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WP3 - In-Service Training Program

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Introduction

Welcome to our In-Service Training Program aimed at enhancing the capabilities of adult educators in effectively engaging young adults through micro-learning techniques and fostering career management skills development. This comprehensive program is designed to equip participants with the knowledge, skills, and tools necessary to adapt to the evolving landscape of adult education.

Module 1: Introduction to Micro-Learning Theory
In Module 1, participants will embark on a journey into the realm of micro-learning theory. Through a blend of theoretical insights and practical applications, participants will explore how micro-learning techniques can be effectively integrated into adult education provision to optimize learning outcomes for young adults.

Module 2: Developing Micro-Learning Resources for Young Adults
Building upon the foundational knowledge from Module 1, Module 2 empowers participants to become creators of engaging micro-learning resources tailored to the needs of young adults. Through hands-on activities and guidance, participants will learn to develop digital micro-learning materials that captivate and inspire learners in the digital age.

Module 3: Introduction to Career Management Skills
Module 3 introduces participants to the critical area of career management skills. By familiarizing themselves with the Scottish CMS Framework and understanding emerging needs among young adults, participants will learn how to effectively support and guide learners in their career aspirations. Additionally, innovative strategies for engaging young adults through online and social channels will be explored.

In-Service Training Program Structure

Each module comprises 6 hours of face-to-face interaction supplemented by 8 hours of self-directed learning activities. This blended approach ensures a balance between interactive learning experiences and the flexibility to accommodate diverse learning styles and schedules.

As participants progress through this program, they will not only enhance their own professional capacities but also contribute to the empowerment and success of the young adults they serve. Together, let us embrace this opportunity for growth, collaboration, and innovation in adult education.

Learning Outcome Matrix

Module 1: Introduction to Micro-Learning Theory; applying micro-learning techniques to adult education provision	
Knowledge	• Understand the principles of the micro-learning theory. • Identify different types of micro-learning techniques. • Analyse case studies of successful micro-learning implementation in adult education
Skills	• Apply micro-learning techniques to adult education provision. • Evaluate the effectiveness of micro-learning techniques in adult education provision. • Design effective micro-learning activities for adult learners
Attitudes	• Appreciate the value of micro-learning in adult education. • Develop a positive attitude towards micro-learning. • Be open to new ideas and approaches in adult education
Module 2: Developing Micro-Learning Resources for Young Adults; supporting adult educators to develop their own digital, micro-learning resources for young adults.	
Knowledge	• Understand the principles of micro-learning theory and how they apply to young adult learners. • Understand the principles of micro-learning theory and how they apply to young adult learners. • Analyse case studies of successful implementation of digital micro-learning resources for young adult learners
Skills	• Develop effective digital micro-learning resources for young adults. • Evaluate the effectiveness of digital micro-learning resources in supporting young adult learners. • Design effective digital micro-learning activities for young adult learners
Attitudes	• Appreciate the value of micro-learning in supporting young adult learners. • Develop a positive attitude towards using digital micro-learning resources. • Be open to new ideas and approaches in developing digital micro-learning resources
Module 3: Introduction to Career Management Skills; introducing adult educators to the Scottish CMS Framework, emerging needs among young adults related to career management; and how to engage these young adults through online and social channels.	
Knowledge	• Understand the principles of the micro-learning theory. • Identify different types of micro-learning techniques. • Analyse case studies of successful micro-learning implementation in adult education
Skills	• Develop effective online and social media strategies for engaging young adult learners in career management activities. • Evaluate the effectiveness of online and social media strategies in engaging young adult learners in career management activities. • Design effective online and social media campaigns for engaging young adult learners in career management activities
Attitudes	• Appreciate the importance of career management skills in supporting young adult learners. • Develop a positive attitude towards using online and social media channels for career management activities. • Be open to new ideas and approaches in developing online and social media strategies for career management activities

Module 01

Introduction to Micro-Learning Theory; applying techniques to adult education provision

Lesson Plan

Introduction to Micro-Learning Theory; applying techniques to adult education provision.	
Target group	Young Adults
Objective	• Gain an understanding of micro-learning theory and techniques. • Explore successful examples of micro-learning. • Practice creating a micro-learning video suitable for adult learners. • Learn how to evaluate micro-learning activities and develop them to better suit the needs of adult learners. • Develop an appreciation for trying new learning approaches and techniques.
Learning outcomes	**Knowledge:** • Understand the principles of micro-learning theory. • Identify different types of micro-learning techniques. • Analyse case studies of successful micro-learning implementation in adult education. **Skills:** • Apply micro-learning techniques to adult education provision. • Evaluate the effectiveness of micro-learning techniques in adult education provision. • Design effective micro-learning activities for adult learners. **Attitudes:** • Appreciate the value of micro-learning in adult education. • Develop a positive attitude towards micro-learning. • Be open to new ideas and approaches in adult education.
Duration	**F2F** – 8 Hours (8x45 minutes) / **SDL** – 6 Hours (6x45 minutes)
Topics	• Introduction of micro-learning theory and techniques. • Testing and evaluating a micro-learning platform. • Understanding the diverse applications of micro-learning. • Creating a micro-learning video lesson suitable for adult learners.
Preparation	e.g.: Creating an effective environment for learning.

Lesson plan F2F

Introduction

N.	Duration (*in minutes*)	Methods	Equipment & Materials
1	30 minutes	Presentation	Computer Projector PowerPoint presentation

Themes / Activities

- Introduce the theme of the module: Developing Micro-Learning Resources for Young Adults

  Micro-learning is a method of delivering educational materials in a short amount of time. Content is broken down into chunks of simple and easy-to-understand information. This information is focused and to the point. There are several common micro-learning formats, including videos, infographics, podcasts, games, and quizzes, etc.

  Micro-learning is a flexible and interactive way to learn. Resources are typically accessible on mobile devices. This means that learners can use them at any time and in any place that suits them. Learners can tackle complicated topics bit by bit, making information easier to retain.

  Reference: Nehra (2021)

- Explain the learning outcome matrix: Knowledge, Skills, and Attitudes

  Knowledge: *Learners should be able to understand the principles of micro-learning theory and know how to identify different types of micro-learning techniques. They will develop this knowledge by analysing successful case studies of micro-learning in adult education provision.*

  Skills: *Learners should be able to apply their knowledge of micro-learning theory and techniques to their educational practice. Through practice, they will become skilled at designing and evaluating micro-learning activities for adult learners.*

  Attitudes: *Learners should appreciate the value of micro-learning in adult education and have a positive attitude towards it. They should maintain an open mind to new ideas and teaching practices in adult education.*

- Outline the structure of the lesson plan.
  8 hours of face-to-face learning.
  6 hours of self-directed learning.
  The target group is adult educators working with young adults.
  The lesson will include four learning activities.
  Describe the learning objectives.

Icebreaker			
N.	**Duration** (*in minutes*)	**Methods**	**Equipment & Materials**
2	30 minutes	Presentation and Guided Activity	Paper or sticky notes Pens or markers PowerPoint presentation
Themes / Activities			

"The Unexpected Fact" (Symonds, 2024)

Objectives:
This is the first face-to-face learning session for this module. The facilitator should encourage the participants to introduce themselves and get to know each other through an icebreaker activity.

Steps:

1. The facilitator should start the activity by asking all the participants to briefly introduce themselves and tell everyone a little bit about why they are taking part in this training. The facilitator can lead this by introducing themselves first.
2. Give all the participants a pen and a piece of paper or a sticky note.
3. Ask the participants to write down one interesting fact about themselves that others might not expect. Allow the participants 5-8 minutes to think of something to write.
4. Collect everyone's facts.
5. Mix up the pieces of paper.
6. Read out each fact one at a time. Ask participants to take a few turns guessing who wrote the fact.
7. Ask the person who wrote the fact to explain it further or give a little bit of context if needed.

Alternative
Alternatively, participants can include their interesting fact when introducing themselves to the group at the start. This will reduce the time needed for the icebreaker.

Activity 1: Micro-Learning Theory & Design Techniques

N.	Duration (*in minutes*)	Methods	Equipment & Materials
3	35 minutes	Presentation and Video	Computer Projector and screen for video playback PowerPoint presentation

Themes / Activities

The facilitator should play the short videos linked below. The first video explains what micro-learning is and the theory behind it. The second video describes the principles of designing micro-learning activities. These videos are themselves examples of micro-learning! Note that on YouTube, there is an option to turn on subtitles. Please make sure to ask participants if they would like them to be turned on.
Video #1
Video #2

Self-reflection questions:
The facilitator should ask participants to answer the following questions after watching the videos:

- Have you used micro-learning in lessons with adult learners before? If so, what has your experience been like?
- What do you think about micro-learning?
- What do you think the benefits are of this method?
- What do you think the disadvantages are of this method?

Allow participants to spend 10-15 minutes reflecting on the videos and answering the questions.

Group discussion:
End the activity with a short group discussion. Ask the participants how they answered the self-reflection questions and what their thoughts are. Answer any questions that participants have.

N. 4	Coffee break! - 20 minutes

Activity 2: Testing a micro-learning platform

N.	Duration (*in minutes*)	Methods	Equipment & Materials
5	45 minutes	Presentation and Guided Activity	Computer Projector and screen for video playback PowerPoint presentation Participants should have access to a mobile device and Wi-Fi Pens and paper PDF sheets

Themes / Activities

For this activity, participants will try out an existing educational micro-learning platform called EdApp.

EdApp

Steps:

1. The facilitator should divide the participants into groups of 2-3 people and provide each group with an activity sheet (Annex I – Micro-learning Course Evaluation Worksheet).
2. Instruct participants to open EdApp and create an admin account on their phone, laptop, or tablet.
3. Open the EdApp website and point out the key features of the EdApp user interface so that participants know how to navigate it and search for courses. There are pointers on how to do this in the attached presentation.
4. In groups, participants should test out one of the courses. This can be a course that is relevant to participants or that interests them. If they don't know where to start, suggest they test out one of the lessons from the Youth Entrepreneurship: Leadership Skills course.
5. They should work together to evaluate the course and complete the activity sheet (Annex I – Micro-learning Course Evaluation Worksheet). Allow participants to work on this for 25-30 minutes.
6. Participants can discuss the platform as a group at the end and ask any questions they have.

Activity 3: Micro-Learning Videos – Identifying Techniques

N.	Duration (*in minutes*)	Methods	Equipment & Materials
6	45 minutes	Presentation and Video	Computer Projector screen for video playback PowerPoint presentation Participants should have access to a mobile device and Wi-Fi Pens and paper PDF sheets

Themes / Activities

For this activity, participants will explore some diverse examples of micro-learning videos. Videos are a popular format for delivering effective micro-learning lessons. The examples show how a video can be created on any topic. There are five examples listed below. However, the facilitator can change these if needed.

Video #1 (maths tutorial)
Video #2 (Spanish language tutorial)
Video #3 (workplace health and safety)
Video #4 (anatomy of the heart)
Video #5 (Ted Talk about bees)

Steps:

1. The facilitator should provide each participant with an activity sheet (Annex II - Identifying Micro-Learning Techniques) and assign them with one of the video examples of micro-learning. Try to evenly distribute different examples.
2. Participants will watch their assigned video. They should identify the micro-learning techniques used and answer the questions on the activity sheet (Annex II - Identifying Micro-Learning Techniques). Allow 20 minutes for this.
3. Participants should then form groups of two with a person who reviewed an example that was different to their own.
4. Participants should present the video they watched and the techniques they identified to their partner. They should discuss their thoughts and opinions together.
5. Allow time at the end for the group to reflect on the activity and ask questions.

N. 7	Break time! - 20 minutes

Activity 4: Making a Micro-Learning Video for Adult Learners

N.	Duration (*in minutes*)	Methods	Equipment & Materials
8	90 minutes	Presentation and Guided Activity	Computer Projector PowerPoint presentation PDF Sheets Pens and Pencils

Themes / Activities

Develop a digital micro-learning resource for young adults in small groups.

Steps:

1. The facilitator should give participants an overview of how to go about creating their own micro-learning video aimed at adult learners. Provide them with pens and paper for brainstorming and researching. Make sure they have access to the appropriate tools, such as Camtasia, Animoto, or Powtoon.
2. In the same pairs from the previous activity, instruct participants to brainstorm topic ideas for their own micro-learning video. The video they make should be aimed at adult learners.
3. Participants should narrow down their ideas to one topic. Allow participants 20-30 minutes to research the topic and formulate a plan for their video.
4. The groups should divide the work between them and begin creating the video. Allocate 40-50 minutes for participants to work on this.
5. To finish the activity, each group should present their video to the other participants (even if incomplete). Participants should then offer constructive feedback and discuss the experience together.

FAQ session

N.	Duration (*in minutes*)	Methods	Equipment & Materials
9	20 minutes	Discussion	Computer Projector PowerPoint presentation

Themes / Activities

The facilitator will invite participants to ask questions on all the topics discussed.

Training conclusion and assessment

N.	Duration (*in minutes*)	Methods	Equipment & Materials
10	20 minutes	Discussion	Evaluation Form

Themes / Activities

The facilitator should thank the participants for their participation in the training session.

Participants should then be requested to fill out an evaluation form.

It's time to say goodbye!

N.	Duration (*in minutes*)
11	5 minutes

Themes / Activities

Best wishes! The session has come to an end.

Total duration time	8 hours (1 academic hour = 45 minutes)
Educational materials for teaching F2F	Annex I – Micro-learning Course Evaluation Worksheet Annex II - Identifying Micro-Learning Techniques
Resources	• Computers with internet access • Projector and screen for video playback • Pen and paper for notetaking
Useful references and resources for further learning	1. Burns, M. (2019, March 2). 7 Tips for creating engaging microlearning videos for your online course. Retrieved from https://elearningindustry.com/engaging-microlearning-videos-online-course-7-tips-creating. 2. Henriksen, E. (2023, October 30). How to write a video script. Retrieved from https://www.synthesia.io/post/how-to-write-a-video-script#step-4-write-a-short-brief. 3. Instructional Design Australia (2024). How to design effective microlearning experiences for adult learners. Retrieved from https://instructionaldesign.com.au/how-to-design-effective-microlearning-experiences-for-adult-learners/. 4. Kelly, T. (2024). Challenges with adult learning. Using microlearning to effectively educate. Retrieved from https://kta.com/kta-university/using-microlearning-educate/. 5. Nehra, M. (2021, October 14). The science behind the effectiveness of microlearning. Retrieved from https://elearningindustry.com/science-behind-the-effectiveness-of-microlearning. 6. Kannelle (2021, April 7). 5 Best practices to create amazing microlearning videos. Retrieved from https://www.youtube.com/watch?v=CUB0YZUvNtY. Reference for Icebreaker activity: Symonds, V. (2024, January 23). 3 More free fun ice breakers for meetings, conferences, and workshops. Retrieved from https://symondsresearch.com/fun-ice-breakers/.

Self-Directed Learning Tasks

Task 1 (4 hours)

For this self-directed learning task, please read the two research articles about micro-learning and adult learners. This should better inform your understanding of micro-learning, some of the research behind it, and how it can be applied to your teaching practice. Then examine the case study provided and answer the questions that follow. You can break up and complete sections of this task at different times. Overall, it should take four hours to complete the entire task.

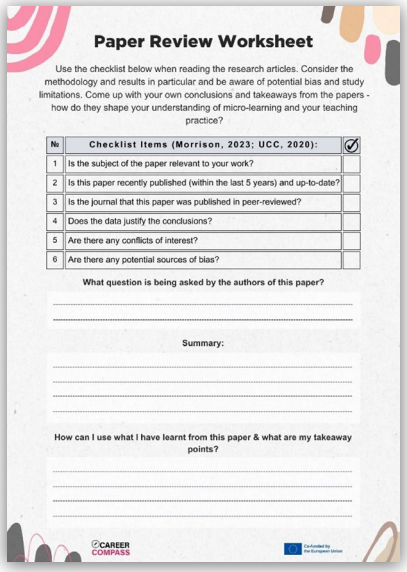
Review the following research papers:

- A systematic review of mobile-based microlearning in adult learner contexts (Moore, Hwang, & Moses, 2023)
- Examining the design of microlearning for Korean adult learners (So, Lee, & Roh, 2020)

For each paper, complete a copy of the worksheet attached below or access it through this Canva link. You should write a brief summary of both and make note of the key points or takeaways that may impact your teaching practice and how you use micro-learning with adult learners. If you want to learn more about reading and appraising research papers, use these resources:

- Critical appraisal checklists
- How to read a journal article
- The importance of critical appraisal

Paper Review Worksheet (Canva link):



Paper Review Worksheet

Use the checklist below when reading the research articles. Consider the methodology and results in particular and be aware of potential bias and study limitations. Come up with your own conclusions and takeaways from the papers - how do they shape your understanding of micro-learning and your teaching practice?

№	Checklist Items (Morrison, 2023; UCC, 2020):	☑
1	Is the subject of the paper relevant to your work?	
2	Is this paper recently published (within the last 5 years) and up-to-date?	
3	Is the journal that this paper was published in peer-reviewed?	
4	Does the data justify the conclusions?	
5	Are there any conflicts of interest?	
6	Are there any potential sources of bias?	

What question is being asked by the authors of this paper?

Summary:

How can I use what I have learnt from this paper & what are my takeaway points?

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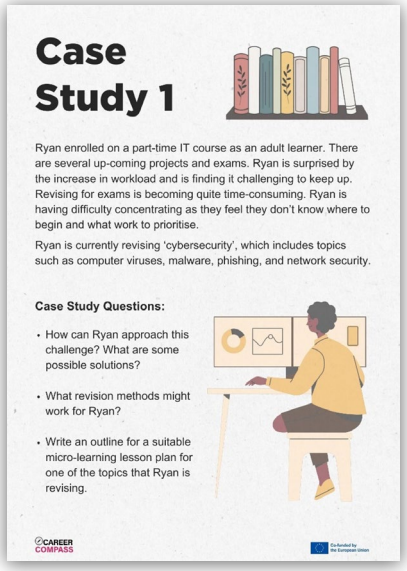
Consider the following case study (Canva link):



Case study resources:
The following resources are to help you complete the case study questions and write an outline of a micro-learning lesson.

- Video: An overview of cybersecurity.
- Example lessons: Codecademy cybersecurity lessons.
- Planning a lesson (with a template): Micro-learning and creating a lesson plan - a guide.
- Writing a course outline: article with a guide on how to write a course outline.

Worksheet References:
Morrison, K. (2023, March 31). Dissecting the literature: the importance of critical appraisal. Retrieved from https://www.rcseng.ac.uk/library-and-publications/library/blog/dissecting-the-literature-the-importance-of-critical-appraisal/.

UCC (2020, October 22). How to critically appraise a scientific paper (medical journal). Retrieved from https://www.ucc.ie/en/skillscentre/if-i-knew-then-what-i-know-now/how-to-critically-appraise-a-scientific-paper-medical-journal.html.

Task 2 (4 hours)

For this self-directed learning task, you will try out different examples of micro-learning assessments. You will then create your own micro-learning assessment that you could use in your teaching practice with adult learners.

Different types of micro-learning self-assessment:
There are several forms of assessment that can be incorporated into a micro-learning resource. Some commonly used formats include quizzes, polls, games, flashcards, branching scenarios, simulations, task performance evaluations, self-reflection, and more! Micro-learning assessments should only involve a few steps and be quick and easy to complete. They are usually interactive and engaging.

Explore at least four of the examples below. You can optionally search for more examples if there is a specific topic or style of assessment that interests you. For each example, consider what the good qualities are and what works well. Think about what you would improve (if anything) for each. You can use the attached worksheet to take notes (Canva link).

Micro-learning self-assessment examples:

- Spot the bot: Example of a micro-learning lesson on spotting fake social media accounts with a gamified quiz at the end.
- Math flashcards: Example of interactive, multiple-choice flashcards for teaching basic math skills.
- Scenario-based activity: Example of an interactive activity where the learner responds to a scenario by selecting answers from a list with multiple-choice options. This allows the learner to practice and prepare for how they would handle these situations in real life.
- Quizlet flashcards: This is a simple example of eight flashcards for testing your knowledge of movie genres. Quizlet is a great resource with revision flashcards on a broad range of subjects. It can also be used to create your own flashcards. Images and diagrams can be included on the cards. It has options for using the flashcards, playing a match game, and testing yourself through a multiple-choice quiz.
- Multiple-choice quiz: This is another example of a quiz with multiple-choice questions that are repeated until you get all the answers correct. This is a simple micro-learning activity to teach learners the basic preparation needed for hiking.
- Health and safety training game: Scenario-based, interactive game for learning about health and safety at work. You learn about health and safety hazards and practice spotting them. You also answer questions about how and who you will report hazards/issues to.
- Khan academy quiz: Khan academy has video-based lessons primarily for math but also for other subjects such as science, arts and humanities, life skills, etc. Videos in each lesson are usually quite short and focus on one topic. The format is very similar to micro-learning. There are quizzes in between video lessons to give learners the opportunity to practice what they have learnt and to problem-solve. This is an example of one of these quizzes for ‘Algebra basics’.
- Kahoot quiz: Example of a Kahoot knowledge quiz on microscopes, cells, and proteins. This can be played individually or with a group of people. If you are testing this out on your own, select ‘play solo’.

Assessment Tools Worksheet (Canva link):

Developing your own micro-learning assessment:
Now that you have tested out some examples of micro-learning assessments, it is time to develop your own. Consider the notes you took when testing out examples. What are some good qualities that an assessment should have? Aim for your assessment tool to reflect these qualities. It may be helpful to read the following two articles to explore different digital assessment formats and designs.

Article 1: Different types of digital quizzes.
Article 2: Quizzes, short exercises, design, and online assessment.

Brainstorm
Spend 5-10 minutes brainstorming possible topics and assessment formats that you could use. Remember you are creating a micro-learning assessment that you could actually use in your teaching practice – choose a topic that is relevant to the subjects you teach.

Assessment Tools Ideas

Concept development

Choose the best idea you have and the one you want to develop further. Keep your brainstorm as you can always come back to these ideas and practice making more assessment tools! Complete the table below by researching your idea and then planning the details, e.g., the learning objectives, content, and format and style of the assessment tool. You should then research and select the software application or website you will use to create the assessment tool, e.g., Kahoot, EdApp, etc. Remember to keep in mind that the content and objectives should be focused, short, and concise. You should also consider your target audience (adult learners) and what their preferences and learning styles are (Hoomale, 2024).

Concept Development (Hoomale, 2024)	
Subject:	
Learning Objectives (1-2 objectives max):	
Target Audience (Adult Learners):	
Learning Content:	
Format & Style:	
Software Application/ Website (see resources):	

Assessment questions
Depending on the format and style of your assessment tool, the way you ask learners questions or assess them will vary. Try to come up with 3-10 questions that you will present to learners.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Create the assessment tool.
You should now be prepared to create your assessment tool. Spend time getting used to the software application or website that you are using. You can work between this step and the previous ones if you realise you need to do any further research. Make sure that you pay attention to the overall design and layout of the assessment tool. Be considerate of accessibility and the font typeface, size, and colours you use. Include multimedia such as images and videos to make the assessment more engaging – but ensure that multimedia is relevant and not distracting. You can use intuitive graphic design tools such as Canva, Design Wizard, or Adobe Express.

Test and evaluate.
Once you have created the assessment tool, you should test it out and evaluate it. Review the design checklist below while doing this. Make any changes that are needed. It is also a good idea to ask someone else to try out the assessment tool and provide feedback, if possible.

Design Checklist (University of Dundee, 2023; Inclusion & Accessibility Labs, 2022)	Yes / No
Are the instructions clear and easy to understand?	
Is it easy to navigate and intuitive to use?	
Does it contain multimedia, such as images and animations (if suitable)?	
Is it accessible? Consider the fonts (colour & size). If there is a video, are there captions and subtitles? Think about the specific needs of your learners.	
Is it engaging and interactive?	
Is there an element of learner motivation, e.g., rewards, badges, etc.?	

Reflection
Once you have created and evaluated your assessment tool, finish this task with a short reflection. Please write a few lines about your experience creating the assessment tool and reflect on how the task went for you.

Resources:
The following links are resources that may be helpful when developing the assessment tool for adult learners.

- Article: Information and guide on game design and gamification.
- Article: Online assessment tools and creating interactive quizzes.
- Article: Creating valid and reliable assessment tools for adult learners.

Software applications and websites - for creating a micro-learning assessment tool:
The following are just some of the options available.

- Kahoot (free for educators, option to upgrade subscription)
- Quizlet (free, advanced features if you upgrade subscription)
- Quizizz (free)
- Google Forms (free)
- Articulate 360 (requires a subscription)
- Adobe Captivate (requires a subscription)
- EdApp (free, subscription options)
- Nearpod (free for educators)

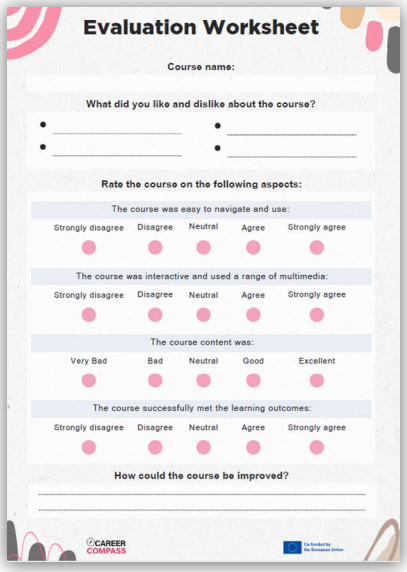
References:
Hoomale (2024). *Gamified microlearning: design roadmap and examples*. Retrieved from https://hoomale.com/gamified-microlearning-design-roadmap-and-examples/.

Inclusion & Accessibility Labs (2022). *Understanding the POUR principles of accessibility*. Retrieved from https://ialabs.ie/understanding-the-pour-principles-of-accessibility/.

University of Dundee (2023, July 7). *Creating inclusive teaching materials*. Retrieved from https://www.dundee.ac.uk/guides/creating-inclusive-teaching-materials.

Annexes

Annex I - Micro-Learning Course Evaluation Worksheet Learning Activity 2



Evaluation Worksheet

Course name:

What did you like and dislike about the course?

- _____
- _____
- _____
- _____

Rate the course on the following aspects:

The course was easy to navigate and use:

Strongly disagree | Disagree | Neutral | Agree | Strongly agree

The course was interactive and used a range of multimedia:

Strongly disagree | Disagree | Neutral | Agree | Strongly agree

The course content was:

Very Bad | Bad | Neutral | Good | Excellent

The course successfully met the learning outcomes:

Strongly disagree | Disagree | Neutral | Agree | Strongly agree

How could the course be improved?

_____

_____

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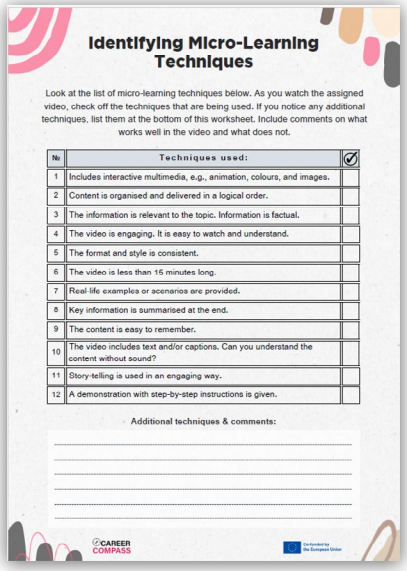
Annex II - Identifying Micro-Learning Techniques Learning Activity 3



Identifying Micro-Learning Techniques

Look at the list of micro-learning techniques below. As you watch the assigned video, check off the techniques that are being used. If you notice any additional techniques, list them at the bottom of this worksheet. Include comments on what works well in the video and what does not.

№	Techniques used:	☑
1	Includes interactive multimedia, e.g., animation, colours, and images.	
2	Content is organised and delivered in a logical order.	
3	The information is relevant to the topic. Information is factual.	
4	The video is engaging. It is easy to watch and understand.	
5	The format and style is consistent.	
6	The video is less than 15 minutes long.	
7	Real-life examples or scenarios are provided.	
8	Key information is summarised at the end.	
9	The content is easy to remember.	
10	The video includes text and/or captions. Can you understand the content without sound?	
11	Story-telling is used in an engaging way.	
12	A demonstration with step-by-step instructions is given.	

Additional techniques & comments:

_____

_____

_____

_____

_____

_____

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Annex III - Module 1 Evaluation Questionnaire

Module 1 Evaluation Questionnaire

Thank you for taking part in the first module of this course: Introduction to Micro-Learning Theory; applying techniques to adult education provision. Your feedback is important and valuable to us. It will help to inform us of future improvements we can make to the course materials. Please take a few minutes to complete this questionnaire.

1. General Information (optional)

Name: _____

Age: _____

Occupation/Student Status: _____

2. Module Content

Please rate the following aspects of the module on a scale of 1 to 5, where 1 represents "Strongly Disagree" and 5 represents "Strongly Agree".

The relevance of the topics covered in the module:

1 – Strongly disagree

2 – Disagree

3 – Neutral

4 – Agree

5 – Strongly agree

The clarity and organisation of the module content:

1 – Strongly disagree

2 – Disagree

3 – Neutral

4 – Agree

5 – Strongly agree

The usefulness of the resources provided (e.g., videos, worksheets, etc.):

1 – Strongly disagree

2 – Disagree

3 – Neutral

4 – Agree

5 – Strongly agree

3. Module Outcomes

Please indicate the extent to which you feel the module helped you achieve the following learning outcomes.

Understanding of micro-learning theory and techniques:

1 – Not at all

2 – To some extent

3 – Moderately

4 – Mostly

5 – Completely

Ability to evaluate the effectiveness of micro-learning techniques in adult education provision:

1 – Not at all

2 – To some extent

3 – Moderately

4 – Mostly

5 – Completely

Ability to design micro-learning activities for adult learners:

1 – Not at all

2 – To some extent

3 – Moderately

4 – Mostly

5 – Completely

4. Module Delivery

Please rate the following aspects of the module delivery.

The effectiveness of the facilitator/trainer:

1 – Poor

2 – Fair

3 – Good

4 – Very good

5 – Excellent

The pace and engagement level of the sessions:

1 – Too slow

2 – Somewhat slow

3 – Just right

4 – Somewhat fast

5 – Too fast

5. Overall Satisfaction with the Module

Overall, how satisfied are you with the module?

1 – Very dissatisfied

2 – Dissatisfied

3 – Neutral

4 – Satisfied

5 – Very satisfied

6. Additional Comments

Please share any additional comments or suggestions for improving the module:

_____

_____

_____

_____

Thank you for taking time to complete this questionnaire. Your feedback is greatly appreciated.

Module 02

Developing Micro-Learning Resources for Young Adults; supporting adult educators to develop their own digital, micro-learning resources for young adults.

Lesson Plan

Name of the module	**Module 2: Developing Micro-Learning Resources for Young Adults; supporting adult educators to develop their own digital, micro-learning resources for young adults.**
Target group	Young Adults
Objective	• Understand the different types of micro-learning resources, such as videos, podcasts, infographics, and quizzes. • Identify the key elements of effective micro-learning resources, such as brevity, relevance, and interactivity. • Learn how to use digital tools to create and publish micro-learning resources, such as Canva, Adobe Spark, and Articulate Storyline • Explore the ethical considerations of using micro-learning resources with young adults, such as data privacy, accessibility, and cultural sensitivity. • Develop a critical perspective on the use of micro-learning resources in education, considering their benefits and limitations compared to traditional teaching methods. • Reflect on one's own learning preferences and experiences with micro-learning, and how they can inform the design of digital micro-learning resources for young adults.
Learning outcomes	**Knowledge:** • Understand the principles of micro-learning theory and how they apply to young adult learners. • Understand the principles of micro-learning theory and how they apply to young adult learners. • Analyse case studies of successful implementation of digital micro-learning resources for young adult learners **Skills:** • Develop effective digital micro-learning resources for young adults. • Evaluate the effectiveness of digital micro-learning resources in supporting young adult learners. • Design effective digital micro-learning activities for young adult learners **Attitudes:** • Appreciate the value of micro-learning in supporting young adult learners. • Develop a positive attitude towards using digital micro-learning resources. • Be open to new ideas and approaches in developing digital micro-learning resources.
Duration	**F2F –** 8 Hours (8x45 minutes) / SDL – 6 Hours (6x45 minutes)
Topics	• Principles of micro-learning theory • Implementation of digital micro-learning resources • The Magic Triangle • Develop a digital micro-learning resource for young adults
Preparation	e.g.: Creating an effective environment for learning.

Lesson plan F2F

Introduce the theme of the module: Developing Micro-Learning Resources for Young Adults			
N.	**Duration** (*in minutes*)	**Methods**	**Equipment & Materials**
1	45 minutes	Presentation	Computer Projector PowerPoint presentation

Themes / Activities

Developing Micro-Learning Resources for Young Adults is a theme that focuses on creating effective, digital learning resources that are specifically designed for young adult learners. Micro-learning refers to short, bite-sized learning activities that can be completed quickly and easily, often using digital technologies such as videos, podcasts, infographics, and quizzes. These resources are ideal for young adults who may have limited attention spans or busy schedules, and who prefer to learn in a more interactive and engaging way.

The goal of Developing Micro-Learning Resources for Young Adults is to support adult educators in developing their own digital, micro-learning resources that meet the needs and preferences of young adult learners. This theme emphasizes the principles of micro-learning theory, such as brevity, relevance, and interactivity, and explores how these principles can be applied to designing effective digital learning resources. Additionally, this theme encourages learners to evaluate the effectiveness of digital micro-learning resources in supporting young adult learners and to develop a positive attitude towards using these resources in their own teaching practices.

- Explain the learning outcome matrix: Knowledge, Skills, and Attitudes

Knowledge*: Learners should be able to understand the principles of micro-learning theory and how they apply to young adult learners, as well as analyse case studies of successful implementation of digital micro-learning resources for young adult learners. This knowledge should provide a foundation for learners to develop effective digital micro-learning resources for young adults and to evaluate the effectiveness of these resources in supporting young adult learners.*

Skills*: Learners should be able to develop effective digital micro-learning resources for young adults, as well as design effective digital micro-learning activities for young adult learners. These skills should allow learners to create engaging and interactive micro-learning resources that are tailored to the needs and preferences of young adult learners.*

Attitudes*: Learners should appreciate the value of micro-learning in supporting young adult learners, develop a positive attitude towards using digital micro-learning resources, and be open to new ideas and approaches in developing digital micro-learning resources. These attitudes should foster a mindset of innovation, experimentation, and continuous improvement in the development of digital micro-learning resources for young adult learners.*

Outline the structure of the lesson plan

Icebreaker

N.	Duration (*in minutes*)	Methods	Equipment & Materials
2	45 minutes	-	Paper Markers

Themes / Activities

"Carousel game"

Objectives:
Encourage group members to get to know each other and form groups.

Steps:

1. The participants sit in a circle. The Animator places a sheet of scenery paper on the floor in the middle of them, distributing several thin markers around the paper.
2. The facilitator asks each participant to graphically represent something they value (in their personal or professional life, etc.) and to write their name (and other characteristics: school of origin, class, group, etc.) underneath.
3. The participants draw until everyone has completed the task.
4. The facilitator invites a volunteer to begin their presentation by explaining their drawing and giving their name (and other characteristics).
5. He then asks this volunteer to indicate another representation with which he identifies, drawing an arrow between his own drawing and the one he has chosen.
6. Ask the author of this second image to present themselves in the same way, then continue the activity with the other participants, but always choosing a new drawing.
7. When the last participant arrives, they present themselves, choose an image they identify with but don't draw any arrows, leaving the diagram open.

Alternative 1
The participants add a letter or phrase to the drawing that symbolises something that represents them.

Alternative 2
This activity can allow the class to be divided into groups. To do this, the facilitator asks the first participant to stand in the centre of the room and calls the others, in the order in which they introduced themselves, to come forward.

Activity 1: Present the principles of micro-learning theory and how they apply to young adult learners through a short video (6 minutes) with subtitles

N.	Duration (*in minutes*)	Methods	Equipment & Materials
3	30 minutes	Presentation and Video	Computer Projector and screen for video playback PowerPoint presentation

Themes / Activities

Video #1

Digital Learning Strategies for Successful Product Training

Effective training can help users make the most of your product.

Watch this short video illustrating how we leveraged microlearning and gamification in an interactive learning environment for the best results.

Microlearning involves small learning units. It is an e-learning strategy especially designed for skill-based training. Studies have shown that microlearning reduces short-term overload while improving long-term retention.

Gamification integrates gaming mechanics into a learning environment to improve participation and motivation among learners.

N. 4	Coffee break! - 15 minutes

Activity 2: Analyse case studies of successful implementation of digital micro-learning resources for young adult learners through a testimonial (10 minutes)

N.	Duration (*in minutes*)	Methods	Equipment & Materials
5	30 minutes	Presentation and Video	Computer Projector and screen for video playback PowerPoint presentation

Themes / Activities

Video #2

What is The Magic Triangle? Aligning Learning Outcomes

The Magic Triangle represents the relationship between Learning Objectives, Learning Activities, and Learning Assessment. If these three components are built with the intention of interdependence, then teaching and learning are greatly enhanced, and superior outcomes are achieved.

Activity 3: Discuss the theoretical contents with the class			
N.	**Duration** (*in minutes*)	**Methods**	**Equipment & Materials**
6	45 minutes	Presentation	Computer Projector PowerPoint presentation
Themes / Activities			

Microlearning is a way of teaching and training employees in ways that take little time but ultimately reach the intended goal. The three basic principles of microlearning are:

1. Less is more.
2. Deliver in small segments.
3. Stimulate and engage the learner.

The whole concept of microlearning is based on the Hermann Ebbinghaus forgetting curve. Ebbinghaus pioneered the 'forgetting curve' which illustrates how much information the brain can retain over time, and how quickly people typically forget new knowledge they have acquired. Splitting the content into small pieces and recalling different parts of it over time can help improve knowledge retention and productivity.

N. 7	**Break time! - 15 minutes**

Activity 4: Guided Practice

N.	Duration (*in minutes*)	Methods	Equipment & Materials
8	90 minutes	Presentation and Guided Activity	Computer Projector PowerPoint presentation PDF Sheets Pens and Pencils

Themes / Activities

Develop a digital micro-learning resource for young adults in small groups.

Steps:

- Divide participants into small groups (2-3 members per group) and provide them with a list of potential topics for their micro-learning resource. Encourage groups to select a topic that they are interested in and passionate about.
- Provide the groups with access to appropriate tools and resources to develop their micro-learning resource. This can include authoring software such as Articulate, Camtasia, or Adobe Captivate, or online platforms such as Kahoot, Quizlet, or Nearpod.
- Provide guidance on the design and structure of the micro-learning resource.

Encourage groups to consider the following elements:

- Clear learning objectives that are relevant to the target audience (young adult learners)
- A concise and visually appealing design, with relevant images and graphics to support the content.
- Bite-sized learning modules that are easy to navigate and understand.
- Interactive elements such as quizzes, games, or simulations to engage learners.

Allow groups time to develop their micro-learning resource, providing guidance and feedback as needed.

Once the micro-learning resources are completed, allow groups to share and present their micro-learning resources to the rest of the class. Encourage constructive feedback and discussion on the strengths and weaknesses of each micro-learning resource.

Finally, provide a summary of the key takeaways and lessons learned from the activity. Emphasize the importance of creating effective micro-learning resources that are engaging and relevant to young adult learners and provide resources and references for further learning.

Document in PDF: Module 2 – Guided Practice

FAQ session

N.	Duration (*in minutes*)	Methods	Equipment & Materials
9	20 minutes	Discussion	Computer Projector PowerPoint presentation

Themes / Activities

The facilitator will invite participants to ask questions on all topics discussed.

Training conclusion and assessment

N.	Duration (*in minutes*)	Methods	Equipment & Materials
10	20 minutes	Discussion	Evaluation Form

Themes / Activities

The facilitator thanks the participants for their participation in today's training session.

Next, he or she will ask each participant to give a brief explanation of how they plan to apply the newly acquired information from the project going forward. Also, he or she will extend an invitation to participants to offer more input.

Participants are then requested to fill out the evaluation forms that have been presented by the facilitator.

It's time to say goodbye!

N.	Duration (*in minutes*)
11	5 minutes

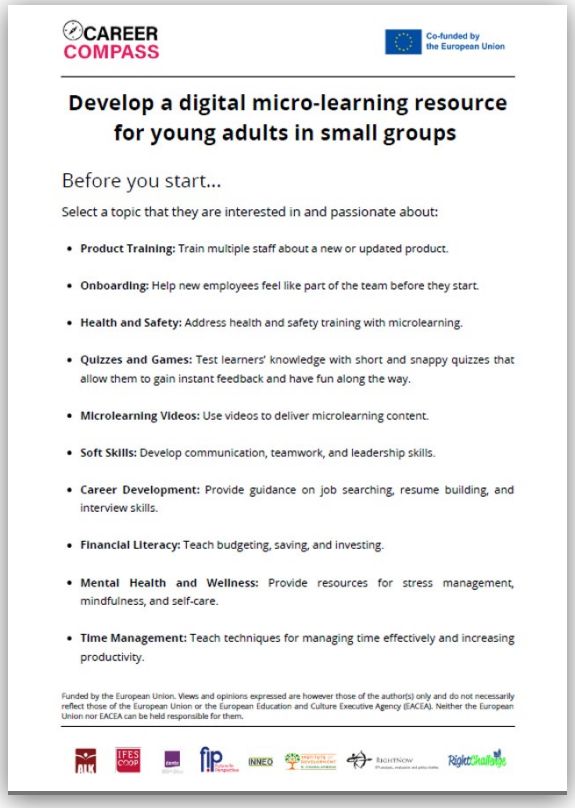
Themes / Activities

Best wishes! The session has come to an end.

Total duration time	8 hours (1 academic hour = 45 minutes)
Educational materials for teaching F2F	Document in PDF: Module 2 – Guided Practice
Resources	• Computers with internet access • Projector and screen for video playback • Pen and paper for notetaking
Useful references and resources for further learning	1. C. (2020, July 31). Microlearning Q&A. YouTube. https://www.youtube.com/watch?v=Q76ZLcyDRo0 2. MindTools | Home. (n.d.). https://www.mindtools.com/a9wjrjw/ebbinghauss-forgetting-curve 3. Microlearning Whitepaper Download | Peak Pacific. (n.d.). https://peakpacificgroup.com/microlearning-whitepaper/ 4. Prematilaka, H. (n.d.). Teenage Learners | Recursos de ensino | Oxford University Press. Copyright 2018 - Oxford University Press. All Rights Reserved. https://elt.oup.com/teachersclub/courses/teachingteenagers/?cc=pt&selLanguage=pt 5. Darby, S. (n.d.). Young Learners | Recursos de ensino | Oxford University Press. Copyright 2018 - Oxford University Press. All Rights Reserved. https://elt.oup.com/teachersclub/courses/younglearners/?cc=pt&selLanguage=pt 6. Watkins, D. (n.d.). 12 open-source resources for kids and young adults. Opensource.com. https://opensource.com/article/19/12/kids-students-education

Guided Practice Tasks

Task 1: Develop a digital micro-learning resource for young adults in small groups



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Develop a digital micro-learning resource for young adults in small groups

Before you start...

Select a topic that they are interested in and passionate about:

- **Product Training:** Train multiple staff about a new or updated product.
- **Onboarding:** Help new employees feel like part of the team before they start.
- **Health and Safety:** Address health and safety training with microlearning.
- **Quizzes and Games:** Test learners' knowledge with short and snappy quizzes that allow them to gain instant feedback and have fun along the way.
- **Microlearning Videos:** Use videos to deliver microlearning content.
- **Soft Skills:** Develop communication, teamwork, and leadership skills.
- **Career Development:** Provide guidance on job searching, resume building, and interview skills.
- **Financial Literacy:** Teach budgeting, saving, and investing.
- **Mental Health and Wellness:** Provide resources for stress management, mindfulness, and self-care.
- **Time Management:** Teach techniques for managing time effectively and increasing productivity.

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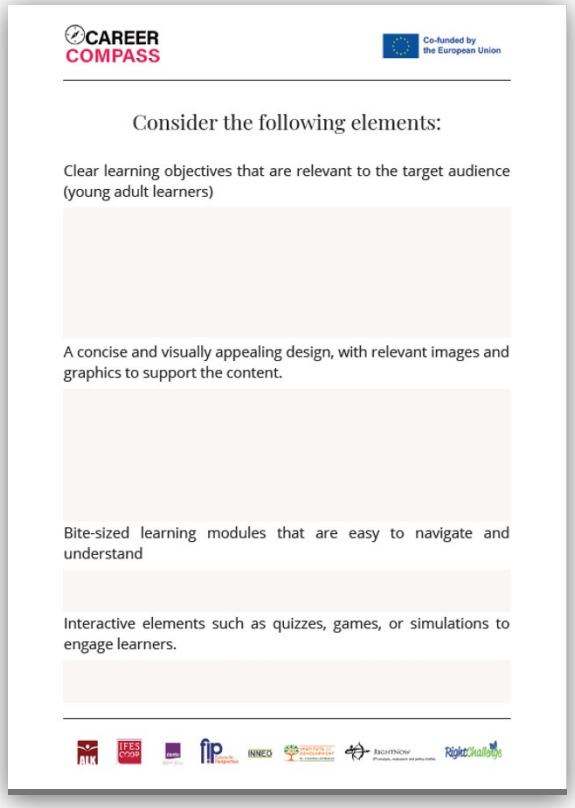

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Consider the following elements:

Clear learning objectives that are relevant to the target audience (young adult learners)

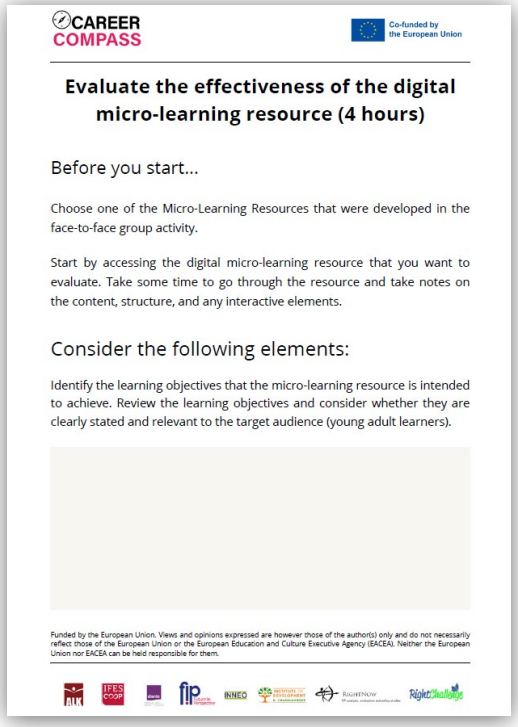
A concise and visually appealing design, with relevant images and graphics to support the content.

Bite-sized learning modules that are easy to navigate and understand

Interactive elements such as quizzes, games, or simulations to engage learners.

Self-Directed Learning Tasks

Task 2: Evaluate the effectiveness of the digital micro-learning resource (4 hours)



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Evaluate the effectiveness of the digital micro-learning resource (4 hours)

Before you start...

Choose one of the Micro-Learning Resources that were developed in the face-to-face group activity.

Start by accessing the digital micro-learning resource that you want to evaluate. Take some time to go through the resource and take notes on the content, structure, and any interactive elements.

Consider the following elements:

Identify the learning objectives that the micro-learning resource is intended to achieve. Review the learning objectives and consider whether they are clearly stated and relevant to the target audience (young adult learners).

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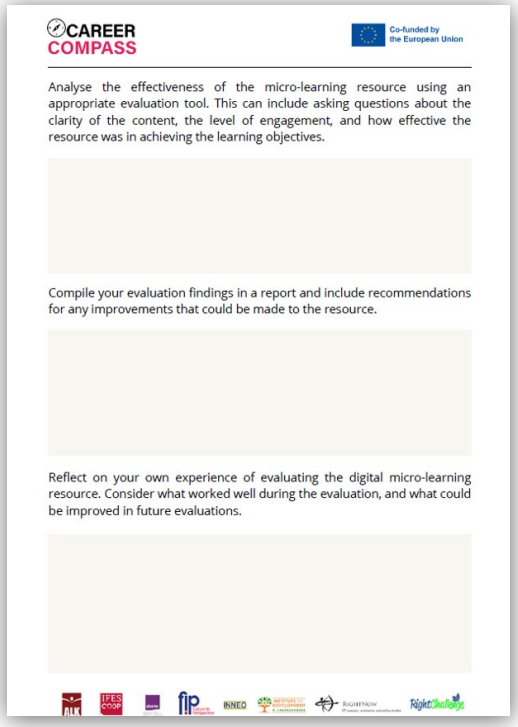

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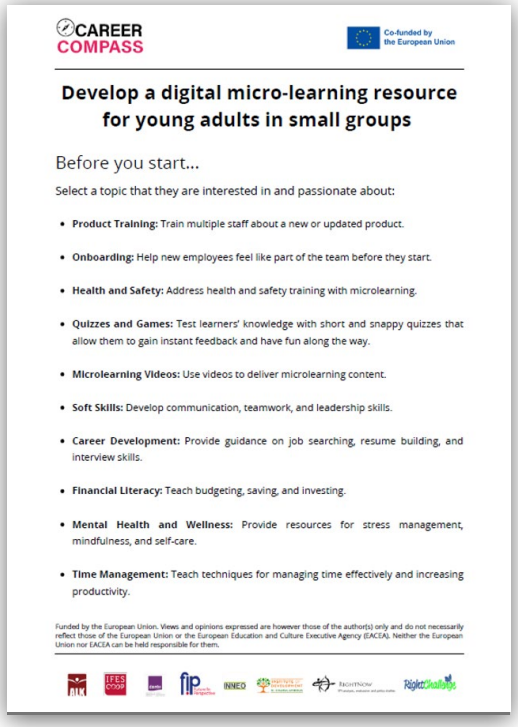
Analyse the effectiveness of the micro-learning resource using an appropriate evaluation tool. This can include asking questions about the clarity of the content, the level of engagement, and how effective the resource was in achieving the learning objectives.

Compile your evaluation findings in a report and include recommendations for any improvements that could be made to the resource.

Reflect on your own experience of evaluating the digital micro-learning resource. Consider what worked well during the evaluation, and what could be improved in future evaluations.



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Develop a digital micro-learning resource for young adults in small groups

Before you start...

Select a topic that they are interested in and passionate about:

- **Product Training:** Train multiple staff about a new or updated product.
- **Onboarding:** Help new employees feel like part of the team before they start.
- **Health and Safety:** Address health and safety training with microlearning.
- **Quizzes and Games:** Test learners' knowledge with short and snappy quizzes that allow them to gain instant feedback and have fun along the way.
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- **Mental Health and Wellness:** Provide resources for stress management, mindfulness, and self-care.
- **Time Management:** Teach techniques for managing time effectively and increasing productivity.

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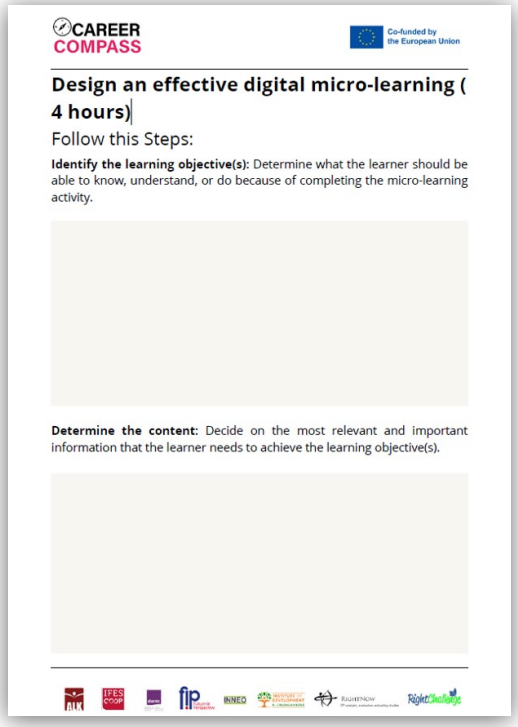
Task 3: Design an effective digital micro-learning (4 hours)



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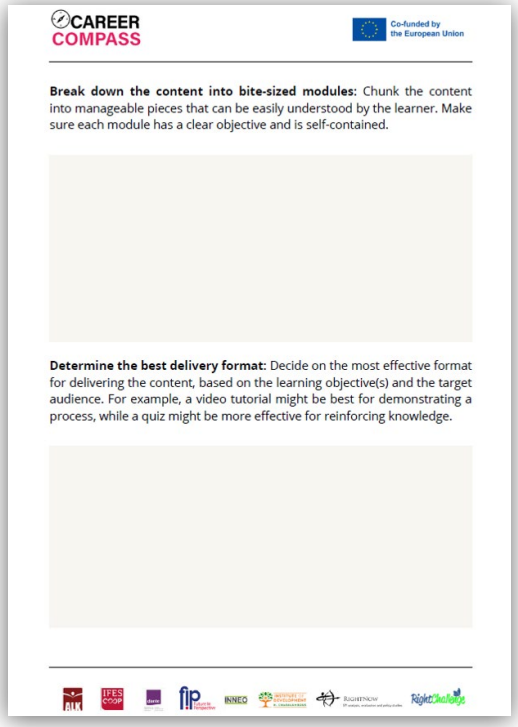
Design an effective digital micro-learning (4 hours)

Follow this Steps:

Identify the learning objective(s): Determine what the learner should be able to know, understand, or do because of completing the micro-learning activity.

Determine the content: Decide on the most relevant and important information that the learner needs to achieve the learning objective(s).



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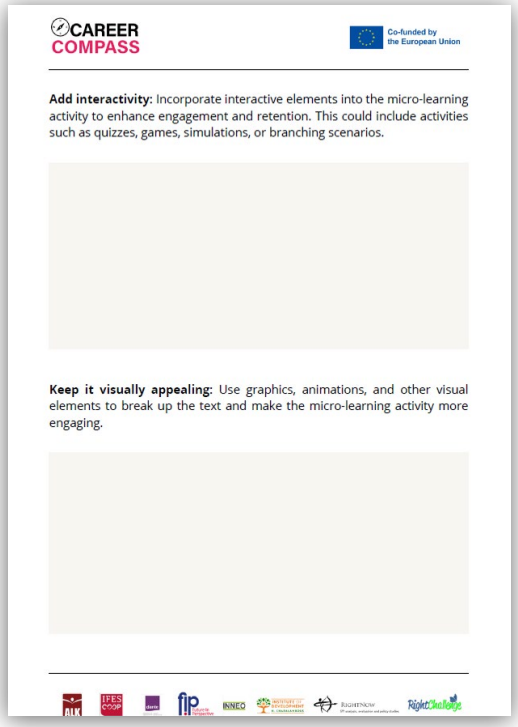
Break down the content into bite-sized modules: Chunk the content into manageable pieces that can be easily understood by the learner. Make sure each module has a clear objective and is self-contained.

Determine the best delivery format: Decide on the most effective format for delivering the content, based on the learning objective(s) and the target audience. For example, a video tutorial might be best for demonstrating a process, while a quiz might be more effective for reinforcing knowledge.



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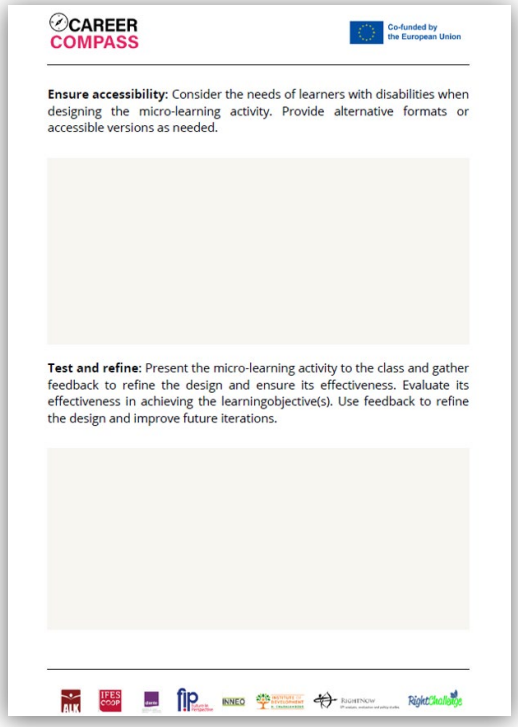
Add interactivity: Incorporate interactive elements into the micro-learning activity to enhance engagement and retention. This could include activities such as quizzes, games, simulations, or branching scenarios.

Keep it visually appealing: Use graphics, animations, and other visual elements to break up the text and make the micro-learning activity more engaging.



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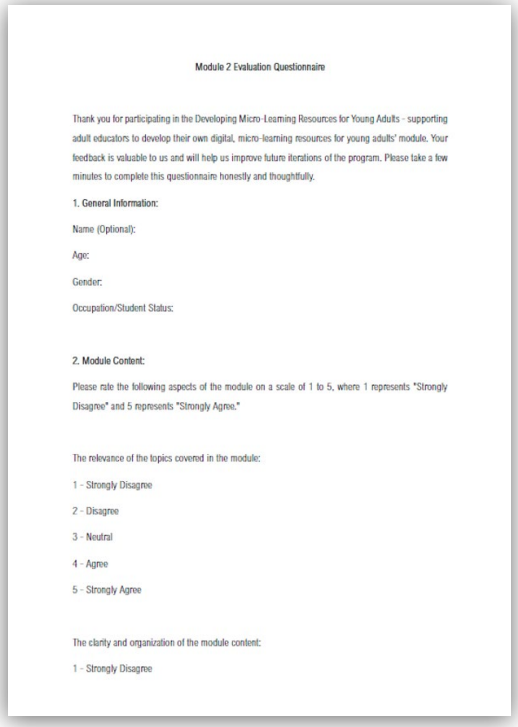
Ensure accessibility: Consider the needs of learners with disabilities when designing the micro-learning activity. Provide alternative formats or accessible versions as needed.

Test and refine: Present the micro-learning activity to the class and gather feedback to refine the design and ensure its effectiveness. Evaluate its effectiveness in achieving the learningobjective(s). Use feedback to refine the design and improve future iterations.

Annexes

Annex I – Module 2 Evaluation Questionnaire



Module 2 Evaluation Questionnaire

Thank you for participating in the Developing Micro-Learning Resources for Young Adults - supporting adult educators to develop their own digital, micro-learning resources for young adults' module. Your feedback is valuable to us and will help us improve future iterations of the program. Please take a few minutes to complete this questionnaire honestly and thoughtfully.

1. General Information:

Name (Optional):

Age:

Gender:

Occupation/Student Status:

2. Module Content:

Please rate the following aspects of the module on a scale of 1 to 5, where 1 represents "Strongly Disagree" and 5 represents "Strongly Agree."

The relevance of the topics covered in the module:

1 - Strongly Disagree

2 - Disagree

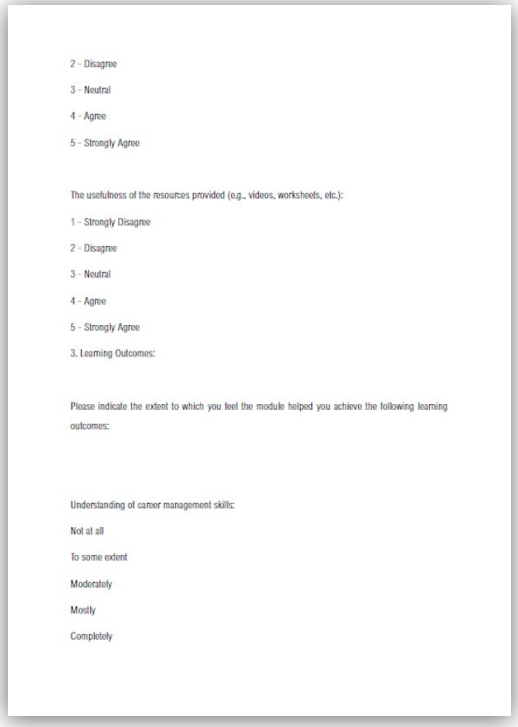
3 - Neutral

4 - Agree

5 - Strongly Agree

The clarity and organization of the module content:

1 - Strongly Disagree



2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

The usefulness of the resources provided (e.g., videos, worksheets, etc.):

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

3. Learning Outcomes:

Please indicate the extent to which you feel the module helped you achieve the following learning outcomes:

Understanding of career management skills:

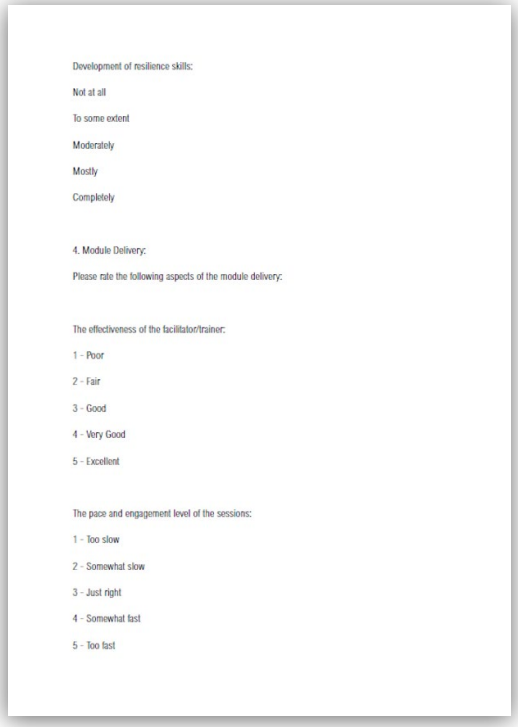
Not at all

To some extent

Moderately

Mostly

Completely



Development of resilience skills:

Not at all

To some extent

Moderately

Mostly

Completely

4. Module Delivery:

Please rate the following aspects of the module delivery:

The effectiveness of the facilitator/trainer:

1 - Poor

2 - Fair

3 - Good

4 - Very Good

5 - Excellent

The pace and engagement level of the sessions:

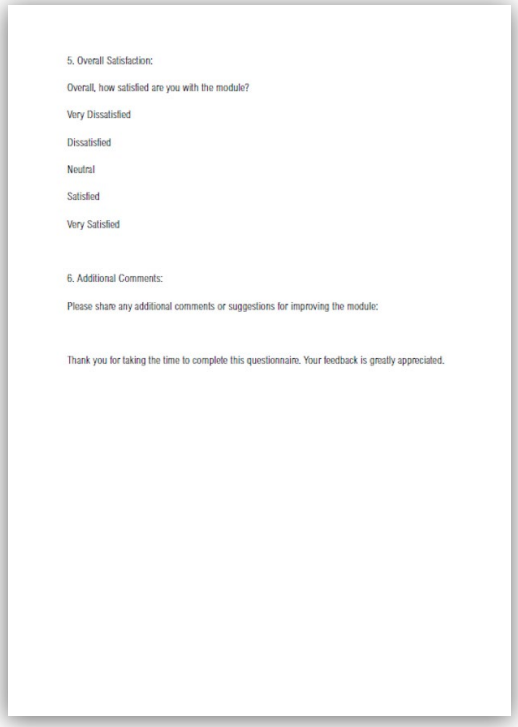
1 - Too slow

2 - Somewhat slow

3 - Just right

4 - Somewhat fast

5 - Too fast



5. Overall Satisfaction:

Overall, how satisfied are you with the module?

Very Dissatisfied

Dissatisfied

Neutral

Satisfied

Very Satisfied

6. Additional Comments:

Please share any additional comments or suggestions for improving the module:

Thank you for taking the time to complete this questionnaire. Your feedback is greatly appreciated.

Module 03

Introduction to Career Management Skills; introducing adult educators to the Scottish CMS Framework, emerging needs among young adults related to career management; and how to engage these young adults through online and social channels.

Lesson Plan

Name of the module	**Module 3:** Introduction to Career Management Skills; introducing adult educators to the Scottish CMS Framework, emerging needs among young adults related to career management; and how to engage these young adults through online and social channels
Target group	Adult educators, young adults
Objective	• Gain a comprehensive understanding of the Scottish CMS Framework, including its key components and principles. • Develop practical skills in applying the Scottish CMS Framework to create effective career management programs within educational settings. • Identify and analyze emerging needs among young adults in relation to career management, considering both market trends and psychological/social factors. • Acquire proficiency in leveraging online platforms for career management education, understanding their significance and impact on young adults. • Explore and master the use of social media channels as effective tools for engaging young adults in career-related discussions and guidance. • Learn strategies for integrating career management skills seamlessly into existing educational programs, fostering collaboration with fellow educators and stakeholders.
Learning outcomes	**Knowledge** • Understand the Scottish CMS Framework and its relevance to young adult learners. • Identify emerging needs among young adults related to career management. • Analyse case studies of successful implementation of online and social media strategies for engaging young adult learners in career management activities. **Skills** • Develop effective online and social media strategies for engaging young adult learners in career management activities. • Evaluate the effectiveness of online and social media strategies in engaging young adult learners in career management activities. • Design effective online and social media campaigns for engaging young adult learners in career management activities. **Attitudes** • Appreciate the importance of career management skills in supporting young adult learners. • Develop a positive attitude towards using online and social media channels for career management activities. • Be open to new ideas and approaches in developing online and social media strategies for career management activities.

Duration	**F2F** – 8 Hours (8x45 minutes) / **SDL** – 6 Hours (6x45 minutes)
Topics	• Overview of Career Management Skills • Understanding the Scottish CMS Framework • Emerging needs among young adults • Online engagement strategies and leveraging social channels • Integrating career management into curriculum • Creating online content • Q&A and discussion session • Reflection and action planning
Preparation	e.g.: Creating an effective environment for learning.

Lesson plan F2F

Introduction

N.	Duration (*in minutes*)	Methods	Equipment & Materials
1	45 minutes	Presentation	Computer Projector PowerPoint presentation

Themes / Activities

- Introduce the Module to the participants:

The module focuses on introducing adult educators to the dynamic realm of Career Management Skills (CMS), particularly emphasizing the Scottish CMS Framework. It delves into the evolving needs of young adults in the context of career management, exploring current trends and addressing psychological and social factors influencing career choices. The module equips educators with strategies to effectively engage young adults through online and social channels, recognizing the pivotal role of digital platforms in facilitating career guidance. Through this comprehensive approach, participants gain insights into integrating CMS seamlessly into their educational practices, fostering a holistic understanding of career development for the benefit of the young adult demographic.

- Explain the learning outcome matrix: Knowledge, Skills, and Attitudes.

Icebreaker: Business cards

N.	Duration (*in minutes*)	Methods	Equipment & Materials
2	45 minutes	Icebreaker	Paper Pens

Themes / Activities

Participants individually think of three fun and interesting facts about themselves but do not write them down. Instruct participants to stand up and introduce themselves to three different players, sharing their name and the three fun facts verbally.

Emphasize that participants cannot take back their own name during the introductions, and they cannot introduce themselves to the same person twice.

After each introduction, participants exchange “business cards” (pieces of paper with names only) with the players they introduced themselves to and introduce themselves as the person they just spoke to in the next interaction.

Instruct participants to continue the introductions until each person has introduced themselves to three others.

Once the final introduction is completed, participants sit down.

The seated participants now introduce themselves to everyone at the table, recalling the three fun facts from memory.

The actual player who wrote the business card can correct any inaccuracies during this final round.

Facilitate a brief discussion on the experience, asking participants to share their thoughts.

Discuss the importance of accurate communication and memory recall in a professional context.

Activity 1: Presentation – Scottish CMS Framework			
N.	**Duration** (*in minutes*)	**Methods**	**Equipment & Materials**
3	30 minutes	Presentation and video	Computer Projector and screen for video playback PowerPoint presentation
Themes / Activities			

Watch the introductory video here:
https://www.youtube.com/watch?v=CghFlHaBKv0

During the presentation on the Scottish CMS Framework and its relevance to young adult learners, the facilitator will guide participants through an exploration of the framework's key components and principles. Emphasizing the importance of career management skills, the facilitator will highlight how this framework supports young adults in navigating their career paths effectively. By delving into the themes of self, strengths, horizons, and networks, participants will understand how these competencies empower young adults to make informed decisions about their educational and career aspirations. Additionally, the facilitator will reference external resources, such as the Skills Development Scotland website, to provide further insight into the framework and its applications.

Link:
https://www.skillsdevelopmentscotland.co.uk/what-we-do/scotlands-careers-services/career-management-skills-explained

N. 4	Coffee break! - 15 minutes

Activity 2: Discussion – Emerging needs of young adults and online engagement

N.	Duration (*in minutes*)	Methods	Equipment & Materials
5	50 minutes	Discussion	Computer PowerPoint presentation

Themes / Activities

The facilitator divides participants into small groups and encourages them to start a discussion about successful and unsuccessful approaches they have encountered in their professional practice. Participants will reflect on the effectiveness of various online platforms and tactics, considering factors such as audience engagement, content relevance, and platform accessibility. Through this collaborative discussion, participants will gain valuable insights into real-world applications of online engagement strategies, enhancing their understanding and ability to leverage digital channels effectively in their career management programs.

Activity 3: Video – Navigating my career journey

N.	Duration (*in minutes*)	Methods	Equipment & Materials
6	15 minutes	Presentation and Video	Computer Projector and screen for video playback PowerPoint presentation

Themes / Activities

Watch the introductory video here: https://www.youtube.com/watch?v=zhpcgpqWc1Q
This video serves as an introduction for a self-directed learning task which can be found document **Task 2**

N. 7	Break time! - 15 minutes

Activity 4: Brainstorming for Task 3

N.	Duration (*in minutes*)	Methods	Equipment & Materials
8	45 minutes	Brainstorming	Computer Projector PowerPoint presentation Paper Pens and pencils

Themes / Activities

As a preparation for the second self-directed learning task that can be found in the document titled Task 3, participants will hold a group brainstorming.

The facilitator takes the lead in guiding participants through a rapid ideation process. After briefly recapping the session's goals and objectives, the facilitator introduces the "brainwriting" technique. Participants are encouraged to write down their ideas individually on sticky notes or notecards for a set period, such as five minutes.

Then, participants pass their ideas to the person next to them, who builds upon those ideas or generates new ones for another round. This process continues for several iterations, allowing for a diverse range of ideas to emerge. After brainstorming, participants share their consolidated ideas with the group. The facilitator captures the ideas visually on a whiteboard or flip chart for reference. To conclude, the facilitator summarizes the key ideas generated during the session, expresses gratitude for the participants' contributions, and emphasizes the importance of the ideas for the subsequent self-directed learning activity described in Task 3.

Activity 5: Guided practice: Digital personal branding

N.	Duration (*in minutes*)	Methods	Equipment & Materials
9	90 minutes	Guided online activity	Laptops or computers with internet access Templates for resumes and digital profiles Examples of impactful online profiles and resumes Notepads and pens

Themes / Activities

The primary objective of this hands-on activity is to empower participants to develop compelling online content that enhances their personal brand and supports their career management efforts. Participants will acquire practical skills in crafting engaging digital profiles, resumes, and other online materials.

Follow the instructions provided in the document titled **Task 1**.

FAQ session

N.	Duration (*in minutes*)	Methods	Equipment & Materials
	20 minutes	Discussion	Computer Projector PowerPoint presentation

Themes / Activities

The facilitator will invite participants to ask questions on all topics discussed.

Training conclusion and assessment

N.	Duration (*in minutes*)	Methods	Equipment & Materials
	20 minutes	Discussion	Evaluation Form

Themes / Activities

The facilitator thanks the participants for their participation in today's training session.

Next, he or she will ask each participant to give a brief explanation of how they plan to apply the newly acquired information from the project going forward. Also, he or she will extend an invitation to participants to offer more input.

Participants are then requested to fill out the evaluation forms that have been presented by the facilitator.

It's time to say goodbye!

	Duration (*in minutes*)
	10 minutes

Themes / Activities

Best wishes! The session has come to an end.

Total duration time	8 hours (1 academic hour = 45 minutes)
Educational materials for teaching F2F	The document titled “CC WP3 M3 Task 1”.
Resources	• Computer, video projector, screen, flipchart, markers

Guided Practice Tasks

Task 1: Personal digital branding

This task is designed to equip you with the skills to leverage online platforms and social media for effective career management. In this workshop, you will delve into the creating compelling online content and develop strategies to engage young adults in meaningful career management activities. Through hands-on activities and collaborative discussions, you will not only enhance your digital branding proficiency but also contribute to the broader conversation on integrating online platforms into career development. Get ready to explore the dynamic intersection of technology and career readiness!

Introduction
Begin the session by emphasizing the importance of a strong online presence in today's digital landscape. Discuss the objectives of the activity, emphasizing the integration of online and social media strategies into effective career management. Outline the key components participants will work on during the session.

Step 1: Self-reflection and goal setting
Guide participants through a self-reflection exercise. Ask them to define their career goals, target audience, and personal brand. Discuss the importance of aligning online content with career objectives. Participants should jot down key points.

Step 2: Resume enhancement
Provide guidance on crafting compelling resumes tailored for an online audience. Discuss the inclusion of key achievements, skills, and experiences. Participants start drafting or revising their resumes, ensuring a focus on clarity and relevance for online platforms.

Step 3: Digital profile creation
Introduce the concept of digital profiles (LinkedIn, personal websites, etc.). Guide participants in creating or enhancing their digital profiles. Discuss the significance of professional visuals, concise summaries, and multimedia elements. Encourage them to start building their online presence.
Step 4: Multimedia integration
Explore the integration of multimedia elements (images, videos, projects) into digital profiles. Participants should understand how visuals enhance engagement. Provide practical tips on creating and selecting multimedia content. Allow time for hands-on implementation.

Step 5: Peer review
Facilitate a peer review session. Participants exchange their resumes and digital profiles, providing constructive feedback. Emphasize the importance of receiving diverse perspectives. Encourage participants to make notes on improvements.

Step 6: Personal branding exercise
Lead a discussion on personal branding. Participants identify their unique selling points and values. Guide them in incorporating these elements into their resumes and digital profiles. Stress the importance of consistency in personal branding.

Step 7: Presentation and group discussion
Each participant presents their completed resume and digital profile to the group. Facilitate a group discussion on different approaches, strengths, and lessons learned. Encourage participants to ask questions and provide additional insights.

Step 8: Reflection and Q&A
Conclude the activity with a reflection session. Participants share their key takeaways and challenges faced. Open the floor for a Q&A session, addressing any lingering concerns or uncertainties.

Conclusion
Summarize the main points covered during the activity. Provide participants with resources for ongoing learning and improvement. Emphasize the importance of consistently updating and refining their online presence.

Self-Directed Learning Tasks

Task 2: Navigating my career journey

Welcome to the “Navigating my career journey” self-directed learning activity, a transformative experience designed to empower you in taking charge of your career development. Over the course of this activity, our objectives are to enhance your understanding of the Career Management Skills (CMS) Framework, encourage self-reflection on your skills and aspirations, and guide you in crafting a personalized career development plan.

Throughout this journey, you will delve into the key themes of the CMS Framework: Self, Strengths, Horizons, and Networks. By doing so, you will gain insights into the essential components that contribute to effective career management. The overarching goal is to equip you with the tools and knowledge needed to navigate your career path with confidence and purpose.

This self-directed learning activity is estimated to take approximately 3 hours to complete. However, the duration may vary based on individual preferences and the depth of reflection. It is recommended to allocate dedicated time for each step, ensuring a comprehensive exploration of your skills, strengths, aspirations, and networking capabilities.

Introduction to CMS Framework:
Begin this self-guided exploration by delving into the Career Management Skills (CMS) Framework. Familiarize yourself with the four key themes: Self, Strengths, Horizons, and Networks. Take time to understand how each theme contributes to effective career management and lays the foundation for your personalized journey.
Link: https://www.skillsdevelopmentscotland.co.uk/what-we-do/scotlands-careers-services/career-management-skills-explained

Reflecting on yourself:
Find a quiet, reflective space to ponder your skills, strengths, and achievements. Consider the various facets that shape your identity within society. Write down key insights and realizations about who you are, acknowledging both your personal and professional dimensions.

Discovering your strengths:
Engage in activities, be they online assessments or reflective exercises, to uncover and evaluate your strengths. Take note of those strengths that resonate most with you and contemplate how they can be harnessed to propel you forward in your career journey.
Link: https://www.youtube.com/watch?v=bt9VdqvYDSc

Exploring diverse horizons:
Dive into comprehensive research about various career paths. Explore online platforms, industry reports, or educational websites to broaden your understanding of potential opportunities. Jot down careers that align with your interests and aspirations, envisioning the diverse horizons available to you.

Gathering information independently:
Challenge yourself to independently seek and critically evaluate career-related information. Utilize a mix of sources such as websites, books, or online courses to enhance your knowledge about your chosen field. Develop the ability to gather information autonomously.
Reflecting on change management:

Recall a specific instance when your career plans underwent a significant change. Reflect on how you adapted to the change, learned from the experience, and managed the transition. Write down the lessons you derived from navigating unexpected changes in your career trajectory.
Link: https://www.youtube.com/watch?v=GSWGPTx24JY

Creative career planning:
Engage in a solo brainstorming session to generate creative and innovative ideas for your career development. Consider unconventional paths and approaches that align with your unique strengths and aspirations. Capture your thoughts on paper, allowing your creativity to flourish.
Link: https://www.youtube.com/watch?v=TRsrgy-gpZQ

Assessing your networking skills:
Evaluate your current networking skills using available resources or tips. Identify areas for improvement and outline concrete steps to enhance your ability to build and maintain professional networks. Consider how effective networking can contribute to your career journey.
Link: https://www.youtube.com/watch?v=y0080zymOa8

Solo reflection time:
Find time for personal reflection. Contemplate the entire process, from self-discovery to envisioning diverse horizons. Document your insights, challenges, and any newfound discoveries about your career aspirations. This personal reflection is essential for your ongoing growth.

Crafting your personalized plan:
Synthesize your reflections and research into a personalized career development plan. Set achievable goals, outline specific steps for continuous learning, and establish milestones. This plan becomes a tangible guide for your future career endeavours, rooted in your self-discovered strengths and aspirations.
Link: https://www.youtube.com/watch?v=jVssNpBk37k

Task 3: Developing your online engagement strategy

Welcome to the "Developing your online engagement strategy" self-directed learning activity, an empowering journey designed to equip you with the skills and insights needed to develop effective online strategies for engaging young adult learners in career management activities. Throughout this activity, our objectives are to enhance your understanding of online engagement principles, foster creativity in campaign development, and encourage reflection on your professional practice.

Over the course of this journey, you will explore various online and social media strategies, drawing inspiration from real-world examples and best practices. By delving into topics such as content creation, audience targeting, and campaign evaluation, you will gain practical skills and knowledge to design impactful online initiatives.

The overarching goal is to empower you to create compelling online experiences that resonate with young adult learners and support their career management journey. This self-directed learning activity is estimated to take approximately 3 hours to complete. However, the duration may vary based on individual exploration and engagement levels. It is recommended to allocate dedicated time for each step, ensuring a thorough understanding and application of online engagement strategies in your educational practice.

Review of the brainstorming session:
Review the ideas generated during the brainstorming session from the in-class training. Reflect on the various online and social media strategies discussed and consider their potential for engaging young adult learners in career management activities.
Link: https://www.youtube.com/watch?v=OJ2guxkhvKU

Selection of online strategy or campaign:
As you progress through this activity, take a moment to review the various online strategy and campaign ideas. Consider which one stands out to you as the most relevant and compelling for your situation. Think about whether it aligns with your goals, is feasible to implement, and has the potential to make a meaningful impact on your intended audience. By carefully weighing these factors, you'll be able to choose the online strategy or campaign that best suits your needs and objectives.
Link: https://www.voicesofyouth.org/engaging-online
Link: https://yerp.yacvic.org.au/be-heard/involve-young-people/using-social-media-to-involve-young-people

Research and planning:
Conduct research to further explore your chosen online strategy or campaign idea. Identify relevant case studies, best practices, and resources that can inform the development of the strategy. Develop a detailed plan for implementing the strategy, including specific goals, target audience, messaging, content creation, and distribution channels.
Link to an inspirational YouTube video "Student Engagement Through a Different Lens": https://www.youtube.com/watch?v=rbTylVjogiI

Content creation:
Create content for the selected online strategy or campaign. Develop social media posts, graphics, videos, or other materials that will be used to engage young adult learners. Ensure that the content is informative, engaging, and tailored to the preferences and interests of the target audience.
Link to an article "How to Develop a Content Strategy in 7 Steps: A Start-to-Finish Guide": https://blog.hubspot.com/marketing/content-marketing-plan
Video: https://www.youtube.com/watch?v=iyJ4fN-Xh0k

Implementation and evaluation:
Launch your online strategy or campaign, monitoring its progress and effectiveness over time. Collect data on key metrics such as engagement levels, reach, and feedback from young adult learners. Evaluate the success of the strategy based on the predefined goals and objectives, making adjustments as needed to optimize performance.

Reflection:
Reflect on the experience of developing and implementing the online strategy or campaign. Consider what worked well and what could be improved for future initiatives. Document insights, lessons learned, and recommendations for future reference.
Link to an article "The importance of reflection in digital marketing": https://inflowing.net/blog/the-importance-of-reflection-in-digital-marketing/

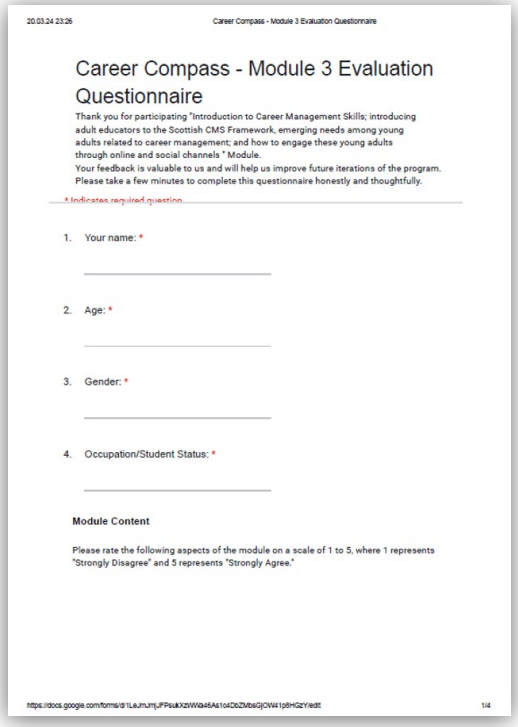
Reporting and sharing:
Prepare a brief report or presentation summarizing the online strategy or campaign, including key findings, successes, challenges, and recommendations. Share the report with colleagues, supervisors, or peers to disseminate learnings and insights from the self-directed learning activity.

Feedback:
Seek feedback from colleagues or mentors on the online strategy or campaign developed. Use it to iterate and refine the strategy for future implementations.
Video "Receiving Feedback: How to Ask for Feedback": https://www.youtube.com/watch?v=ihShcUlep2Y

Conclusion:
Conclude the self-directed learning activity by reflecting on the overall experience and its impact on your professional development. Identify any additional learning needs or areas for further exploration related to online engagement strategies and career management activities.

Annexes

Annex I - Module 3 Evaluation Questionnaire



20.03.24 23:26 Career Compass - Module 3 Evaluation Questionnaire

Career Compass - Module 3 Evaluation Questionnaire

Thank you for participating "Introduction to Career Management Skills; introducing adult educators to the Scottish CMS Framework, emerging needs among young adults related to career management; and how to engage these young adults through online and social channels " Module.
Your feedback is valuable to us and will help us improve future iterations of the program.
Please take a few minutes to complete this questionnaire honestly and thoughtfully.

* Indicates required question

1. Your name: *

2. Age: *

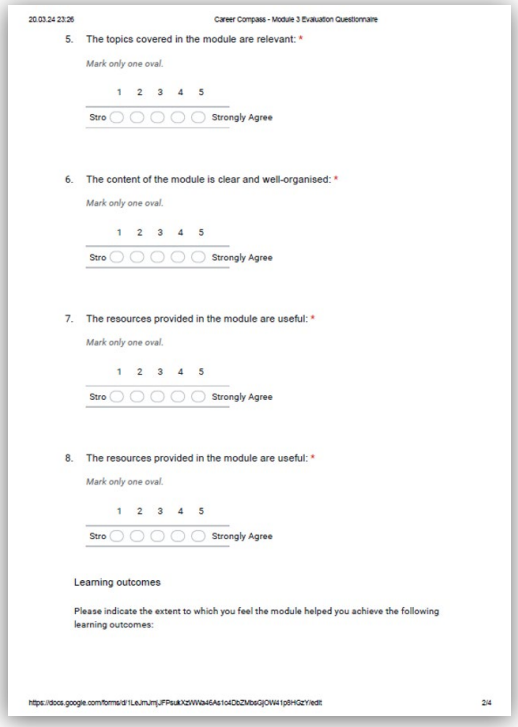
3. Gender: *

4. Occupation/Student Status: *

Module Content

Please rate the following aspects of the module on a scale of 1 to 5, where 1 represents "Strongly Disagree" and 5 represents "Strongly Agree."

https://docs.google.com/forms/d/1LeJmJmjJFPsukXzWWa46As1o4DbZMbsGjOW41p8HGzY/edit 1/4



20.03.24 23:26 Career Compass - Module 3 Evaluation Questionnaire

5. The topics covered in the module are relevant: *

Mark only one oval.

1 2 3 4 5

Stro ◯ ◯ ◯ ◯ ◯ Strongly Agree

6. The content of the module is clear and well-organised: *

Mark only one oval.

1 2 3 4 5

Stro ◯ ◯ ◯ ◯ ◯ Strongly Agree

7. The resources provided in the module are useful: *

Mark only one oval.

1 2 3 4 5

Stro ◯ ◯ ◯ ◯ ◯ Strongly Agree

8. The resources provided in the module are useful: *

Mark only one oval.

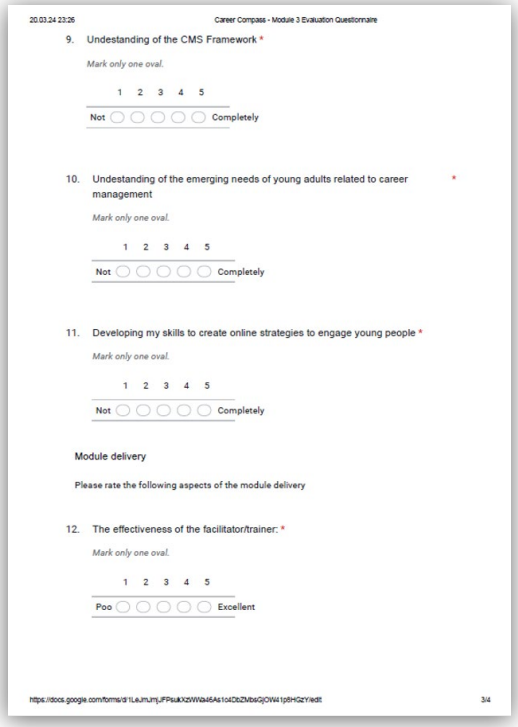
1 2 3 4 5

Stro ◯ ◯ ◯ ◯ ◯ Strongly Agree

Learning outcomes

Please indicate the extent to which you feel the module helped you achieve the following learning outcomes:

https://docs.google.com/forms/d/1LeJmJmjJFPsukXzWWa46As1o4DbZMbsGjOW41p8HGzY/edit 2/4



20.03.24 23:26 Career Compass - Module 3 Evaluation Questionnaire

9. Undestanding of the CMS Framework *

Mark only one oval.

1 2 3 4 5

Not ◯ ◯ ◯ ◯ ◯ Completely

10. Undestanding of the emerging needs of young adults related to career management *

Mark only one oval.

1 2 3 4 5

Not ◯ ◯ ◯ ◯ ◯ Completely

11. Developing my skills to create online strategies to engage young people *

Mark only one oval.

1 2 3 4 5

Not ◯ ◯ ◯ ◯ ◯ Completely

Module delivery

Please rate the following aspects of the module delivery

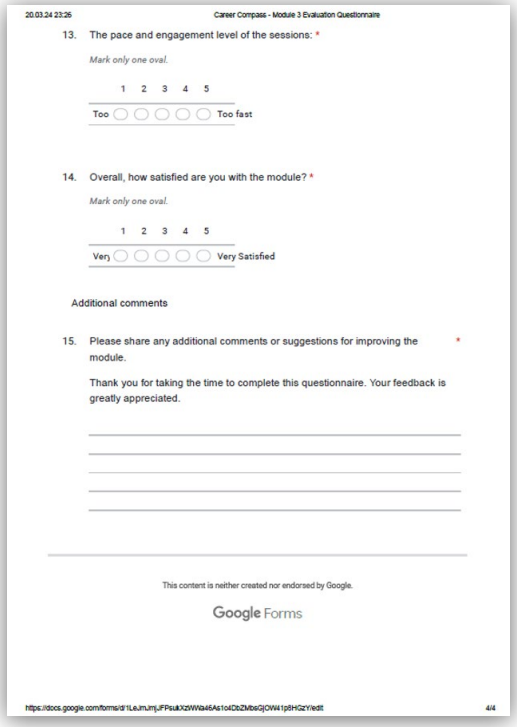
12. The effectiveness of the facilitator/trainer: *

Mark only one oval.

1 2 3 4 5

Poo ◯ ◯ ◯ ◯ ◯ Excellent

https://docs.google.com/forms/d/1LeJmJmjJFPsukXzWWa46As1o4DbZMbsGjOW41p8HGzY/edit 3/4



20.03.24 23:26 Career Compass - Module 3 Evaluation Questionnaire

13. The pace and engagement level of the sessions: *

Mark only one oval.

1 2 3 4 5

Too ◯ ◯ ◯ ◯ ◯ Too fast

14. Overall, how satisfied are you with the module? *

Mark only one oval.

1 2 3 4 5

Very ◯ ◯ ◯ ◯ ◯ Very Satisfied

Additional comments

15. Please share any additional comments or suggestions for improving the module. *

Thank you for taking the time to complete this questionnaire. Your feedback is greatly appreciated.

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Google Forms

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CAREER COMPASS

RightChallenge

IFES COOP

fip Future In Perspective

RIGHTNOW
STI analysis, evaluation and policy studies

INNEO

INSTITUTE OF DEVELOPMENT N. CHARALAMBOUS

dante USTANOVA ZA OBRAZOVANJE ODRASLIH | ADULT EDUCATION INSTITUTION

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