides guidelines on how the framework and the platform can be used by the professionals.

2. Analysis of the MedLit45+ new approach

Throughout the implementation of the project we adopted the digital skills building framework (DigComp 2.1). Our aim is to create a more target group-oriented framework in the online resource platform that aspires to be a useful training tool for the low-skilled/low-qualified unemployed persons over 45.

DigComp has been established as a reference for the digital competence development across Europe. In 2017 published the latest version DigComp 2.1 aiming to expand the levels of the initial versions, providing also examples of use and practical implications. Five general competences are the core of DigComp 2.1 framework that compose the general areas in which the training material of the framework is developed, in order to create the context of digital competences.

The competence areas and the dimensions of each, form a detailed framework, which covers the wide range of digital competence, allowing the user to develop those skills needed, in order to handle new technologies and survive in the ever-changing digital environment. During the IO1 developed a methodological framework for building digital competence mainly through social media. This framework constitutes the theoretical basis of the online resource platform, which is the second output of the project and aims to train low-skilled/low-qualified unemployed persons over the age of 45, so as to enhance the DigComp 2.1 digital competence framework, which targeted the identification of employees' level and type of digital skills, needed from the organisations.

3. The Platform: Description of a useful tool

The development of the social media literacy skills building framework has been developed through the online platform in order to improve and extend the supply of high

quality learning opportunities tailored to the needs of individual low-skilled or low-qualified adults so they acquire digital skills.

Within this framework, an online platform has been developed able to build the digital competence of low-skilled unemployed persons over 45. The resource platform constitutes an innovative tool that enables low-qualified unemployed persons enhance their digital competences through training, sources and tools. Through its services, people over 45+ will be able to use social media in a way that will improve and increase their opportunities in the social and professional arena and thus facilitate their access to employment.

Furthermore, the free access to the platform will encourage the improvement of the skills of additional low-qualified unemployed persons in each participating country. In addition, the availability of the resource tool in English (as well as Greek, Italian, Portuguese, Romanian and Spanish) facilitates the use and the uptake of this tool by other organizations providing support and training to low-skilled and low-qualified unemployed persons, in other regions of the partner countries or other EU countries.

4. Description of the Courses

4.1 "Safety online"

Overview of the course

The module "Safety online" is aimed at making the users familiar to the on-line world, by providing on one hand the skills need it to counteract the threats they are submitted when accessing the internet and understand on the other one the concept of digital footprint.

Taking into account that the new era of job finding opportunities is highly linked to the ability of digital skills, this link percentage is increasing rapidly to 100% in Europe labor market, we have initiated a structure of the course in which after developing the need it skills to search for a job opportunity the learner is thought at the end a set of competences that are most important in becoming aware of safety measures to be pursued while on-line.

- Course Features (Lectures, Quizzes, Duration, Skill level, Language, Students, Assessments)

The course foreseen 2 lectures and 2 evaluation forms. All skills levels are accepted to this course and it's translated in 6 different languages (English, Spanish, Italian, Romanian, Greek and Portuguese). The sub-units foreseen in "Safety on-line module" are:

- *Staying safe on-line;*
- *Digital footprint and ethics;*

The evaluations are dived in one for each unit of the module, in order for the learner to be able to understand the added value brought by the course.

Every question has 5 different level of evaluation (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree). In this way, users will be able to verify if they possess the

competences that will be enhanced through the course. Later on the same form is repeated to test if the users' competences are improved after the course implementation.

At the end of the course the learner is offered the possibility to share potential systems of improvement of the on-line course.

- Description of the provided module

The module is structured as follow: unit 1 "Staying safe on-line", unit 2 "Digital footprint and ethics" and one evaluation form after each unit.

- Portrayal of the Learning Objectives

This module targets the following learning objectives:

- *To identify problems and counteract in regards to the threats posted by using the Internet;*
- *To understand the steps to be taken for internet safety usage;*
- *To gain knowledge of your digital footprint and how it can affect your everyday life;*
- *To understand and apply the internet ethics code of conduct;*

Overview of the Curriculum

- Units (Title, Thematic, Learning Outcomes)

The module is starting with the understanding of what "General Data Protection Regulation" is and how it works in the benefit of the European citizen.

It is then followed by the sub-unit "**Staying safe on-line**", in which the learner has the chance of understanding in an easy and interactive way how to reduce or avoid the risks that the on-line world is bringing along with the amazing opportunities it offers. He is lead through 13 steps that will allow him to gain the need it information for a safe usage of the internet. At the end of this sub-unit an evaluation of the competences gained is required.

The second sub-unit that the learner will find in this module is "**Digital footprint and ethics**". Here the learner will be able to understand the impact that his on-line actions can have, while receiving advice on how to deal with this concepts in a suited manner. In order to easy the path for smooth implementation of what has been learned the module provides a check list with the "TO DO'S" from now on before or while on-line.

As for the sub-unit 1, sub-unit 2 is followed by a short evaluation.

4.2 Communication and Interaction

Overview of the course:

The course Communication and Interaction is based on a series of learning Units, evaluation forms and quizzes, with the purpose of increasing the competitiveness of people over 45, in finding a job using on-line systems. E-mail, chat and social media are the main tools to sketch out digital communication and interaction, so to the over 45 is requested a deeper knowledge on that. The course aims to improve the competitiveness of the target groups in using online tools for job search, avoiding being excluded from the

world of work due to the generation gap with the “Millennials”. In addition, useful ideas are provided for job counselors who want to make their research more accessible.

- Course Features (Lectures, Quizzes, Duration, Skill level, Language, Students, Assessments)

The course foreseen 4 lectures, 1 quizzes and 2 evaluation forms for a total duration of 20 hours. All skills levels are accepted to this course and it's translated in 6 different languages (English, Spanish, Italian, Rumanian, Greek and Portuguese). The evaluations are dived in “Pre and Post” and count 4 questions.

Every question has 5 different level of evaluation (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree). In this way, users will be able to verify if they possess the competences that will be enhanced through the course. Later on the same form is repeated to test if the users' competences are improved after the course implementation.

The quizzes contain 5 multiple choice questions: Which is the most suitable social media for job seekers; which is the most suitable social media to use hashtags, what is the most direct way to contact a recruiter.

The final assessment has been conducted following the evaluation questionnaire shared by the coordinator. 8 questions are listed regarding the technical and methodological aspects of the on-line course. The answers are grade from 1 to 5, 1 meaning the lowest grade and 5 the highest. Specifically are presented questions regarding the platform, the course agenda, the facilitator and the organizational aspects of the course. Finally is offered the possibility to share potential systems of improvement of the on-line course.

- Description of the provided module

At the beginning of the module is provided a "Pre-evaluation" form, to establish the users' level of competences. The users have to decide among 5 levels of evaluation (from strongly disagree to strongly agree), which is their proficiency. Therefore the 2 learning Units will increase the knowledge of target groups using graphics, tables, practical examples and useful tips. Finally a multiple choice quiz will test the concrete improvements made by the target groups. Through the “Post-evaluation” form the users will be able to verify if their competences are improved after the course implementation.

- Portrayal of the Learning Objectives

The main Learning Objective contained in the module are:

- *To present myself in an appropriate manner using e-mail and chat;*
- *To use the proper social media in order to increase the possibility to be selected;*
- *To increase the possibility of being selected toward LinkedIn;*

The first objective is focused on how to use e-mail and chat in order to be selected for an interview. Target groups are made aware about the modern requests of the labour market and their position is strengthen through guided instructions. Another important aspect deepened is the possibility to find the most appropriate job opportunities according with the various job sectors. This objective is obtained thanks to the presentation of the main job offer portals, and the explanation of the use of filters on the typical webpage. Furthermore, by giving an overview of the main social media currently in use to find a job, the goal of entering additional channels for job search is achieved. In general, through the

use of the module, the over 45 will reach the goal of increasing their knowledge of the main social media currently in use for job search, and will acquire cutting-edge skills on the use of e-mail and chat.

Overview of the Curriculum:

- Units (Title, Thematic, Learning Outcomes)

The first Unit entitled “**E-mail and Chat**” is based on a series of paragraphs directed to increase the competences of final users in using e-mail and chat in the job search. The first paragraph is *How to use time effectively*; in this section are described the steps to be taken to narrow the research using the major job offer portals available. The second one is more practical, and through examples and case studies try to stimulate the users in how to *Read carefully the instructions in the announcement*. This part is fundamental if we want to write an effective mail of presentation. It is needed a clear understanding of the job requirements to present ourselves at the best and do not waste time in application not suitable with our profile. The third paragraph is *How to compose the email effectively*. The reader is guided in the creation of a presentation’ e-mail, following tables with direct instructions. So the draft of a e-mail of presentation is offered to use it as a model for future applications. Finally some technical insights are offered regarding length, terminology, use of personal information and attachments. Basic tips to attract the attention of the recruiters and to show attention to details and resourcefulness compose the paragraph about the “Chat”.

The Unit 2 is centred on the **social media world**. The main social media as Facebook, Twitter and LinkedIn are presented to introduce the general features and facilitate the understanding of these tools. In the first section are presented the steps to create a Personal branding. Moreover, are presented further information to Go Beyond LinkedIn and other social media to catch the attention of recruiters. In the final section a list of alternative social media is provided to widen the range of action.

Learning Outcomes mainly concern the following factors:

- *Acquired the ability to establish research parameters suited to the needs of the target groups;*
- *Improved knowledge of the main job search portals;*
- *Increased ability to use filters and other online tools to refine job searches;*
- *Improved understanding of recruiter requests made through online announcements;*
- *Increased knowledge of social media for job search;*
- *Enhanced the set of competencies needed to increase competitiveness in on-line job search;*

4.3 “Problem Solving”

Overview of the course

The module “Problem Solving” is aimed at presenting learners with technical problems which they can face while working with a computer and its solutions, and to teach them how to use Accessing supports and Using feedbacks. In order to achieve this, the module is divided in two units in.

When people face a problem with a computer, a browser or their internet connection fixing it by themselves can be really hard and difficult. In this module, learners will understand and learn solutions for this kind of problems. After this module, learners will be able to understand technical problems and their solutions, and thus fix by themselves the basic problems they are confronted with.

- Course Features (Lectures, Quizzes, Duration, Skill level, Language, Students, Assessments)

The course is formed by two units, one assessment and two evaluations. The evaluations are divided in “Pre and Post”, one prior to taking the course and one after taking it, and they have 7 questions. Every question has 5 different level of evaluation (Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree). In this way, users will be able to verify if they possess the competences that will be enhanced through the course. Later on the same form is repeated to test if the users’ competences are improved after the course implementation.

The sub-units foreseen in the “Problem Solving” module are:

- Unit 1: ***Problem Identification and Solutions***
- Unit 2: ***Accessing Support and Using Feedback***

The first part of the module is designed to explain the problems that people may face and to teach them ways to solve these problems. The second part of the module is Accessing Support and Using Feedbacks which also aims at teaching to learners the best ways to make use of these resources.

- Description of the provided module

The module is structured as it follows: at the beginning of it there is a pre-evaluation that establishes the learners’ level of competences, then there is unit 1 “**Problem Identification and Solutions**”, unit 2 “**Accessing Support and Using Feedback**” and, finally, a post-evaluation through which learners will be able to verify if their competences have improved after taking the module. There are also two case studies inside Unit 2 which resemble a real-life situation where the learners can acquire knowledge on how to face these situations.

The final assessment has been conducted in order to evaluate the general knowledge of the module. It has 7 questions regarding topics like malware, how to unplug the monitor from the power or antivirus programmes.

- Portrayal of the Learning Objectives

After the completion of this module, the learner should be able to:

- *Use basic computer skills*
- *Connect to the internet*
- *Be aware of malware and virus*
- *Create LAN*
- *Get support through programmes and web pages*
- *Understand and operate the computer problems*

Overview of the Curriculum:

- Units (Title, Thematic, Learning Outcomes)

The module starts with a pre-evaluation, followed by a brief explanation about basic elements related to the internet and the technologic items that are necessary for the process.

The first Unit, called “**Problem Identification and Solutions**”, gives first an insight on the basic elements and concepts of the internet and its technologies. It also deals with ways to protect the computer from external threats, explaining what malware is and the different antivirus software that exist. The unit also explains how to make a backup copy and where to keep it. Finally, the unit goes through the care of the computer equipment, how to clean it or how to act when some unexpected problems affect it.

The second unit, “**Accessing Support and Using Feedback**”, goes through the world of social media and web pages, teaching learners how to create an account on Facebook and how to manage the information that they post on it. It also lets the learners know how to join an online group chat or forum pages. The unit also teaches what cookies are, how they work and how to delete them. Inside this unit there are two case studies where the learners can experience a real-life situation and learn how to solve their problems.

4.4 “Information Processing”

Overview of the course:

The module **Information Processing** is aimed at making the users familiar with the world of information, knowing how to find it online, learning how to evaluate it and distinguish what they can trust and what they should not. It entails different pedagogical approaches (text, images, self-evaluation forms, research activities) and it is divided into two parts: search engines and critical thinking applied to information processing.

Knowing that one of the biggest problems we face nowadays is misinformation and fake news, which proliferate every day online, it is of extreme importance that digital immigrants, especially, are aware of this situation, knowing how to verify the information properly and recognizing the dangers and benefits of online searching.

- Course Features (Lectures, Quizzes, Duration, Skill level, Language, Students, Assessments)

This course – **Information Processing** – is composed of six lectures, it takes a maximum of 20 hours to complete and it is adequate to all skill levels. It does not have any quizzes, as the assessment is made through different style exercises, such as gap filling, multiple choice, research exercises and critical analysis of a social media profile. It is available in English, Greek, Spanish, Italian, Romanian and Portuguese and it was tested by a total of 51 students.

- Description of the provided module

This module is structured in two units: unit 1 – **Search Engines** and unit 2 – **Critical Thinking** under the scope of Information Processing. It is not required previous knowledge to complete it successfully, as it was conceived to low-skilled/ low qualified unemployed adults 45+. The trainees will be able to acquire knowledge on how to: browse, search and

filter data, information and digital content. Also, they will understand how to evaluate critically the data collected in digital environment. Finally, the trainees will manage the data by organising, storing and retrieving it.

- Portrayal of the Learning Objectives

After the completion of this module, the learner should be able to:

- *Understand how information is generated, managed and available;*
- *Select the search engine suitable to the information needs;*
- *Browse different information sources online;*
- *Collect relevant information using adjusted methodologies;*
- *Evaluate information critically in terms of: reliability, usefulness, accuracy and integrity;*
- *Use digital information adequately;*
- *Understand how information is stored in different services;*
- *Selected the most suitable storing options;*
- *Organise information and digital contents;*
- *Be aware of the risks of public/private storing;*

Overview of the Curriculum:

- Units (Title, Thematic, Learning Outcomes)

Unit 1 – Search Engines

The Unit 1 “**Search Engines**” focuses on the most popular search engines to locate and access information online. The trainees will acquire a set of skills that will allow them to: define information needs, locate relevant information and media content, select sources of information online and navigate in different sources of information online and create personal strategies of information.

Unit 2 – Critical Thinking

The Unit 2 “**Critical Thinking**” focuses on the evaluation of information, its storage and retrieval. Knowledge will be provided concerning the processes of finding, processing, understanding and evaluating critically the collected information. Trainees will be skilled in organising information and data will be stored according to basic principles that facilitate its retrieval.

4.5 Basic Content Creation

Overview of the course

In the modern society, the basic level of digital skills is required, in order to participate in the digital world and the labour market. In this context, the basic content creation, like the creation of a word document or a video is necessary, both for a personal usage but most importantly for a professional one. In this module, you are going to learn how to create basic digital content and how to create a CV and an attractive SM profile that can useful for job seeking purposes.

- Course Features (Lectures, Quizzes, Duration, Skill level, Language, Students, Assessments)

The course **Basic Content Creation** is composed of four lectures and it takes 20 hours to complete. The course is adequate to all skill levels and it does not have any quizzes. It is available in English, Greek, Spanish, Italian, Romanian and Portuguese and it was tested by a total of 19 students.

- Description of the provided module

This module has been developed in order to provide instruction on how to create basic digital content and how to create a CV and an attractive SM profile that can be useful for job seeking purposes. This module is structured in two units: unit 1 – Text and Video and unit 2 – CV and SM profile.

- Portrayal of the Learning Objectives

After the completion of this module, the learner should be able to:

- Create a simple text and upload a video on YouTube
- Create a CV according to your characteristics and the job description
- Create a good social media profile in various social media platforms

Overview of the Curriculum:

- Units (Title, Thematic, Learning Outcomes)

Unit 1 – Text and Video

The Unit 1 **“Text and Video”** includes information around the creation of a text and video that are from the most important things in the digital environment. Text is the simpler and most common way to communicate your work, ideas, and needs and basically anything you like. In this section you are going to see the basic steps in order to create a text in the most popular Word processor. Additionally, we will mention the other two most common programmes for content creation, Excel and Power Point. Furthermore, this unit includes basic steps to create a video and also upload it.

Unit 2 – CV and SM Profile

The Unit 2 **“CV and SM Profile”** has been developed in order to provide all the necessary information around the creation of CV that constitutes a brief account of a person's education, qualifications, and previous occupations, typically sent with a job application and also how to develop a personal profile for Social Media. The unit unrolls throughout the world of social media teaching learners how to create their personal profile on Social Media platforms.

5. Courses Delivery

Delivery Modes Overview and Sample Methods



The following sections will outline some modes of delivery and provide some samples of methods that could be used in each. This is not an exhaustive list, nor is it mandatory. Tutors can adapt these styles to suit their facilities, experience, and learners (both individually, and as a group).

5.1 Theoretical Virtual Classes

The MedLit45+ programme will use webinar technology to deliver online classes. This will be administered via Moodle.

Among the Moodle features that can be used on MedLit45+ are:

Web conferencing

Moodle has real-time audio, video and whiteboard capabilities to connect with your learners one-to-one or in groups.

Integrated media

Multimedia audio and video messages can be attached to personal messages, assignments, discussions and marked work.

Provide feedback

Moodle is cloud-based, so you can view, mark and provide feedback on student submissions from a computer or tablet without time-consuming downloads or uploads.

Course management

When you create or update an assignment in Moodle, it automatically populates the syllabus, gradebook and calendar.

Click on the image below to watch the Moodle video.

Methodologies

Your main objective during these sessions will be to retain the attention of your learners, who will be in a separate location from you.

The following are some ideas to retain the engagement of the learners:

- Interactive quizzes
- Digital responses
- Live surveys

Theoretical virtual class considerations

Theoretical virtual classes can take place at home and in the workplace and are therefore flexible for both the learner and tutor. However, you should be aware of the technical difficulties associated with setting up virtual classes.

- Test the technology in advance.
- Try to introduce students to the technology on their face-to-face day.

- Set out expectations and guidelines from the beginning to avoid delays, e.g.
 - Learners should be on time for virtual classes
 - Learners should have their video turned on throughout the class.
 - Learners should mute their mic to avoid background interference.
- It is also important to set up a response mechanism so that learners retain their attention and don't become distracted. Ask for continual feedback. This can be done electronically using various applications.
- Ensure a back-up plan is in place in case the technology fails.

5.2 Theoretical Online Individual Learning

Learners on each MedLit45+ course will learn on their own through online individual learning. This learning can be carried out at home if the learner has the appropriate equipment, or in an open access computer suite at the VET provider's location.

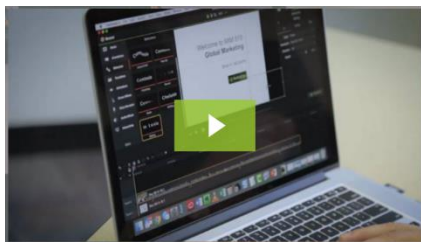


Due to the nature of the courses, it is more likely that OIL will take place at the VET provider's location. In particular, film- editing and graphic design software may be too expensive for most learners to purchase.

It is important that the learners' resources pack includes information on the computer technology required to complete the course.

Technology ideas:

The delivery of online individual learning courses is dependent upon resources available in the particular institution. Here are some ideas that may be useful to you.



Screencast:

This is a digital recording of your activity on screen. It's also known as 'video screen capture.' Screen casts provide learners with a student-centered approach to learning. They are particularly useful for teaching software applications. Examples of applications are: Cam Studio, Camtasia, Screenr, Screen-o-Matic, Screenflow, Adobe Captivate. Check your own IT applications to see what is available. (Click on the image to see Camtasia in action.)

Handouts and Instructional Guides:

Handouts and Instructional Guides can accomplish three purposes related to information:

- You can use them to ensure that all students share the same basic background on which you intend to build new, related, or more complex content.

- Handouts can be used to save time, containing content you don't have to present
- They can relieve some of the tension students often feel when presented with large amounts of new information.

Handouts and Instructional Guides can take the form of step-by-step instructions. These are particularly useful for teaching software applications.

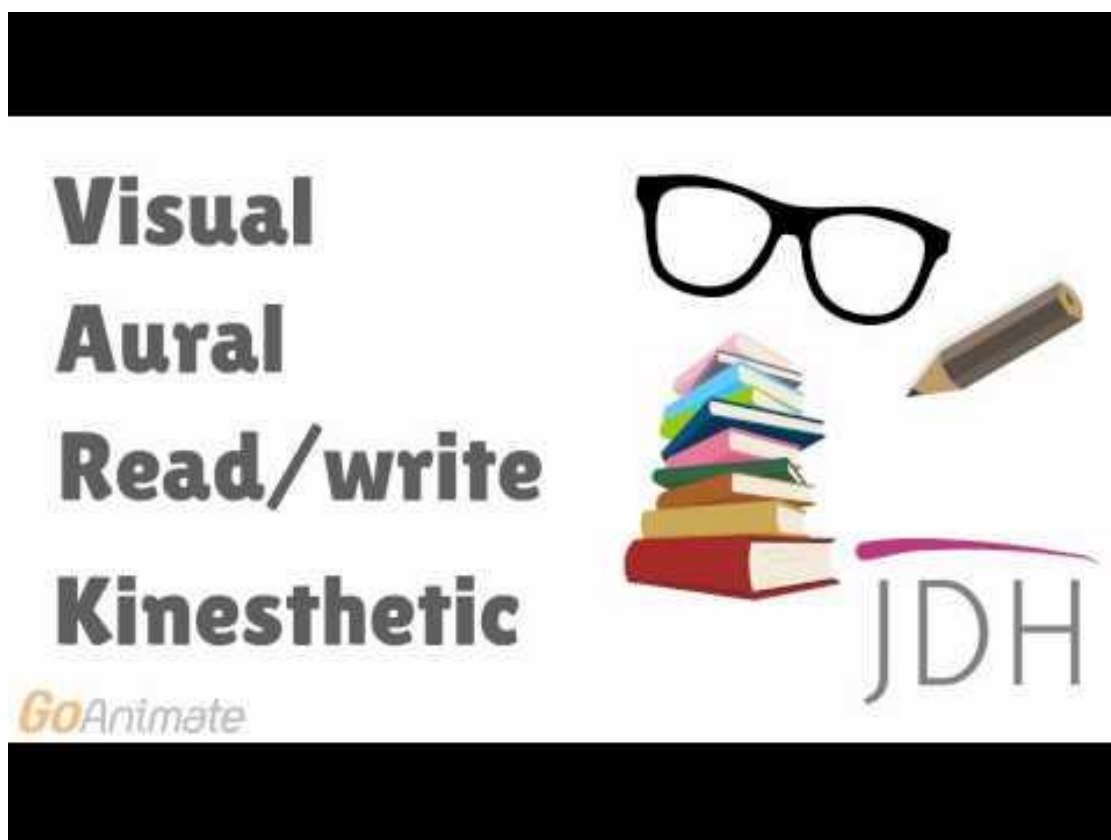
Researching methodologies:

Students will also use online written, audio and video resources to research their subject in their own time.

Examples of reading resources are instructional guides, recommended books and e-books, journals, websites and reports. Students can also access instructional videos in open source sites like You Tube and Video or subscription sites like Lynda.com. Each VET provider will have access to its own subscriptions.

6. Learning Styles

In line with the education provider's guidelines, it is important to diagnose the educational need of each learner. One idea is to complete a VARK questionnaire.



Some tips for different learning styles:

Visual Learners

Use demonstrations and visually pleasing material, e.g. videos, images, graphs, charts. There are likely to be quite a few visual learners on the MedLit45+ courses.

Aural Learners

Use mini-lectures, group chats and debates. Put in place strategies to draw quieter learners into the discussion so that group discussions don't become dominated by one person.

Read-Write

Encourage learners to read before they come to face-to-face classes.

Kinesthetic

Try hands-on workshops, placements, exercises, trial and error, doing and solving real-life problems.

Some useful resources on VARK:

Friedman, Bruce (2013). *How to Teach Effectively: A Brief Guide* (2nd Edition), Chicago: Lyceum Books.

Onchengco, N. J. (2013). Different types of Learners. [Online Video]. 27 November 2013. Available from: https://www.youtube.com/watch?v=3_bQUSFzLI4. [Accessed: 11 June 2018].

Vark-Learn. (2018). *VARK: A Guide to Learning Styles*. Available: www.vark-learn.com. Last accessed 11.06.18.

7. Course Evaluation

It is important that you gather feedback after each session to assess the course, its effectiveness, delivery, areas for improvement. The following will be useful.

- Trainer Self –evaluation – e.g. Five-Point Action Plan, DEVISE (Developing, Validating, and Implementing Situated Evaluation)
- Online questionnaires: Survey monkey, Zoho, Survey Logic, Google Forms
- Notelets: e.g. three words on today's lesson, or come up with an assignment idea based on today's class.
- Mini-round Table Discussions/Focus Groups

Further Reading

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