



ICT IN TRAINING ROOM

Handbook for trainers

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PROJECT PARTNERS



CENTRE FOR
EDUCATION
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RESEARCH

Project partners:

NGO Trainers' Association (STOP), Poland

New Media School (NMS), Belgium

Wisamar Bildungsgesellschaft, Germany

Centre for Education and Innovation Research (CEIR), Latvia

Authors:

Daria Sowińska-Milewska (STOP)

Anna Czernicka-Szpakowska (STOP)

Marcin Mitzner (STOP)

Willy Aerts (NMS)

Ilse Stroobants (NMS)

Martin Glewe (Wisamar)

Jelena Zaščerinska (CEIR)

Ludmila Aļeksejeva (CEIR)

Anastasija Aļeksejeva (CEIR)

Olga Gloņina (CEIR)

Mihails Zaščerinskis (CEIR)

Stowarzyszenie Trenerów Organizacji Pozarządowych (NGO Trainers' Association)

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MANUAL – INTRODUCTION TO THE TEXTBOOK

The „E-process in e-learning“ project was conducted in the years 2014-2016 thanks to funding within ERASMUS+ Programme. The concept of that project arose as a result of reflection that everyone who teaches adults, namely trainers, educators or teachers had an occasion to use ICT tools / e-learning in the process of education.

Partners from 4 European countries (Poland, Germany, Belgium and Latvia) had been focusing on knowledge and experience exchange as well as work on intellectual results regarding effective use of e-learning methods and tools.

E-learning is perceived broadly within the project and in accordance with the European Commission approach it is defined **as the whole processes connected to teaching and learning online with the use of up-to-date information technology.**

ICT tools or e-learning components can be much **more friendly** for those who participate in and those who run trainings and educational processes. The textbook is devoted to this friendly approach. **We would like to inspire you to fuller use of new technologies (and particular tools) in the process of adult education.**

This textbook is for those who teach adults:

- at the classroom and have direct contact with participants,
- via the Internet and have more or less intensive relationship with students.

The whole material is comprised in 6 chapters. The first chapter is a type of guide and presents different models of e-learning components and ICT tools introduction in the educational processes and possibilities of a trainer in this respect. Chapters 2-4 are describing in a greater detail particular tools, methods and inspirations that were analysed within the project. In fifth chapter you can find some reflection on the ICT methods and disability. The sixth chapter is devoted to performance of educational processes evaluation.

Moreover, good practices regarding new technologies in adult trainings recommended by our Partners will be presented.

While developing the „E-process in e-learning“ project funded by European Union programme ERASMUS+ we have sought the answer for the question, how can a trainer, a person responsible for teaching adult learners, effectively take advantage of new technologies during his/her task performance. Persons who participate in educational processes, trainings, courses are most often computer-literate, usually able to use smartphones and remain active on social networks. This is what becomes a challenge for a trainer.

Results of the research performed at the first stage of the project by Partners indicate that both during online trainings and mixed system training, although the trainer has different tools at his/her disposal, his/her responsibility remains similar. Despite frequent dispersal of educational process – be it space, be it time – it is the trainer who is obliged to take responsibility for both quality and effectiveness of that process, i.e. to guide, manage, stimulate the development, and study the training's efficiency.

It is worth quoting the experts:

“e-learning (remote learning) is not a method of learning which requires the development of new solutions but another form of its organization” (Słomczyński M., Sidor D)

Same didactic rules apply to both: a remote trainer or a trainer who uses new technologies during the process of, and a trainer who prefers traditional training methods; and these may be supplemented as the research develops.

As part of the project „E-process in e-learning“ we had the opportunity to learn by taking part in training sessions and meetings in three countries (Germany, Belgium, Poland), with different approaches to adult education and different ways to use the tools of new technology.

In order to organize knowledge and experiences concerning the „E-process in e-learning“ project, we have adopted one of the taxonomies appearing in the literature which extracts 4 training models that use new technologies.

We present them in the table below:

TRAINING MODEL	DESCRIPTION
Internet-supported training	supporting traditional activities with electronic didactic materials (e.g. examples, presentations, films); traditional training content = electronic materials content
Web-enhanced training	expanding traditional activities with new didactic content (e.g. solving additional tasks, discussing issues mentioned during the training, forum discussions)
Blended (mixed) training	e-learning elements are the integral and inseparable part of the whole educational process
Fully online (e-learning) training	the whole educational process is carried out via the Internet; direct contact with the teacher is limited

The two first models assume strong commitment of a trainer in the creation and dissemination of content related to the subject of training. To our disposition, we have many interesting tools which bring about attractive communication and make recommendation of materials even easier. Some of them have been presented and implemented as part of the project.

In each of the above models of training the trainer still plays an important role. Based on the experience of the project „E-process in e-learning“, exchange of knowledge, participate in international training courses, readings and analysis have been developed following practical recommendations and suggestions for trainers of adult learners. This material is a summary of all activities of the project in relation to each of the above models.

INTERNET-SUPPORTED TRAINING

In pursuance of the above-mentioned division, this type of training includes additional transmission of discussed materials to its participants by the use of new technologies. Trainer leading a traditional training is able to send the materials via e-mail, save them on a pendrive or a CD.

However, we recommend the usage of freely available and attractive forms:

- exploitation of the Internet space (cloud storage) in order to share the materials – this allows to, e.g., upload films and huge presentations used during the training, etc. (Dropbox, Microsoft Office 365 / Microsoft Office Web Apps and SkyDrive, Google Docs and Google Drive)
- creation of easy to use web page for the learners – in addition, this may positively strengthen the motivation for further work or participation in succeeding trainings, etc.

As part of the project, we had an opportunity to test the creation of library materials on **Moodle** platform, as well as the creation of a free and attractive website thanks to **Weebly** (www.weebly.com).

If during a training all participants have access to appropriate equipment (computer, tablet, smartphone) and Wi-Fi, it allows us to carry out various tasks using web applications. Examples:

- **Kahoot** (www.getkahoot.com) – portal which allows to create online tests in real-time,
- **portals with online surveys** – possibility to show the participants the results of a survey during the training,
- **Padlet** (www.padlet.com) – online virtual board which allows to save the results of group work or reflection during the training.

In following chapters of this manual we write more about these tools.

WEB-ENHANCED TRAINING

Based on our experience, this is the most common form of education which uses elements of remote learning. This type of training meets the participants' expectations as for the training to be „short and substantial“. If a workshop lasts shorter and a trainer wants to achieve all the educational goals, it is necessary to prepare additional materials. In this way, a trainer may also inspire and indicate a path for further development of the learners. Depending on the trainer's conception, these may be different types of materials sent and handed on before or after the training.

What is useful and helps to enrich a training with materials available online?

From the content point of view, a trainer, as an expert, may and should indicate

Open Educational Resources materials. His/her recommendations should include current links. A trainer has an enormous room to manoeuvre, however, he/she should remember about sorting and organizing the training materials. It is necessary to identify key positions (films, publications, or courses) and additional materials – for those interested in deepening the subject.

Besides the above-mentioned methods – a learning platform or a disk space – it is worth involving other solutions:

- list of links on a single, graphically interesting page: **Symbaloo** (www.symbaloo.com),
- adjustment of such materials (e.g. YouTube) by adding comments or explanations,
- preparation of own recordings and uploading them on YouTube,
- saving screenshots and recording a video of what's on computer screen – **Active Presenter** (www.atomisystems.com/activepresenter), **CamStudio** (www.camstudio.org), **Camtasia** (www.techsmith.com/camtasia).

If a training is part of a larger project, or it would be valuable to maintain contact with a group, you may consider initiation and moderation of a discussion group – on the aforementioned Moodle platform or on a social network (e.g. Facebook).

Mixed and fully online training (e-learning) methods consist not only in preparation of training materials, as in traditional training (as in the previous two models), but their organization in accordance with the rules. During these activities, a trainer is supported by a team, which consists of a methodologist/course didactician, IT specialist, and, in some cases, a subject matter expert.

In this regard, separate studies, publications and courses – which concentrate on the best possible methods of organizing training content and the use of appropriate methods depending on the technologies employed – have already been created. Our manual does not cover this area; we focus on the trainer's activities coupled with the content of an online course.

BLENDED (MIXED) TRAINING

By a blended training we understand such training an important part (not only expanding and continuing a topic) of is the content (usually) published on a learning platform. Mixed trainings assume that during the educational process, there is

a meeting with a trainer in so-called real-time. The model takes advantage of group work, contact with an expert and individual work in an asynchronous model. A trainer has the opportunity to get to know the group and use group work elements in order to achieve educational goals.

In the case of this method, it is possible to implement, apart from the e-learning method, the previously mentioned methods. Their exploitation should be justified by training objectives and training content arrangement.

What may also prove interesting is the inclusion of flipped classroom (described in the following chapter).

FULLY ONLINE TRAINING (E-LEARNING)

This model assumes that the learners neither meet „in real life“ nor do they meet a person leading the training. Course materials, content and tasks are delivered by the use of new technologies.

What is the trainer of such course responsible for – especially when the online materials consist of attractive content, such as films, tests and a number of other possibilities?

Practitioners indicate on the crucial actions that a trainer has to undertake in order to achieve educational success. The most frequent methods mentioned in articles and publications are: staying in touch with the participants, discussion moderation, inclusion of group tasks, creating an active learning environment, providing constant and accurate feedback, as well as respecting the diversity of participants' work styles.

The following table presents practical examples of such actions of a trainer:

ACTION OF A TRAINER	EXAMPLES
Staying in touch	<ul style="list-style-type: none"> ● Systematic answering to e-mails – defining at what time will a course participant receive an answer ● Personalized e-mails, if possible ● Introduction of new participants ● Offering fixed hours during a week for a chat or a webinar ● Consider telephone contact with the participants (determine such possibility with a group) ● Recording short video comments

ACTION OF A TRAINER	EXAMPLES
Discussion moderation	<ul style="list-style-type: none"> • it is necessary not to leave a participant's statement without a comment • topics arrangement, gathering important topics and resources • taking advantage of working methods, e.g. brainstorming – also possible via the Internet forums or with the help of special tools
Group tasks	<ul style="list-style-type: none"> • preparing the tasks for groups or pairs • creating the opportunity to present the results of a training to all participants
Feedback	<ul style="list-style-type: none"> • giving any information related to the usefulness of a training
Respecting the diversity	<ul style="list-style-type: none"> • offering various types of materials • it is necessary to understand that each person learns in a different way and at a different pace

In most cases, the aforementioned activities of a trainer are performed by the use of written text, both asynchronously (e-mails, forums, etc.) and synchronously (chats). Particular attention should be paid to the acquisition of appropriate language skills. The language that we communicate with „via computer“ (i.e. mediated communication) has a different specificity than the one used on a daily basis as well as during a training. It requires the ability to formulate sentences clearly, avoid assessments and write about facts, communicate emotions and expressions, use shortcuts and icons.

GROUP PROCESSES AND E-LEARNING?

An additional topic we have been wondering on during preparation of the project was: are we able – and if so, then to what extent – to benefit from e-learning group processes? In the Training School conducted by the NGO Trainers' Association, we put strong emphasis on understanding the dynamics of group processes and their use for the needs of an educational process. An interesting inspiration for the following hypothesis was a strategy of creating a community of learners by Prof. Gilly Salmon.

The following considerations apply to the educational process which is carried out in an e-learning system (model 4 of the list). We assume that it is a cycle – within the meaning of a course which lasts for at least 3-4 weeks. We take this as a starting point for further research and potential projects.

PHASE	EXAMPLES OF TRAINER'S ACTIONS
Orientation, getting to know each other	<ul style="list-style-type: none"> • invitation to introduce oneself on a forum or in a different online space (website), or to upload photos • inclusion of a participant's profile • games related to getting to know each other – adaptation of games from traditional trainings or the use of tools prepared for virtual teams • clearly defined and communicated training goals and principles of work (conclusion of a contract with participants?)
Resistance, potential conflicts – polarization of positions, determining own opinion	<ul style="list-style-type: none"> • discussion moderation • providing the culture of a discussion and clear communication – giving an example of such behaviour • contact with particular participants, encouraging them to participate • maintaining the motivation
Standardization – specifying the principles of cooperation	<ul style="list-style-type: none"> • raising the attractiveness of the activities – new tasks and forms • inclusion of group work – small teams, pairs • proposing additional tasks adjusted to the needs and abilities of the participants
Performing – the most effective form of cooperation	<ul style="list-style-type: none"> • proposing new tools, paths of self-education, dissemination of the results of the training, supporting further educational initiatives • summarizing the actions of the group

These considerations relate to the educational process, which is carried out in e-learning (model 4 of the list). We assume that this is the cycle - for the purposes of the course, which takes at least 3-4 weeks.

As part of the project beyond discussion and reflection on these models, we decided to focus on:

1. practical tools that can be used for trainers together with a description of interesting and inspiring good practice,
2. the use of ICT elements in games, making learning more attractive - there is special contribution from project's Partner - Wisamar from Germany,
3. method of "flipped classroom" - a lot of information and experience forwarded in this regard project's Partner from Belgium - New Media School,
4. issues of the availability of ICT tools for people with disabilities,
5. the integration of ICT for evaluation of adult training – with the large contribution from Latvian Partner - Center for Education and Innovation Research.

and as reflected in the content of our Manual.

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Shown in this chapter ICT tools can be a source and inspiration for all people working with group, not just for trainers, but for them it is mainly designed this publication.

There are large numbers of easily accessible and user friendly online tools available and ready to use. A small selection of such is presented in this part, including:

- tools to actively work with adult learners in an E-environment,
- easy accessible online-tools for the creation of quizzes or surveys,
- as well as online tools used to present educational content.

E-INVOLVEMENT OF YOUR PARTICIPANTS

For adult trainer it is very important to work directly with participants of training, get them involved in tasks or collect their ideas. Already a variety of programs and tools helping trainers to create a more active training, ranging from second life environments (a kind of virtual worlds created for educational purpose) over virtual blackboards to online classrooms is available and easily accessible. These tools are designed for not only attractive activities, but the strengthening of the educational process.

■ Padlet



Padlet (www.padlet.com) is a virtual blackboard or “bulletin” board, meant for collaboration between trainers and participants of training. It is a closed, secure online location where trainer and participants can work together, share material or reflect on tasks. The tool allows the user to create a hidden wall using a custom URL. Using Padlet for the first time the trainer starts with a blank wall which can be customized. The features include dragging and dropping documents, images, and PDF’s from the desktop to the wall. Its also possible to copy and paste links to videos or websites as well as use the computer’s camera to take a picture and upload it. Furthermore comments can be simply typed on the board.

The trainer can moderate or remove posts and manage their board(s) 24 hours a day. That's makes it a perfect tool to work with learners on one task or project over longer periods too, in the training room as well as over distance.

■ Webinars

Another option for an active involvement of learners are web-seminars. For these the term webinar is widely established.

Webinar is a live online educational presentation during which participating viewers can submit questions and comments.

The amount of active involvement is up to the trainer. Depending on the platform used, there are much more options for interaction available in webinars.

A variety of software is available by now. To use all the features often a paid version is required. Nevertheless most platforms offer a smaller free version!

This type of educational activity is becoming more and more popular. You could read the instructions in the preparation and conduct webinars.

Tools for conducting webinars:

- ClickMeeting (www.clickmeeting.com)
- AnyMeeting (www.anymeeting.com)
- GoToWebinar (www.gotomeeting.com/webinar)

■ Social media

The social media has a great potential in adult education. Many adults perceive social media as the source of up-to-date information on friends and world while for some it is a tool for communication, self-promotion and boasting about one's achievements. Such potential can be effectively used in training. It allows us to prolong learning process beyond a classroom and to learn things for which there was not enough time during a training.

facebook

Facebook (www.facebook.com) is one of the most popular social media. The possibilities of this site are available after simple registration.

On Facebook one can post comments, links, photos, films and other files. Obviously, one can also comment on posted content and materials. It is also worth to make use of this site as a some kind of a motivator by establishing dates of upcoming events. Moreover, this tool can be used to recognise target group or diagnosis of needs through posting surveys or creating discussion.

It would be difficult to run educational process on the so called timeline since the huge amount of new content appears so fast that it makes impossible to follow a subject. Possibility to create and manage a group should be used for the purpose of e-learning process.

It is worth to take into account the level of willingness to share knowledge and experiences in the training process while choosing the form of cooperation. We can choose between the so called:

- **PUBLIC GROUP** whose members and the effects of their activities are available to everyone,
- **CLOSED GROUP** which is seen by everyone but only members of that group can participate in the group's activities,
- **SECRET GROUP** that can be seen only by those people who were invited. It increases the sense of security and willingness to share experiences

When using this tool for work or private purposes one should know that all author's rights to posted materials are transferred to the site at the moment of registration.

To sum up, current social media prolong the processes taking place in real life and can support training process. However, it should be used thoughtfully. Before inviting members of our training to participate in some activities the issues regarding the work of social media should be explained.

WORTH TO RE- MEMBER!

Each group needs a person who will be carried out. Groups without moderators very quickly become inactive.

Mandatory tasks of the person moderating group:

- define its principles and purpose,
- greeting new people,
- reactions (up to several hours) to information

and documents posted,

- initiate discussion, asking questions,
- taking care to respect copyright.

An example and inspiration for those interested in using Facebook for educational purposes and the creation of interest groups is a Polish group „Trainer for Trainer as Trainer” (www.facebook.com/groups/trenertrenerowi/). The group was founded as closed group in 2013 and has over 10.000 of participants.

Topics posted posts are very different, but related to adult education. Examples:

- links to resources, articles,
- questions about advice-what tools to use, how to use exercise,
- questions about opinions about products offered for adult trainers.

„Virtual meetings” were so interesting for people that involved participants and organized a network of coaches and trainers adults who meet in the real world, in order to share knowledge and learn from each other, among others—effective methods of working with adults in training.

TOOLS TO CREATE AN ONLINE QUIZ, A SURVEY OR DISCUSSION

Socrative



Socrative (www.socrative.com), mostly used in formal education, is a smart student response system that empowers teachers to engage their classrooms through a series of educational games and exercises via smartphones and tablets.

The apps are very simple and take just seconds to load and run. Teachers control the questions and games on their laptop, while students respond and interact through their smartphones, tablets or laptops. It can be run as an app for mobile devices or in any browser.

Kahoot



Kahoot is a free game-based learning platform designed to be accessible to training rooms and other learning environments. It is extremely simple to use, features a large amount of already available content and quizzes.

A trainer can create any set of questions with possible answers to choose from. Questions may relate to verify the domain knowledge, expectations or saved issues after completing part of the lecture.

Questions are displayed on the board and the people involved are responsible using their own smartphones or tablet computers. Verification of the accuracy and speed of answering is done on a regular basis-the results are displayed on the board. The use of "Kahoot" raises the level of energy in the group.

Other platforms for creating quizzes:

- GoConqr (www.goconqr.com/en/quiz-maker)
- Poll Everywhere (www.polleverywhere.com)
- Testmoz (www.testmoz.com)
- Gnowledge (www.gnowledge.com)
- Quizworks (www.onlinequizcreator.com)

DO IT YOURSELF! TOOLS FOR PRESENTATION

Very often during or at the end of the training trainer recommends some additional materials, publications and websites. Sometimes (as in the case of the method "Flipped Classroom", which we present in followed chapter), participants have become acquainted with them prior to the workshop.

It's worth to increasing the attractiveness of such materials. The following section contains a list of some useful tools with which presented materials may become more interesting to participants.

Symbaloo



A very good tool to visualize web links rather than simply listing them as a table is Symbaloo (www.symbaloo.com). It is a cloud-based application that allows users to organize and categorize

web links in the form of buttons.

Symbaloo works from a web browser and can be configured as a homepage, allowing users to create a personalized virtual desktop accessible from any device with an Internet connection. Using Symbaloo, you can ask participants of your training to study certain material linked as a button, do a quiz, watch a YouTube lecture and provide additional material in an attractive way.

Weebly



Weebly (www.weebly.com) is a free online website creator using a simple widget-based site builder that operates in the web browser. All the site elements are drag-and-drop based and very easy to use. Furthermore, it automatically generates a mobile version of each website. Storage is unlimited, but the service restricts individual file sizes. Android and iPhone apps are available that allow users to monitor their website traffic statistics, update blog posts and respond to comments. Using this tool you can make your online learning-content again more attractive. With this tool you cannot just link files and videos but actually upload them on your self-created page.

It is also a good idea to combine different tools presented here. Try to create a page with Weebly and add a collection of links to tests and quizzes using Symbaloo!

Moodle



A great way to organise and provide learning content online is Moodle (www.moodle.com). Moodle is a free and open-source software learning management system developed on pedagogical principles. It is largely used in blended learning, distance education and the flipped classroom approach. Moodle stands for "modular object-oriented dynamic learning environment". It allows extending and tailoring learning environments and is used by numerous universities.

Using Moodle the trainers can provide all kind of material, curricula and even assessment for participants of their trainings.

PADLET: INTERACTIVE ON-LINE BOARD	
SHORT ABSTRACT	Ways to use a free Padlet tool during different educational events such as trainings or meetings.
TARGET GROUP	Adults
DESCRIPTION	<p>■ Training for a group of trainers (international group of people who did not meet each other before).</p> <p>Duration: 5 days</p> <ol style="list-style-type: none"> 1. Padlet as a networking tool: <ul style="list-style-type: none"> • on-line board created 2 weeks before the training. Each participant was asked to place his/her professional card, photo and enter expectations towards the training, • cards of guests and trainers working with the group were added to a board (Padlet) during the training. 2. On-line board as a collection of working methods with a group which were presented during the training (notes from the training) and created on a current basis: <ul style="list-style-type: none"> • trainer was adding to an online board descriptions of active methods discussed during the training in a way that participants could add their own examples and inspirations. 3. Board as a collection of links to additional materials related to the subject matter of the training. <p>■ International contact seminar for those who can be interested in submitting partnership applications for Erasmus+ program.</p> <p>During the 3-days seminar participants coming from different countries created ideas for common projects and added them to an online board (Padlet) which was made especially for this purpose and secured with a password available only for the participants.</p> <p>Padlet was used as a tool to write down and exchange project ideas and as a collection of information.</p>

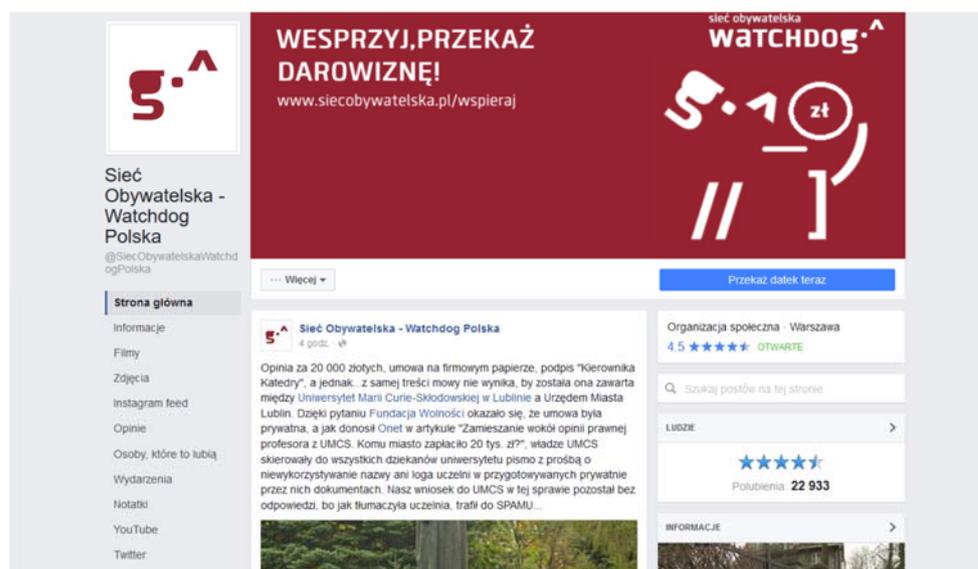
RECOMMENDATION FOR IMPLEMENTATION/ DISSEMINATION	<ul style="list-style-type: none"> • Analysis of the purpose of the online board use, • taking care of data security (password protection), • creating and adding notes during the training / event.
ORGANIZATIONAL INFORMATION	www.padlet.com
FACEBOOK IN WORKING WITH LEADERS OF LEGAL EDUCATION	
SHORT ABSTRACT	<p>Social media offer the possibility to support the training process. The practice specified below shows the application of facebook.com in the cascade training of leaders of legal education. Thanks to the usage of the closed group tool, the participants cooperated as a support and consultation group in the field of law. In the evaluation of the project, the survey tool was also applied.</p>
TARGET GROUP	Leaders of legal education
DESCRIPTION	<div style="display: flex; align-items: flex-start;"> <div style="flex: 1;">  <p>sieć obywatelska WATCHDOG ^</p> </div> <div style="flex: 2; padding-left: 20px;"> <p>Citizens Network Watchdog Poland (www.siecobywatelska.pl/in-brief) has strived to spread the knowledge in the awareness of the applicable law and exercising one's rights in contacts with public administration offices.</p> <p>The easiest way to raise the society's awareness is educating as many people as possible, which may be conducted by way of the so-called cascade system. What it means is that a given foundation centrally trains certain group of people, who later pass on the acquired knowledge in their local environment.</p> <p>The trained personnel are not specialists; therefore, they have to be supported in their educational field by legal and mutual support specialists. The participants in the project are scattered throughout the whole country, thus, the consultations have to be conducted online.</p> <p>The tool which was used for online consultation was the closed group on www.facebook.com. The choice of this option enables communicating only with its members, who may view the posts. At the same time, it promotes its operations among other users, who may find out about its existence.</p> <p>In the first stage of the project, a group of leaders participated in stationary training with experts. During the meeting, they tested illustrative scripts and methods of group work and developed the skeletons of their own trainings. Once the project was over, the participants had 4 months to implement the training in their local environment.</p> </div> </div>

**DESCRIPTION
(CONTINUED)**

In the first stage of the online work, the participants consulted each other in relation to the subject of creating a script. With comments, they provided feedback and shared their own graphic materials. In this period, they were also asking questions to the experts in particular fields of law. Thanks to the access to the previously asked questions and answers to them, some of the participants did not have to ask their question since the answer was already on the forum. Thus, the expert answered only once.

The next stage of the mutual learning was the discussion on the conducted meeting. The participants reported on the course of the session and the effectiveness of the tools applied. Those who had already had experience in such meetings became mentors for those who participated for the first time. During the execution of the second script, the cooperation proceeded similarly.

After the termination of training modules, the portal was used to evaluate the cooperation and the operations conducted on facebook. SURVEY tool was applied for this purpose. The members appreciated this medium and many of them started their own groups for participants of meetings.



**RECOMMENDATION
FOR
IMPLEMENTATION/
DISSEMINATION**

The tool may be applied in the exchange of experiences or in the process of implementation of the knowledge acquired during the stationary training. It can also be used as flipped classroom, if we publish certain content before the meeting.

**ORGANIZATIONAL
INFORMATION**

It is necessary to create an account before we start using the tool. Our students must also have their own accounts.

The privacy settings for groups: www.facebook.com/help/220336891328465

WHAT IS A FLIPPED CLASSROOM?

In training, Partners of „E-process in e-learning“ project, a lot of time and discussion dedicated to one method, the flipped classroom method. This method perfectly implements new technologies in learning.

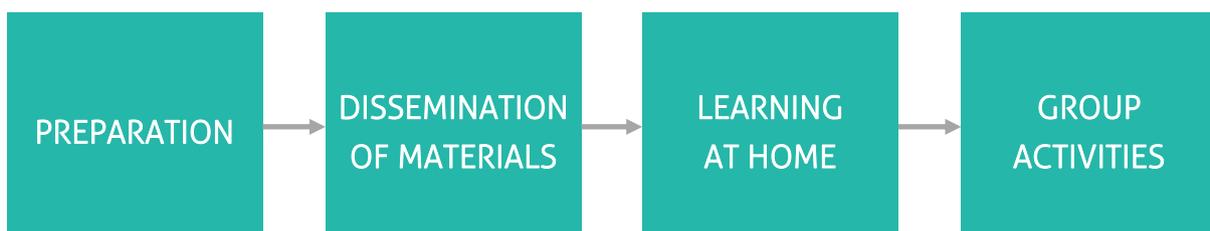
The method was initiated by two American high school teachers (J. Bergman and A. Sams) in 2007. They started recording presentations to make films for absent students (www.flippedclass.com).

The basic rule of a flipped classroom is to introduce the main issues to participants (persons involved in a learning process) before meeting in a training room. The method gains huge popularity owing to the promotion and availability of new technologies. These help simplify the preparation and transfer of materials .

Therefore, participants first learn at home - using online educational materials, then the gained knowledge is supplemented in the training room.

Phases of a flipped classroom

1. Preparation of a group (selection of a goal, issues) and selection of materials
2. Dissemination of materials
3. Familiarization (with materials) time
4. Activities in the training room



By providing educational materials before training, the trainer gets more time to allocate to the development of a specific issue based on so-called higher order thinking. The participant of a training session, already familiarized with the material, may analyze it, subject it to critical evaluation, find new patterns, discuss and synthesize, all during a training session.

This preliminary phase is worth taking advantage of before the training, not only to disseminate materials (videos, documents or presentations). In this phase participants can already be asked comprehension questions and encouraged to reflect on the material. Interaction between the trainer and participants before meeting in the training room can relate to clarification or explanation of unclear issues or an initial comprehension check of the material (not only familiarization).

WORTH REMEMBER- ING!

It is important that the following issues are addressed in the „flipped classroom“ method:

- participants inclusion in setting the goals and selecting themes (this allows for better comprehension of the material),
- posting materials online – understood as obligatory homework,
- implementing active methods (by the trainer) in the training room,
- taking into account feedback and educational process evaluation by all people involved.

WHY „FLIPPED CLASSROOM“?

Flipped teaching allows trainers to elaborate the material more fully (with individual participants), and it also allows each person to comprehend the material at their own pace.

In addition, the methodology of a flipped classroom inspires both trainers and participants of a training session and encourages their reflection on the teaching method they are taking part in, as well on the process of learning in general. As a result, participants are more motivated, willing to take on more responsibility in the context of an educational process and they are emboldened to ask questions and to pursue their own quests.

This methodology also allows for greater interaction of both parties - trainers and

participants, reducing an amount of time required to prepare a training session (Lage, Plat and Treglia, 2000).

Participants learn by themselves to a great extent, while being aware that they learn for themselves - this in turn results in a higher degree of involvement during training.

More time can also be spent on „face to face“ discussion because through direct interaction among participants a flipped classroom promotes educational processes.

„Homework“ gains special significance for participants because they know that not doing it will be disadvantageous to them. The requirement for prior learning motivates participants to obtain better results, while trainers are able to detect errors at an early stage of teaching and thus more effectively respond to the needs of participants.

Research shows that a flipped classroom brings numerous benefits - including more insightful curriculum understanding by participants - due to:

- more time to apply knowledge they have acquired (Zappe et al., 2009),
- the opportunity to engage participants in problem-solving activities (Toto & Nguyen, 2009),
- the opportunity to review the material (Foerttsch et al., 2002).

It was also confirmed that the method of a flipped classroom allows greater individualization of the learning process - tailoring methods to the needs of a particular participant.

A FLIPPED CLASSROOM - WHAT MATERIALS ARE TO BE USED?

The materials to be selected in implementing the flipped classroom methodology should meet several conditions. They should require:

- more detailed discussion – should not be too simple,

- diversity,
- both theoretical and practical classes.

The task of a trainer, in addition to planning the educational process, is to select materials to be provided before a training session that are conducive to the educational process. Please note that in the case of regular classes, materials prepared once can be used repeatedly, for example a video recording. In order to prepare a training session with the flipped classroom method, a different approach is needed compared to traditional training. It is helpful to:

- **use a variety of sources** (Open Educational Resources), eg. recommended by other trainers or specialists,
- **record your own video and audio**, prepare presentations
- **ask participants to find** interesting materials,
- allow the trainees or groups **to disclose their sources** (also online) to other participants,
- **record lectures** to enables their reuse - it should be noted, however, that such a lecture should last up to six minutes per issue.

The advantages of a flipped classroom for people with learning disabilities:

- the opportunity to review the material as many times as needed (online materials) in a secure environment (not in a group),
- the opportunity of further contact with the trainer,
- materials of different types (audio, video, text), to support people with different learning styles.

REQUIRED TECHNICAL FACILITIES

It is important for each learner to have access to the necessary equipment (computer, laptop, tablet) with permanent access to the Internet.

It is also required that trainers and participants have a web space, which will allow them to interact. This may be work in a cloud for shorter training sessions, or a web-based platform for longer courses. Longer courses, divided into parts, are usually not prepared by one trainer but by a group of specialists. In this case the staff provides participants with the tasks on the platform at the right time. On the platform / web space there should be room for the trainer and participants to post and share

materials, elaborations and comments.

Communication between trainers and participants should also be facilitated. This is provided by such e-learning platforms like Moodle and Blackboard, Google Docs, Office 365, as well as different types of blogs.

MONITORING AND EVALUATION

How do you know that the participants have benefited from the necessary materials? Just use a classic approach, eg. a kind of test or quiz. It is important for a trainer to receive their results before the start of classes.

Owing to the "flipped classroom", time in the training room can be used better :

- it facilitates deeper comprehension of the subject matter (more time devoted to specific questions - in a group or individually),
- helps planning work with active methods,
- focuses on obscure issues.

If first attempts of applying the flipped classroom method do not bring the expected results, try to understand why. Do the participants have poor access to the Internet at home? Were participants given enough time to become familiar with the material, or to complete tasks before the training session?

Sometimes an easy task with a short deadline may convince participants to this type of learning, but usually better results are achieved by giving participants more time to complete tasks before the next meeting.

METODA PROMENGO

<p>SHORT ABSTRACT</p>	 <p>PROMENGO are annual courses for managers of non-governmental organizations conducted by The Academy of Civic Organizations Foundation (www.fao.pl), organized according to the original method, so-called PROMENGO model, the method comparable to the Flipped Classroom.</p> <p>The course includes 280 hours of teaching (140 h online and 140 h of workshops). It consists of 9 learning paths. Each assumes:</p> <ol style="list-style-type: none"> 1. self-study online that prepares participants for training sessions in a training room, 2. participation in the 2-day workshop and 3. performance of graded assignments with the possibility of consultation via platform or other new media. The course also applies gamification mechanisms.
<p>TARGET GROUP</p>	<p>NGO Managers - adults.</p>
<p>DESCRIPTION</p>	<p>The curriculum for each of the nine learning paths takes place according to the scheme:</p> <ol style="list-style-type: none"> 1. an introductory e-learning component and preparing for a classroom training; its standard element is a screen course, lasting 2-3 hours; 2. two-day classroom training, 3. final e-learning test on a subject, 4. performing implementation graded tasks with a possibility to consult a trainer online, 5. tasks performance assessment (by a trainer) and a feedback to the participant. <p>The theme path cycle lasts about a month.</p> <p>Owing to the method participants who come into the training room have a preliminary knowledge on the subject. Trainers, during workshops, can deepen knowledge on a subject, and a basic material becomes a theme for a discussion and mutual (among participants) exchange of experience.</p> <p>An on-line part is implemented via individualized Moodle platform. Each participant receives a password for a platform and thus he/she has an access into their path and can monitor their progress.</p>

<p>DESCRIPTION (CONTINUED)</p>	<p>Additionally, the Promoengo course applies a scoring system of tasks performed by participants of the training. They receive points or badges for each performed task or attendance in a classroom. When each training path is summarized, points are assigned to each participant and they are visible to other people.</p> <p>Advantages:</p> <ul style="list-style-type: none"> • Effective adaptation of training methods to the aims of the training (depending on the skill teaching, knowledge transfer and work on attitudes). • Reduction of classroom meetings. • Managers, the participants of the course, have little time. By using a mixed study method, part of the course is held home - for a manager this is a great organizational facilitation. • Emphasis is placed on self-education of NGO managers. By participation in individual online learning, they are more responsible for learning (knowledge is not transferred by the trainers in a training room - they have to find the time and motivation to learn using the computer). • Thematic knowledge database development (online courses) that can be used by the Foundation in the implementation of other training and by managers to share in their teams.
<p>RECOMMENDATION FOR IMPLEMENTATION/ DISSEMINATION</p>	<p>Two types of diplomas</p> <p>The main aim of the course for FACO is to contribute to the development of NGOs in Poland and raise the level of management in NGOs. PROMENGO places special emphasis on the implementation of acquired (by the managers) knowledge in their organizations. To achieve this - two types of diplomas were introduced:</p> <ol style="list-style-type: none"> 1. Certificate of training completion - for those who have not completed the entire program, 2. PROMENGO diploma certifying completion of full course, along with the implementing tasks in one's own organization by 9 training paths each . <p>Introduction of this distinction increases motivation of participants to carry out the whole training path</p> <p>Clear rules</p> <p>Development of clear, unambiguous rules of conducting and completion of the course are particularly important to mixed study methods, longer forms (of training) as well as adding gamification element to increase the motivation of participants. PROMENGO trainers are responsible for individual training paths. They assign points for implementation works - a participant must achieve at least 60% from 90 points to pass. At the same time 3-4 persons for 45 participants receive extra points for completing a training path with the best results.</p>

<p>RECOMMENDATION FOR IMPLEMENTATION/ DISSEMINATION (CONTINUED)</p>	<p> A thoughtful arrangement of learning paths</p> <p>Thoughtful arrangement of material in each path, themes repeated in the classroom training are deepened during classroom training. The last element is implementation of knowledge in their organizations. This is consistent with the assumptions of andragogy that bases learning on experience, theory and implementation of knowledge in practice.</p>
<p>ORGANIZATIONAL INFORMATION</p>	<p>Currently, the 3rd edition of PROMENGO course is over. Each edition includes approx. 45 participants.</p> <p>http://faoo.pl/english-version/</p>

SOCIAL TRENDS

Trainers need to know how to identify social trends in a fast and effective manner as they work with very different groups of people. Failure to „update“ current trends may result in the uselessness of both scenarios content as well as form of particular exercises or presentations. It is worth to get familiar with current trends, their directions and significance even if we don't plan to adjust to them.

One of the most socially significant trends is the increasing role of games. Not only they become the way we spend our free time but they also influence how we perceive the world and ourselves. The specific cultural code created by players permeates to real world. What's more important, the world of games is a reality of fast-changing roles and worlds.

Becoming attached to current norms and forms is not a part of this culture. This is just one of the players' features as a social group. In order to fully understand why do we need games and their historical role the following books can be found helpful: „Man, Play and Games“ by Roger Caillois and „Homo ludens: A Study of the Play-Element in Culture“ by Johan Huizinga.

How to use games

In a less broad trainer's perspective games may become a useful tool on many levels. What I mean here are i.a. card games, board games, computer games, spatial games, simulation and team games. Many types of games appeared in the market during the last years. The increasing demand for „serious games“ resulted in the fact that people like me i.e. trainers are no longer limited to choose between „Mau mau“ and „Mensch ärgere Dich nicht“ („Man, don't get annoyed“).

A serious game is a game designed for a main purpose other than pure entertainment. Serves gaining, developing or improving by players specific skills and problem solving.

The game may support your work before, during and after the training. At each level it might be an interesting, presented in the form of a gadget tool which pass on the knowledge from a chosen area. Basics for gamification, the simplest tool in this case, is well described in the book entitled "Gamification" by Paweł Tkaczyk.

Gamification is the application of mechanisms of games to change the behavior of people outside the context of the game.

It can be also something more - support in the attitude change or catalyst for a group process. Thanks to games you will obtain experience in the form of simulation play necessary to get out a particular skill (a few hours' Smileurbo simulation is a great example - www.smileurbo.com/en/), it is also easier to run evaluation (Dixit or Storycubes - www.storycubes.com) or create practical educational situation with the use of a spatial game.

However, we shouldn't force anything. Intensified use of games in the training process requires lots of sensitivity and prudence. Games are not universal tools and demand lots of precision from a trainer. Without precision they can lead to opposite results. When used effectively, games can make a task easier and lead to more effective work of participants attending your training.

Custom made or ready?

Creation of games from scratch is a complex and time or money-consuming process. At the same time many trainers like us would like to do it. There are no shortcuts here. The idea itself is not enough. Each solution should be tested and well-packed. Showing your participants a simple board game with painted ladder and interesting questions occurring after moving a counter is not enough anymore. This may simply discourage your participants.

Therefore, it is worth to use ready solutions. One of them – MOG - is described below. It's a methodological proposition based on division of games into categories depending on the choice of participant. The three formats described in the text allow to better understand the world of games – at least on the basic level.

Games itself will be present in our social reality for years. Being familiar with them becomes necessary in the trainer's work. Reading this text is a first step to do that.

MULTI-OPTION-BASED GAMES—PURPOSE

A Multi-option-based game (MOG) is a newly developed approach combining multiple methods and tools, with its main elements being interactive storytelling using communication technology in a real-world environment. It incorporates aspects of serious gaming and gamification, so it may be entertaining, however, the main purpose is to educate users. Multiple choice games can be based entirely online, as an offline programme or partly in a real environment as a multiple option and location based game.

MOGs are still quite new and in constant development. There is a huge potential to use them in non-formal education, while elements of formal education can be part of the content as well.

What is MOG?

Imagine a simple audio walk or geocaching tour guiding you to different locations, forcing you to make choices and to solve tasks, motivating you with an authentic story, while you, as the user, decide the outcome and your trainer includes educational content. This can be highly compelling and rewarding for the participants but requires knowledge in story writing, knowledge of the local environment, the educational topic as well as programming and game design, depending on the MOG.

Options, dynamics, possibilities

Here are some of the possibilities which can be used while creating a MOG. Will it be a linear story or include different options and outcomes? Does it feature a character or is the student just the observer?

	OPEN	LINEAR	MULTI OPTION
ORDER	Variable	Fixed	Mixed
CHOICE	Free	No choice	Dependent
CONSEQUENCE	No „changing“ events	Fixed line of events	Multiple lines of events
ENDING	External ending	Playthrough	Multiple endings
EXAMPLE	„Knowledge puzzle“	„Sound/Video walk“	„MOG“

OPEN	LINEAR	MULTIPLE OPTIONS
<ul style="list-style-type: none"> • Every point is directly accessible • No fixed order • Independent choice • No consequences (no change in the game world that could influence the story) • „External“ ending 	<ul style="list-style-type: none"> • Fixed order • No choice • Consequences (fixed events) • “Power ups” possible (real-life supplements) • Total control for author 	<ul style="list-style-type: none"> • Fixed but variable order (influenced by decision) • Consequences (changing game world, decisions can influence story) • Multiple endings • Based on choices • No „power ups“ • High replay value caused by curiosity

Using a MOG, the players either stay themselves or get the role of a fictional character impersonated by them.

	WITHOUT CHARACTER (THE PLAYER STAYS HIM/HERSELF)	WITH CHARACTER (PERSONALITY IMPERSONATED BY THE PLAYER)
ADVANTAGE	<p>More personal involvement</p> <p>„Direct experience“</p>	<p>Creating identification with „other“ identities (e.g.: refugees, contemporary-witnesses)</p>
DISADVANTAGE	<p>Limited possibilities of giving „inner experiences“</p> <p>Difficult to address player's identity (gender etc.)</p>	<p>Less personal involvement</p>

Technical options

Some examples of game-mechanics used in a multiple-option and location based game:

■ Password

The user collects letters, words or combinations at different (key-) locations of the MOG. When collected, they can be used to access an URL (e.g. www.yourdomain.com/password) containing, e.g. the next part of the story. The advantage of this mechanics is the comparatively simple effort and implementation as well as the variety of use.

■ Power ups

Real life objects/supplements that the player finds and takes with him or her (for example a simple bag in order to transport things later). The positive aspect of using power ups is the increase of the reality feeling while playing. On the contrary, power ups require a lot of effort from the creator and are useable only in linear story lines.

■ Challenges

Challenges are real life tasks which the players have to succeed in to improve their progress in the MOG. This might lead to high engagement but proves to be very work-intensive as well.

Examples of information resources:

EMAIL	USER GENERATED CONTENT	SMS	AUDIO FILE
<p>Email-address with "automated response" indicating next point</p> <p>Advantage: easy to integrate, more involvement</p>	<p>Sending pictures, discussing online</p> <p>Advantage: more involvement, better learning, social interactivity, group-generated-knowledge</p> <p>Disadvantage: work-intensive (constant administration)</p>	<p>With the so called message bot – a program that can be created which sends messages depending on the users reaction/ answers (very work intensive)</p>	<p>Depending on the choice of the user – pre-recorded audio sources can be used</p>

Since a MOG is settled in a real world environment, it can combine e-learning elements with real life locations. Many of the possibilities require internet access. Though smart-phones are getting more and more available, it is still an obstacle for specific target-groups (very young or elderly people) or on specific sites (open country, closed buildings). Mobile connections are still quite slow in some areas and the bandwidth is often limited.

Every tool or way of presenting content can be involved.

	ONLINE <i>WEBSITE, BLOG, WIKI</i>	OFFLINE (DOWNLOADABLE) <i>MP3, PRINT, LIVE</i>
ADVANTAGE	Most interactive possibilities (by links and QR Codes) Possible to integrate different media/ external sources	Less technological needs (printer or Mp3-Player) Higher accessibility, adaptable to a range of environments
DISADVANTAGE	Technical equipment needed (smartphone, internet access, bandwidth)	Less media, more physical needs (storage, distribution, transport, resources)

Imagine that your participant has to answer a quiz, solve a mathematical task or a test before the next location, choice or part of the story is available. Imagine a MOG about the safe use of social media, bullying in school, training of soft skills, environmental problems or simply a history lesson. All the tools and methods presented here may be included in a MOG.

MOG AHMED ´ S FAHRRAD

<p>SHORT ABSTRACT</p>	<p>What is a MOG again? A MOG is a very rewarding way to deliver education content to your students. The gamification aspect of a MOG can add competition and rewards to it, the serious gaming aspect adds a certain amount of entertainment to the educational aims, which makes it a great method to increase the student’s motivation. The term Multi option and location based game – does not just involve multiple options for the students to choose from but also for the trainer, concerning what tools and methods will be put to use.</p> <p>The MOG „Ahmed ´ s Fahrrad“ (Ahmed ´ s bicycle) was created by the wisamar educational institute in Leipzig.</p> <p>It aims at delivering and supporting numerous competences including linguistic competences (writing, reading, listening, and speaking) cultural competences (legal, cultural, everyday-life situation, orientation) as well as a certain independence and sense of security for the participants in their new environments.</p> <p>To do this MOG, a smartphone with an internet connection is needed and the participant needs to be in the city centre of Leipzig.</p> <p>In the MOG the participants play the role of Ahmed, who realises that his bicycle just got stolen. They have different options to receive clues about the bike. Depending on their choices, the participants have to e.g. follow directions in the city of Leipzig, describe the situation or fill in a complaint at the police. Some choices send them back to the start of the MOG, others will result in getting Ahmed ´ s bicycle back.</p>
<p>TARGET GROUP</p>	<p>A MOG can be made for everybody. The idea is to make the content more fun, or more realistic or to make difficult topics more accessible to your students by transferring them into real life situations and real life environments. It can be mainly used in informal education for pupils, students and in adult education.</p> <p>The MOG Ahmed ´ s bicycle is aimed at refugees and immigrants learning the German language and about German culture, rules and daily life. This MOG is for advanced participants. An adaptation for different language levels is in preparation.</p>
<p>DESCRIPTION</p>	<p>Preperation:</p> <p>The participants recieves information about the MOG in the german course. The trainer explains the rules of the MOG. Then the participant recieves the link to the MOG and it is made sure every participant has a smart phone or a simular device in order to be able to play it.</p>

DESCRIPTION
(CONTINUED)

The MOG is either carried out as a course activity, in which case the trainer accompanies the participant(s), or as a homework or spare time activity by the participants and later checked by the trainer.

■ Introduction

The Participant is informed that he or she plays the role of Ahmed who recently came to Germany and now lives in Leipzig. Ahmed just bought a new bicycle and wants to go to town with his new bike.

He is asked what he will take with him (e.g. passport, a bottle of water, mobile phone). Ahmed drives to the library to study for his German course and after getting out of the building discovers that his bike got stolen.

■ Starting point

After the introduction the player is supposed to be on Augustus square, one of Leipzig's central squares. The story continues according to the choices of the participant.

At the starting point he has to follow directions to different areas on or near the square where Ahmed can ask different persons for hints.

At this stage the participant must decide what person he wants to talk to and where he wants to go. Some persons will ask him questions Ahmed needs to answer correctly.

■ Second stage

Depending on the person Ahmed asks and on the following answer(s) he gives in conversation, he either has to go back to the starting point and try again, or gets one or another hint as well as directions for another location (in which case the participant needs to go there in order to continue).

Those include:

- The police station
- The likely location of the thief
- The lost property office
- Locations to just get a new bike

The directions and descriptions of the location always include some information about history, architecture or information of a practical nature.

In different locations the participant has not just to answer questions or make choices but receives different tasks as for example:

- Describing the bike as detailed as possible
- Writing an announcement on a lost and found web page
- Filling in a police complaint
- Grammar test

<p>DESCRIPTION (CONTINUED)</p>	<p>The participant is doing these tasks in an extra text field. They will either be controlled by an accompanying teacher on the spot, after the game or in the next lesson of the course and are saved online.</p> <p>■ End of the MOG</p> <p>Some choices after the second stage will lead to the end of the MOG. Which means that the participant has to start the MOG again if he or she seeks another outcome.</p> <p>The possible ends include:</p> <ul style="list-style-type: none"> ● Ahmed gets his bicycle back ● Ahmed just gets a new bike (gives up) ● Ahmed is taken into custody by committing a crime <p>■ Evaluation phase</p> <p>After the participant(s) play the MOG, their performance is evaluated at the language course by their teacher at wisamar. They are asked if they found the MOG useful for their educational aims, what choices they made and why and the texts they wrote are corrected by the teacher.</p>
<p>RECOMMENDATION FOR IMPLEMENTATION/ DISSEMINATION</p>	<p>Your first MOG should be an easy one and not too big. It is recommended to do it as a group project. Let your students work in groups - plan, write and implement it together with you.</p> <p>You should first think about the educational content you want to deliver, then about the technical options you have. Later you should connect the story with real life locations.</p>
<p>ORGANIZATIONAL INFORMATION</p>	<p>Ahmed´s Bicycle currently is in development and will soon be available as a wiki and an independent web page.</p> <p>To get some ideas on the various possibilities please check the following links:</p> <p>Fort MC Money – Interactive Movie-Game: http://fortmcmoney.com/#/fortmcmoney</p> <p>Collection of simulations: http://www.conducttr.com/success-stories/</p> <p>Classical audio walk: http://sustainability.bplaced.net/page/?page_id=107</p>

NEW TECHNOLOGIES – THE TOOL OF SOCIAL INCLUSION OR EXCLUSION FOR PEOPLE WITH DISABILITIES?

It is thought that new technologies make the lives of people with disabilities only easier. And, surely, this is the case in many aspects. Thanks to them, people who are unable to leave their homes or people with movement difficulties may become a part of a virtual community, make contacts, purchase, consult, or learn online, either by way of individual reading, e-learning trainings or webinars. Internet becomes their source of independence.

However, one should remember that applying new ICT may contribute to people with other kinds of disabilities, such as visual, hearing, cognitive or manual skills disabilities, being excluded. There is reading software which reads the content of web pages or e-mails and thus allows blind people to use computers. Nevertheless, in order that such people could have full access to the content, these web pages should be properly arranged, using WCAG 2.0 (Web Content Accessibility Guidelines) standards.

Constant development of technology, bombarding the receiver with pictorial and interactive messages or raising the visual attractiveness of presentations often makes the content unavailable for people with the above-mentioned problems. Simultaneously, ever more activity is transferred to the Internet – not using communicators, social media or services may become the reason why part of the society is excluded.

Being a adult trainer it is worth remembering that the technologies/materials/ presentations applied during the training should provide accessibility to people whose access to information is limited.

The rules presented below follow the WCAG 2.0 standards, which goal is to provide full accessibility to the content published for people with ocular defects, with various levels of vision limitations, including blindness and people with other limitations in access to information.

WORTH REMEMBER- ING!

The complete standards are available on www.w3.org/TR/WCAG20. Furthermore, the guidelines contained therein, alongside with practical explanations, are also published on many websites. Guidelines for Accessible Information in 26 languages: www.ict4ial.eu

Font, spacing and alignment

The font applied should be sans-serif, spacing between the lines not smaller than 1.5 lines, the text should be aligned to the left and the paragraphs preceded with wider spacing or slightly indented.

Colour contrast

All functional or content-denoting elements should remain in a significant contrast to the background. The contrast should be preserved in basic, standard colour compositions of the operating system (e.g. in “inverted colours” mode).

Document structure

Headings level 1 to 6 should be applied to divide the document into chapters, sub-chapters, issues, etc. Inside the section, the text should be divided by way of paragraphs, lists, etc.

Tables

Tables should be applied only to present tabular data, they should not be used to format the document and thus organize its spatial form.

Alternative text of graphics

Photographs, graphics or graphs should always be fitted with the so-called alternative text. It ought to describe in a short and concise way what the picture, photograph or graph presents. Only the decorative graphics may have no alternative text.

■ **Forms and buttons**

All form fields (text boxes, selection fields, etc.) and buttons should be clearly marked with alternative text.

■ **Text links**

The names of links to pages, documents, etc. should precisely indicate the target object. Links with the same name ought to always direct to the same object.

■ **Keyboard accessibility**

All the elements which are active on a page should be keyboard accessible. Both forward and backward accessibility should be provided.

■ **Document navigation**

The navigation within the document should be coherent, logical and invariable.

■ **Focusing the current element on a page**

All interactive elements, such as links, banners, or form fields should be indicated with a clear visual focus (typically in the form of a frame visible when navigating on the page with TAB key).

■ **Page zooming**

A page should be able to be significantly zoomed (at least 200%) with the browser tools. Such zooming ought not to cause losses in visibility of the content and the appearance of the horizontal scroll bar.

■ **Page titles**

Page titles visible in browser's title bar should be unique and ought to inform the user about the content of the displayed page.

■ **Captcha test**

A situation in which the user is obliged to type a few letters or digits visible on the graphics in order to confirm his operation on the page is not allowed (e.g. when sending a message or a filled questionnaire).

■ Shared files format

Files shared on web pages (PDF, doc, etc.) should be fitted with text structure, alternative texts of graphics, etc. PDF files cannot be picture scans.

Applying these principles enables accession into the educational process of many tools available on the internet. Unfortunately, some new programs, interesting web-sites or materials may not be available for our participants.

At the planning stage of training any person conducting the training should be to consider accessibility issues for people with disabilities. The training organizer should collect information about the special needs of participants-on that basis, you can actually select the tool.

WAI-NOT	
<p>SHORT ABSTRACT</p>	<p>WAI-NOT offers to people with intellectual disabilities to have access to the Internet. WAI-NOT therefore developed a custom website for them. This website is educational, (re)creative, informative and interactive. Trainers and supervisors can consult a manual and instructional videos.</p>
<p>TARGET GROUP</p>	<p>Mentally disabled youngsters and adults. Schools for people with special needs & their staff. Training centres, day care centres for mentally disabled people.</p>
<p>DESCRIPTION</p>	<p>A website as an instrument to make ICT accessible for mentally disabled youngsters and adults.</p> <ul style="list-style-type: none"> • Website (www.wai-not.be) • Low threshold • Adapted to people not able to read or write • Safe environment • Training of teachers/coaches  <p>Objectives:</p> <ul style="list-style-type: none"> • General - making ICT accessible for mental disabled people • Didactical - searching for innovative learning methods that are adjusted to their needs • Educational - developing a method to increase the integration of ICT in their training program • Social - stimulating their further social integration, improving their self-esteem

<p>DESCRIPTION (CONTINUED)</p>	<p>Main Features:</p> <ul style="list-style-type: none"> • Security - protected internet environment • Accessible navigation - visually and auditory supported navigation (Beta- and Sclera-pictogram language, adapted colours) • Recreation - games, puzzles, music • Information - digital newspaper („Wablieft”), WN+ for adults • Interactivity - chat, e-mail, e-cards, social network, tutorials <p>Accessibility:</p> <ul style="list-style-type: none"> • Every user has his own profile • Text to speech • Pictograms, Text, Pictures • Friendly Lay-out • Simple Structure <p>Easy login procedure and password in pictograms</p> <p>Different functionalities available: News, My WAI-NOT (Social Network), Mail (intern & extern), Chat, Forum, Quiz, Our site, Other sites (for people with disabilities)</p> <p>WAI-NOT:</p> <ul style="list-style-type: none"> • offers his users the ability to form a community with a moderated chatroom • has thousands of daily users in Flanders (their number is growing every week) • cooperates with multiple organizations in the field of ICT and - bringing together this knowledge and expertise creates new possibilities • offers support and knowledge about IT and education for dissabled children • offers documentation and manuals on the use of WAI-NOT • offers database of subject-related articles on education & training for mentally disabled people.
<p>RECOMMENDATION FOR IMPLEMENTA- TION/ DISSEMINA- TION</p>	<p>WAI-NOT received a lots of Awards: Microsoft, Digikids, Foundation King Boude- wijn, SWIFT, KlasCement, Telenet etc.</p> <p>Awarded for e-inclusion, e-practice label, Best practice E-learning Europe 2003, IST. There is also a Polish version of the website available.</p>
<p>ORGANIZATIONAL INFORMATION</p>	<p>vzw WAI-NOT Tervuursesteenweg 295, 3001 Leuven (Heverlee) BELGIUM E-mail: secretariaat@wai-not.org Helpdesk: info@wai-not.org</p>

VERIFICATION OF NEEDS AND EVALUATION OF TRAINING RESULTS IN DISTANCE LEARNING

Emergence of distance learning, e-learning, blended learning, mobile learning, etc has contributed to the shift in educational process (teaching and learning):

- From input based process (teaching and curriculum) or, in other words, traditional approach
- To output / outcome / etc based process (learner's competence) or, in other words, competence based approach.

Table 4.1 (Vandeput & Stroobants, 2016) illustrates the comparison of traditional and competence based approaches.

TRADITIONAL APPROACH	COMPETENCE BASED APPROACH
Content (the same)	Competence (task based, flexible, realistic context)
Strictly Organised	Flexible Organisation
Knowledge / Skills	Competences (combination of knowledge, skills, attitudes)
Trainer Centered	Trainee Centered
Evaluation: Trainer, Knowledge / Skills, Product (cognitive), Summative (test culture), The End	Evaluation: Assessment (more assessors, more instruments, different moments), Competences, Product and Process, Formative (assessment culture), Permanent
Study Units: Separate	Interdisciplinary Study Units

TABLE 4.1

The paradigm shift from input to output based process has influenced the enhancement of two areas in the e-process in e-learning as:

- Needs verification and
- Evaluation of training results.

Regarding needs verification, needs are analysed at three levels [Figure 4.2.]



FIGURE 4.2

By individual purposes, competence for private use is meant: e-learning within the family's and friends' environment, for example, chatting, phoning and sending e-mails. By organizational purposes, competence use among colleagues for distribution of information, announcement, experience, opinion, report, or evaluation in an organisation, company or agency is identified. And by professional purposes, competence is used for communication with specialists or experts aimed at professional development.

Moreover, each purpose includes four dimensions (Karapetjana, 2008, p. 15) as shown in Figure 4.3.

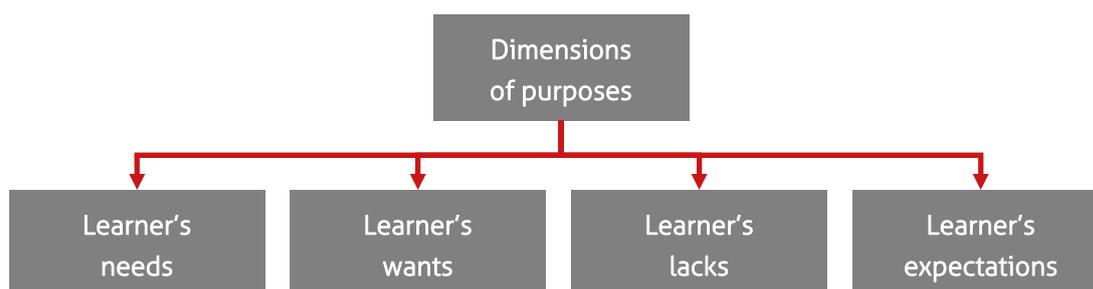


FIGURE 4.3

For verification of learners' needs, such techniques are used as:

- Distance education orientation and
- Learner profile study.

In its turn, staff needs are verified via

- Review of academic credentials for new hires and
- Needs analyses for staff training.

Transformation from input to output based process ensures the change of e-process in e-learning:

- From assessment of teaching
- To evaluation of distance learning, e-learning, blended learning, mobile learning, etc.

Table 4.4 highlights the key terminology on evaluation of training results in distance learning.

TERM	TERM'S DEFINITION
Input	Curriculum, teaching, etc.
Output	Learners' competence or, in other words, combination of knowledge, skills and attitudes
Evaluation	The process of examination and its results (Ahrens, Bassus, Zaščerinska, 2012), Feedback on the worth or value of a course, module, curriculum.
Assessment	Learner's advancement, placement and grades (Ahrens, Bassus, Zaščerinska, 2012)

TABLE 4.4

On the one hand, Figure 4.5 (adapted from Vandeput & Stroobants, 2016) points out the difference between the terms "evaluation" and "assessment". On the other hand, evaluation includes assessment (Hahele, 2006, p. 152).

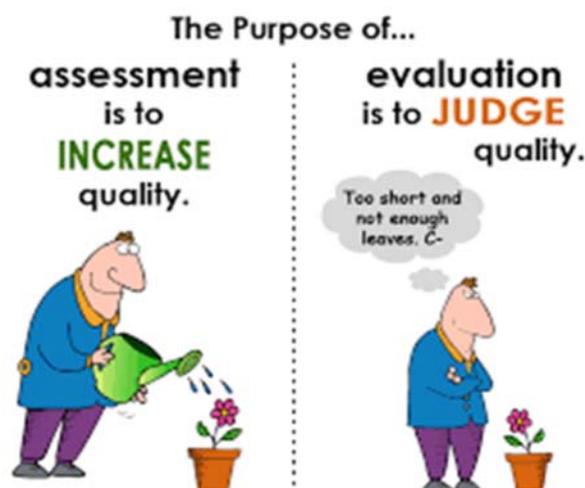


FIGURE 4.5

Evaluations often utilize assessment data along with other resources to make decisions about revising, adopting, or rejecting a course, module, curriculum (Ahrens, Bassus & Zaščerinska, 2012). Within competence based approach, assessment is characterized by (Vandeput & Stroobants, 2016):

- Adequacy (learning style, motivation, intelligence, interest, knowledge, etc),
- Integration (DURING the lesson – FEEDBACK + FEED UP + FEED FORWARD),
- Teacher involvement (self-, peer-, co-evaluation),
- Knowledge construction oriented (problem solving skills, social skills, practical skills, regulation skills, etc)
- Authenticity
- Multidimensionality.

Evaluation provides feedback on the worth or value of a course, module, curriculum and interaction among evaluators (Lūka, 2007, p. 104). Evaluation is defined as evaluation with the focus not on evaluation of learning results but with the focus on evaluation of inter-connections between learning and its results in the united system of criteria (Hahele, 2006, p. 148, 152; Maslo, 2006, p. 52). The process of evaluation includes such five phases (Lūka, 2007, p. 104) as:

- preparation of evaluation plan,
- goal identification,
- aim of practice change,
- justification of the criteria and
- evaluation and presentation of practice changes.

Goal of evaluation can vary (Hahele, 2006, p. 150) as depicted in Figure 4.6:

- from diagnostic evaluation in Phase 1
- through formative evaluation in Phase 2
- to summative evaluation in Phase 3.

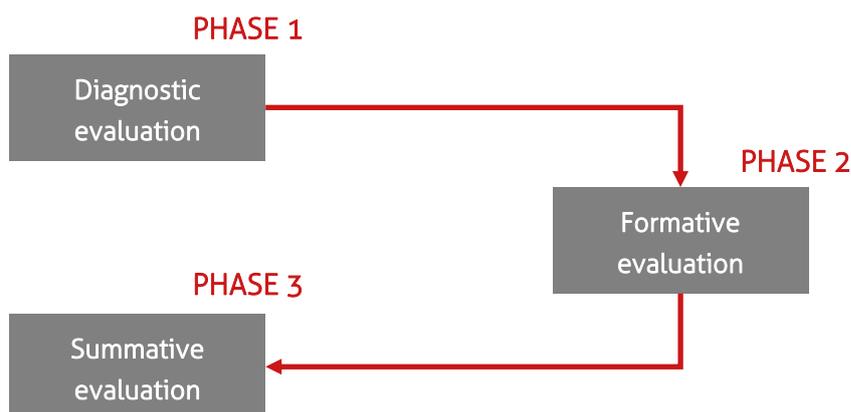


FIGURE 4.6

Diagnostic evaluation is carried out at the course beginning to obtain information on the learners' knowledge and skills (Hahele, 2006, p. 150). Then, formative evaluation is organized in the middle of the course to check the learners' gradual educational progress (Hahele, 2006, p. 150). And, finally, summative evaluation at the course end reveals the learners' aim achievements and transfer to the next (a higher) educational level (Hahele, 2006, p. 150).

Evaluation comprises such elements (Maslo, 2006, p. 53) as:

- Self-evaluation,
- Internal evaluation
- External evaluation.

SELF-EVALUATION

Self-evaluation is defined as the learners' process to think, analyze and plan their learning in accordance with criteria worked out together with the educator that results in a report called self-evaluation in a written form (Hahele, 2006, p. 150).

INTERNAL EVALUATION

Internal evaluation is determined as the process of:

- the teacher's and learners' evaluation of the learner's work in accordance with the joint criteria as well as
- the learners' and management's of the educational establishment evaluation of the teacher's work that results in a report called internal evaluation in a written form (Hahele, 2006, p. 150).

EXTERNAL EVALUATION

External evaluation is identified as the process of external experts' evaluation of the work of the teachers, learners and management of the educational establishment in accordance with certain criteria that results in a report called external evaluation in a written form (Hahele, 2006, p. 150).

Evaluation proceeds as revealed in Figure 4.7:

- from self-evaluation
- through internal evaluation
- to external evaluation.

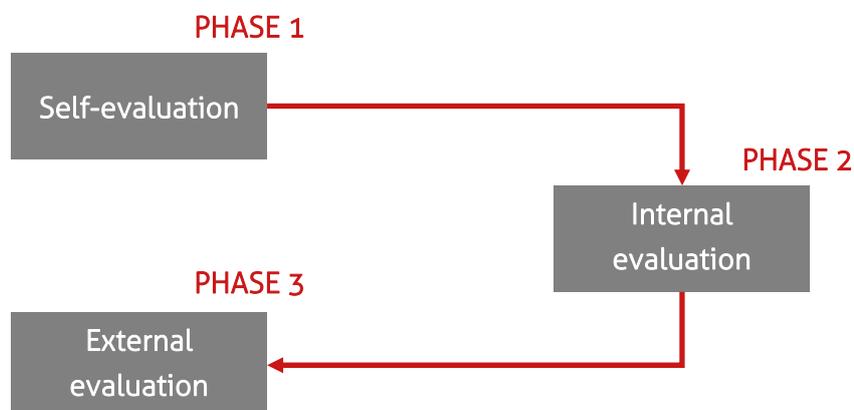


FIGURE 4.7
Methodology of evaluation

METHODS

Various methods and instruments may be used for gathering the information needed for evaluation such as (Tilkin, Kerkhofs, 2009):

- Questionnaires: list of questions to be asked to respondents;
- Observations: evaluation data may be gathered by observing the behaviour of the participants e.g. teachers, students, others. Identify carefully which behavioural traits should be observed and what meanings can be deduced from these;
- Interviews: oral questionnaire, either structured semi-structured or open. Interviews may be held individually or with groups;
- Meetings: meetings stimulate people to reflect on things and to discuss them;
- Snowballing/Delphi: people may be asked individually what they think of particular things, but it is certainly illuminating for them to hear or read what the same things meant for others. By making a list of the issues raised, or of opinions given, the opportunity is created for others to comment. In this way an overview is created of possible opinions and the support for each of them;
- Written product: writing about one's experiences is a powerful way of reflecting;

- Presentations: telling others what happens forces you to reflect on this as well. This is also occurs with the critical questions which may be raised by your audience. Again this method can prove to be a powerful stimulator for learning from experiences;
- Flowcharting: by describing the process of a course or training session using a “flowchart” diagram, it will be possible to reflect not only on the different stages of the process but also on the link between the different stages;
- Critique/reviews: by internal or external experts/colleagues/supervisors. Inviting others to come and give their views on what they perceive to be happening in the training room, or in whole course is a positive way of triggering an internal debate about quality;
- Reports/minutes: Some documents are produced even if no evaluation takes place. Nevertheless they may have a function in an evaluation and support the reflective process that evaluation should trigger. Furthermore the data in these documents may be considered as material for further analysis.

Evaluation techniques include a range of forms which can be also blended. Hence, learner’s assessment forms may include (Vandeput & Stroobants, 2016):

- Checklist (observation),
- Behavior description (observation, self),
- Attitude scale,
- Conversation,
- Portfolio,
- Case,
- Report,
- Paper,
- Simulation,
- Presentation,
- Competence based interview,
- Internship, etc.

Assessment of programme effectiveness can be based on the following questions:

- What do you wish to do?(Vision)
- What steps should be taken to get there? (Goals)

- What do you need to achieve for each step? (Objectives and Outcomes)
- How well are you doing it? (Measures)
- What and how does a program contribute to the development and growth of its learners?

Learner Learning and Course Assessment Techniques include:

- Review of learning resources,
- Course evaluations.

Such e-tools can be integrated into evaluation as:

- Monkey Survey,
- Webinars,
- Use of the Moodle platform,
- Blogs,
- Use of Social Media, etc.

LEARNER SELF-EVALUATION	
SHORT ABSTRACT	<p>Any training, course or project results in an outcome. After the implementation of blended learning that includes e-learning within training, such an outcome as enrichment of learners' digital competence is analyzed via learner self-evaluation.</p> <p>Self-evaluation can be carried in a range of forms such as a questionnaire with open and/or closed questions, structured interviews, in-depth interviews, etc.</p>
TARGET GROUP	<p>Learner self-evaluation fits to any learner target group. In non-formal adult educations, learner self-evaluation is useful for learners themselves as well as teachers and teacher trainers, tutors and mentors who work in training centres, deliver training courses and programmes, etc, dealing with an increasing diversity of learners, early school leaving, learners with disadvantaged backgrounds (including refugees, asylum seekers and migrants).</p>
DESCRIPTION	<p>Format For PLanning self-evaluation of issues to be evaluated (Tilkin, Kerkhofs, 2009):</p> <ul style="list-style-type: none"> • Goals of evaluation and related /indicators • Target group(s) • Information needed (privay agreement) • Methods and instruments of evaluation • Organisation of the evaluation process • Information processing • Identification of criteria/evidence • Analysis/interpretation • Reporting • Division and allocation of tasks • Time schedule <p>Self-evaluation is organised a semi-structured interview that comprises such three questions as</p> <ul style="list-style-type: none"> • What is your attitude to training? • What have you learned during this training? • How can you apply this knowledge in your academic and professional field? <p>Self-evaluation is conducted in an individual way.</p> <p>Such e-tools can be integrated into self-evaluation as: Monkey Survey, Use of the Moodle platform, Blogs, Use of Social Media, etc.</p>

<p>RECOMMENDATION FOR IMPLEMENTATION/ DISSEMINATION</p>	<p>Basically the analysis of documents is also a kind of observation (Tilkin, Kerkhofs, 2009). This time the documents rather than behaviour are scrutinised (Tilkin, Kerkhofs, 2009). Again the main point to keep in mind is the requirement to be very concise in what you are looking for in the documents (Tilkin, Kerkhofs, 2009). Similar things are again important (Tilkin, Kerkhofs, 2009):</p> <ul style="list-style-type: none"> • Identify what you wish to know; • Determine how this is shown in the document; • Decide how you are going to do the analysis e.g. just a scan, or word by word?; • Consider whether you would like to know not only whether things are mentioned but also how often, by whom, or in what context. <p>Learners reveal their willingness to share their experience obtained in the classroom by the end of each lecture. Moreover, learners emphasize the importance of the possibility (Ilyinska, 2004, p. 92-93, 95)</p> <ul style="list-style-type: none"> • to see things from different perspectives, • to produce a new organisation of familiar components and • to consider new ideas by making connections among the olds.
<p>ORGANIZATIONAL INFORMATION</p>	<p>This practice was held in Riga by Riga Teacher Training and Educational Management Academy in 2009-2011 Jelena Zascerinska scholarship, PhD thesis „Development of Students’ Communicative Competence in English for Academic Purposes Studies“ has been supported by the European Social Fund within the project “Support for Doctoral Studies at University of Latvia” .</p>
<p>EXTERNAL EVALUATION</p>	
<p>SHORT ABSTRACT</p>	<p>Any training, course or project results in an outcome. After the implementation of blended learning that includes e-learning within training, training, course and project as well as their implementation are analyzed via external evaluation.</p> <p>External evaluation is traditionally presented by experts, a professional who obtains extensive experience based on research in a particular area of study is meant. The choice of experts is based on two criteria, namely, recognized knowledge in the research topic and absence of conflict of interests. External evaluation can be carried in a range of forms such as focus group interview, semi-structured interview, etc.</p>
<p>TARGET GROUP</p>	<p>External evaluation fits to any target group within any training, course or project. In non-formal adult educations, expert evaluation is useful for learners as well as teachers and teacher trainers, tutors and mentors who work in training centres, deliver training courses and programmes, etc, dealing with an increasing diversity of learners, early school leaving, learners with disadvantaged backgrounds (including refugees, asylum seekers and migrants).</p>

<p>DESCRIPTION</p>	<p>Data is collected through a focus group interview organised via webinar or skype session. A focus group interview is 'a technique involving the use of in-depth group interviews in which participants are selected because they are a purposive, although not necessarily representative, sampling of a specific population, this group being focused 'on a given topic' (Rabiee, 2004).</p> <p>Focus groups interviews examine how knowledge, and more importantly, ideas, develop and operate within a given cultural context as well as explore exactly how the opinions are constructed (Kitzinger, 1995).</p> <p>It should be mentioned that in the present contribution view is defined as a central, organizing stance (Portelli & Vilbert, 2002). The view comprises vision, mission and objectives. View in pedagogy is usually regarded as the concept of learning organization that focuses on the teaching and learning process design (Garavan, 1997; Thomas & Allen, 2006).</p>
<p>RECOMMENDATION FOR IMPLEMENTATION/ DISSEMINATION</p>	<p>A focus group usually includes from five to 10 participants (Krueger, 2002). Participants are selected on the criteria that they would have something to say on the topic, are within the age-range, have similar socio-characteristics and would be comfortable talking to the interviewer and each other (Richardson & Rabiee, 2001).</p> <p>It can also be advantageous to bring together a diverse group (for example, from a range of professions) to maximise exploration of different perspectives within a group setting (Kitzinger, 1995). Moreover, it is important to be aware of how hierarchy within the group may affect the data (a nursing auxiliary, for example, is likely to be inhibited by the presence of a consultant from the same hospital) (Kitzinger, 1995).</p> <p>The choice of participants for a focus group interview is based on three criteria: participant's knowledge on a given topic, participant's cultural difference and vocational education's diversity (occupation, training, etc) and participant's hierarchy in the group. The number of participants depends on the heterogeneity of the focus group: the greater the heterogeneity of the group, the fewer the number of participants (Okoli & Pawlovski, 2004). Further on, smaller groups show greater potential (Krueger & Casey, 2000). Thus, five is a good number of participants for the study (Lopez & Salmeron, 2011).</p> <p>The focus group interview is identified as semi-structured interview. Semi-structured interview is used as the researchers had obtained the initial knowledge on the research field (Kroplijs & Raščevka, 2004).</p>
<p>ORGANIZATIONAL INFORMATION</p>	<p>This practice was held in Riga by Riga Teacher Training and Educational Management Academy in 2009-2011 Jelena Zascerinska scholarship, PhD thesis „Development of Students' Communicative Competence in English for Academic Purposes Studies“ has been supported by the European Social Fund within the project "Support for Doctoral Studies at University of Latvia" .</p>

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