



# BELVEDERE

## INSTRUCTOR'S HANDBOOK

# B



BELVEDERE  
INCLUSIVE QUALIFICATION  
AND PLACEMENT WITH ICT  
PROJECT NUMBER: 2020-KA202-007573  
01.09.2020 TO 31.08.2023

# IO 1.1: BELVEDERE Instructor's Handbook

Project number: 2020-KA202-007573

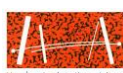
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## Introduction

The BELVEDERE project aims to equip professionals who accompany, and support disadvantaged young people and adults at various stages of a qualification and placement process with the basic ICT skills they need both to improve the quality of their own work and to better prepare young learners for working life. To achieve this, BELVEDERE aims to strengthen the digital literacy of professionals and provide them with relevant pedagogical, methodological, and organisational strategies. Teachers, trainers and mentors in vocational education and placement must be aware of the potential of digitalization. They must be empowered to use ICT effectively in their respective environments and to develop innovative approaches to teaching and learning. However, they must also be enabled to identify conducive or obstructive factors in the organization. That is why we have developed the BELVEDERE training program as a central part of the BELVEDERE project.

The basis for the BELVEDERE training program is a modular curriculum for the promotion of basic digital and application skills for professionals who accompany, and support disadvantaged young people and adults in vocational training and placement.

This handbook builds on this curriculum and offers practical advice for holding a course in their own organisation or company. It furthermore equips a training professional with the knowledge on how to set up synchronous learning settings in regard to the BELVEDERE training.

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## About the handbook





This handbook serves as a practical aid for the synchronous course execution of the BELVEDERE training. This handbook is intended to facilitate the practical implementation of the training and to enable smooth processing for the training provider. In combination with the LearnPress course and the curriculum, you have all the building blocks for a successful course.

The structure of the handbook is therefore based on the structure of the curriculum and consists of 20 module blocks. For each module block, there are practical tips for the synchronous implementation of a course. It does not matter whether the synchronous part of the course takes place in presence or online - with small adaptations both settings are easily doable.


The asynchronous part of the course is handled via the LearnPress platform on the BELVEDERE project website. Here, the course participants can self-determine the learning content at their own pace and repeat it if necessary.



The legend to the symbols can be found below. These symbols show which types of work settings are planned and will be used for the course participants. Smaller changes according to the individual course needs are of course feasible and desired depending on the settings. The same is true for the time specifications within the handbook. These offer a guideline but can of course be varied or adapted in individual cases.


## Key for symbols

	individual work
	pair work
	group work
	plenary



## Module 0.1\_Course Introduction

General Overview	
 240 minutes	<b>Synchronous:</b> 150 min (online session) <b>Guided self-learning:</b> 90 min
<b>Expected learning outcomes</b> <ul style="list-style-type: none"><li>- (basic) knowledge about MOOCs in general</li><li>- how to navigate within the Belvedere-MOOC on the iMooX platform</li><li>- (basic) knowledge about OER.</li><li>- (basic) knowledge about Creative Commons licenses.</li><li>- understanding why storytelling is used in the didactical setting</li><li>- understanding for the power of greenscreen video production</li><li>- use other MOOCs on the platform iMooX and on other MOOC platforms to further education</li><li>- use storytelling for developing content for the organisation</li></ul>	
Description	
<p>MOOCs are online courses that are freely available online in a didactically meaningful setting for everyone. This content may and should also be freely shared and reused since the course is published under a free CC license (Creative Commons license) and is therefore an open educational resource (OER). By working through this module, participants will make their own learning experience with an online course. Although the MOOC can also be done independently of the other outputs of the Belvedere programme (Curriculum, LearnPress, Toolbox, MOOC), it is a fixed component of the latter and offers a good introduction as well as an overview of all topics of the programme. The structure of the MOOC content is not only based on the curriculum of the programme, but they also refer to each other</p>	


Activity	Time	Method	Learning Object	Materials
0.1.1 Warm-up activities	30 min		<p><b>Welcome</b></p> <p>(Administrative matters (daily schedule ...))</p> <p>Introductory questions: Answer in sociometric order and arrange yourself according to:</p> <ul style="list-style-type: none"> <li>- Distance from home to seminar venue (here) (line)</li> <li>- Mode of travel (cluster) (train, car, e-car, bike ...)</li> <li>- Years of work in current company (line)</li> <li>- Most video consumption via which platform (cluster) (Amazon Prime, Netflix, YouTube, Disney+...)</li> <li>- Videos for learning purposes (line)</li> <li>- How much do I like to learn with videos? (Assessment line)</li> <li>- Previous experience with learning in an online setting (line)</li> <li>- How much do I like learning in online settings? (Rating line)</li> </ul> <p>Based on the results, group discussion and possibility of thematic deepening. Based on the results, group discussion and possibility of thematic deepening.</p>	<p>If in an online setting: whiteboard tool such as <a href="https://jamboard.google.com/">https://jamboard.google.com/</a></p>
0.1.2 Input	20 min		<p><b>Structure and methods of the Belvedere Programme</b></p> <ul style="list-style-type: none"> <li>- Getting to know the programme</li> <li>- Getting to know the curriculum</li> <li>- Locating this event in the curriculum</li> <li>- Getting to know the boxes, modules and competence levels (4 levels)</li> <li>- Transition to the platforms used in the course of the programme</li> </ul>	




Activity	Time	Method	Learning Object	Materials
<b>0.1.3 Getting to know the platforms</b>	50 min		<p><b>Getting to know the platforms</b></p> <p>iMooX   BELVEDERE website   BELVEDERE training on LearnPress   BELVEDERE Toolbox</p> <p>Participants are divided into groups for a Station mode:</p> <p>4 stations are set up in the (virtual) room, one station for each platform. Each station is equipped with a laptop/computer that has the respective platform open. Furthermore, all groups are given screenshots of the platforms. The platforms are accessed online (if necessary) via dummy accounts that have already been created.</p> <p>Additional questions that go into more detail about the tasks of the individual platforms or the screenshots are possible. The platforms are to be explored. When exploring, the following questions should serve as an aid:</p> <ul style="list-style-type: none"> <li>- <i>Where do you see the differences between the platforms?</i></li> <li>- <i>What do you think these platforms can be best used for?</i></li> <li>- <i>What are the links/connections between the platforms?</i></li> <li>- <i>Assign the obtained screenshots to the platforms</i></li> </ul> <p>Afterwards, the results are discussed again in plenary. The teacher collects the results on a common poster.</p>	<a href="http://www.linkforbetterideas.to">www.linkforbetterideas.to</a>








Activity	Time	Method	Learning Object	Materials
<b>0.1.4 Preparation for the asynchronous part</b>	20 min		<p>In the asynchronous phase, the participants can explore and deepen the presented platforms in individual work. To do this, the following steps are necessary in advance.</p> <p>As an introduction to the <b>iMooX platform</b>, watch the introductory video (link to "021 iMooX TU GRAZ") together with the participants to give them a first taste of the platform and the MOOC. Then show the participants how they can create an account on the platform iMooX.at themselves. The participants should then create an account. (In the online phase, the participants should work on the first lesson of the Belvedere MOOC themselves.)</p> <p>As an introduction to the <b>BELVEDERE modules for self-learning in LearnPress</b>, show the participants how to navigate on the platform and get access to the learning materials. The participants should then create an account to the LearnPress Platform.</p>	
<p><b>Asynchronous phase: Guided self-learning (90 min workload)</b></p> <p>0.1.5 BELVEDERE MOOC (introduction 0.11)</p> <p>0.1.6 BELVEDERE Toolbox: select 3 tools and assess and describe possible applications for your own organisation</p>				
<b>0.1.7 Preparation for the asynchronous part</b>	20 min		<p>Lead a group discussion to reflect on the online phase</p> <ul style="list-style-type: none"> <li>- <i>How did you experience the online phase?</i></li> <li>- <i>What was the most surprising thing for you during the online phase?</i></li> <li>- <i>What do you take away for your everyday work?</i></li> <li>- <i>What would you like to implement concretely?</i></li> <li>- <i>Were your expectations fulfilled? What is missing?</i></li> </ul>	

## Module 0.2\_ The HOT-fit model and the role of people in the working world of digital transformation


General Overview	
 240 minutes	<b>Synchronous:</b> 150 min (online session) <b>Guided self-learning:</b> 90 min
<b>Expected learning outcomes</b> <ul style="list-style-type: none"><li>- basic understanding of the HOT-fit model as a basis for the Belvedere concept</li><li>- develop awareness of existing fears connected to the use of digital media</li><li>- raise awareness of how fears related to media use affect one's life</li><li>- recognising causes of their own fears</li><li>- recognising causes of clients' media-related anxieties</li><li>- understanding what factors contribute to feeling anxious</li><li>- reduction of anxiety related to digital media use</li><li>- learning different coping strategies to reduce anxiety</li><li>- creating community and opportunity for exchange with others</li></ul>	
<b>Description</b> <p>The rapid digitalisation of society brings both opportunities and challenges, particularly in terms of digital participation. As a result, professionals working in the employability sector need to develop the necessary digital skills to support their clients, and organisations must encourage and support employees in building their digital skills. The Belvedere project is intended to support organisations in this regard, by using the "Human-Technology-Organisation" (HOT-fit) model, which views companies, authorities, and institutions as dynamic and complex systems. The human factor is critical to this. It is of central importance to listen to the concerns of all the people involved and to focus on them. When we talk about the human factor, we are referring to all the professionals in the organisation with the particular knowledge and skill sets that each individual brings. They have to communicate, coordinate and cooperate with other professionals internally and externally. Every professional in an organisation is highly dependent on other professionals, as all the tasks they perform are closely interrelated. Creating acceptance among all those involved should be of central importance here, as the use of new technologies will have a direct impact on the work of the people involved. This module is designed to talk about anxiety and fears in this context and to create an open mind to start to integrate digital media in their own work.</p>	


Activity	Time	Method	Learning Object	Materials
0.2.1 Icebreaker	10 min		<p><b>My personal experiences and memories on the use of digital media</b></p> <p>reflect on personal experiences and memories of using digital media by answering the following questions:</p> <ul style="list-style-type: none"> <li>- first contact with digital devices</li> <li>- first contact with the internet</li> <li>- formative experiences in personal connected to the use of digital media</li> </ul> <p>record joint results on cards</p>	<p>Link to collaborative tool (e.g., Flinga): <a href="https://flinga.fi/tools">https://flinga.fi/tools</a></p>
0.2.2 Big Picture	30 min		<p><b>Big Picture of personal experiences and memories on the use of digital media</b></p> <ul style="list-style-type: none"> <li>- cluster joint results</li> <li>- highlight similarities and differences in the experiences</li> <li>- create big picture of formative experiences</li> </ul>	
0.2.3 Media competence and use of digital media	15 min		<p><b>Reflection on guiding questions</b></p> <ul style="list-style-type: none"> <li>- personal understanding of media competence</li> <li>- personal internet use (professional / private / daily assessment)</li> <li>- role of digital media in leisure activities in one's own life</li> <li>- role of digital media in social relationships in own life</li> <li>- reflection on the clients' use of the Internet</li> <li>- role of digital media in clients' leisure time activities</li> <li>- role of digital media in clients' social relationships</li> <li>- indirect impact of personal use of digital media in the work context on clients</li> </ul>	


Activity	Time	Method	Learning Object	Materials
<b>0.2.4 Collection and discussion of the results</b>	20 min		Reduction of the results to quintessence in every group – correspondences and differences	
<b>0.2.5 Collection of results and clustering</b>	20 min		Clustering of the results on a digital pinboard into the following categories: <ul style="list-style-type: none"> <li>- personal media use</li> <li>- personal attitude towards the use of digital media</li> <li>- media use by clients</li> <li>- personal attitude towards the use of digital media by clients</li> <li>- indirect impact of my use of digital media in the work context on clients</li> </ul>	
<b>0.2.6 Identification of fears and resistances</b>	20 min		<b>Making fears and resistance visible</b> <ul style="list-style-type: none"> <li>- filtering out fears and resistance</li> <li>- visualisation of the fears and resistance on a digital board</li> </ul>	
<b>Asynchronous phase: Guided self-learning (90 min workload)</b> 0.2.7 Potentials of digital media use from the clients' perspective: video inputs and reflection 0.2.8 Theoretical input: The HOT-fit model (interactive video) 0.2.9 Getting to know the BELVEDERE curriculum: What does the Belvedere-concept offer in this context?				

Activity	Time	Method	Learning Object	Materials
0.2.10 Our Marketplace	20 min		<p><b>Methodology: I seek ... - I offer ...</b></p> <p>Based on the identified fears and resistances of the participating persons, the group tries to collect experiences and examples of good practice and try to develop strategies and a supporting system.</p> <p>By using a collaborative tool (suitable: Padlet, Task cards, ...) the participating persons write down their personal needs and also what they can offer. Offers can be helpful links, ideas or personal skills and support in different areas. The group members try to find matches. in the best case, collegial support tandems for further training emerge from the marketplace.</p>	<p>Collaborative tool for digital pinboards</p> <p>Suggestions:</p> <ul style="list-style-type: none"> <li>- Padlet</li> <li>- Task Cards</li> <li>- ...</li> </ul>
0.2.11 Reflection and Feedback	10 min		<p><b>Creating a word cloud</b></p> <p>survey with the following question:</p> <p>“Personal feelings and thoughts about using digital tools in my job”.</p> <p>The picture is saved for further workshops, especially for the reflexion modules. It can be used to reflect on the personal progress or the progress of the group.</p>	<p>Feedback tool:</p> <p>Answergarden  <a href="https://answergarden.ch/">https://answergarden.ch/</a></p>

## Module 0.3\_ Introduction to Includu and DigCompEdu


General Overview	
 240 minutes	<b>Synchronous:</b> 90 min (online session) <b>Guided self-learning:</b> 150 min
<b>Expected learning outcomes</b> <ul style="list-style-type: none"><li>- basic knowledge of IncluEdu – Inclusive Education</li><li>- basic knowledge of DigCompEdu - Digital Competence Framework for Educators</li><li>- basic knowledge of the foundations of the BELVEDERE Project</li><li>- integration of the knowledge of IncluEdu and DigCompEdu for the understanding of the BELVEDERE concept</li></ul>	
Description	
<p>The main aim of this module is to learn more about the development of the Belvedere project. To do so, we take a step back. We get to know the IncluEdu project and have a closer look at the DigCompEdu competence framework.</p> <p>You will get a closer look into the Belvedere project in the third MOOC introduction video. The most important goal of this module is, that you will know afterwards why and how the Belvedere project builds on the IncluEdu project and why Belvedere uses DigCompEdu as a reference competence framework. We need digital tools in education, to improve and innovate education and make it more inclusive. The Belvedere project equips professionals who support disadvantaged young people and adults in vocational training, qualification, and placement processes with the ICT skills, both to increase the quality of their work as well as to empower their learners.</p>	




Activity	Time	Method	Learning Object	Materials
<b>Asynchronous phase: Guided self-learning (120 min workload)</b> 0.3.1 Welcome and introduction to the topic 0.3.2 The IncluEdu Competence Model 0.3.3 DigCompEdu – Competence Model and self-assessment SELFIEforTEACHERS 0.3.4 Self-reflection on the topics				
<b>0.3.5 Reflection on the necessity of digital competence</b>	45 min		<p>Discussing about the personal understanding of the project(s) – the BELVEDERE project and its foundations IncluEdu and DigCompEdu (breakout sessions with 3 people in one group):</p> <ul style="list-style-type: none"> <li>- Start with your questions you wrote down at the introduction and discuss them in your group.</li> <li>- What is the intention of IncluEdu and why is it important for the field of social work?</li> <li>- What is the intention of DigCompEdu and why is it important for the field of social work?</li> <li>- To what extent does it cover the demands of social work? Think and talk about how to apply the DigCompEdu framework to your work.</li> <li>- Discuss your wishes for this course and what you expect. Do you feel they are covered by the training programme so far?</li> </ul> <p>Reduce the results of your discussion on the main quotes regarding the importance of IncluEdu and DigCompEdu for the field of social work.</p> <p>During the discussion remember the most important rules in group discussions:</p> <ul style="list-style-type: none"> <li>- A discussion is not a competition</li> </ul>	Worksheet 013_3.1 (Guided questions for reflection)


			<ul style="list-style-type: none"> <li>- Let each other finish</li> <li>- Justify your point of view</li> <li>- Listen actively</li> <li>- Ask your questions openly</li> <li>- Find common ground</li> <li>- Stay on topic</li> <li>- Argue at eye level</li> <li>- Criticize in a factual way</li> <li>- Remain calm</li> <li>- Change the perspective</li> </ul>	
<b>0.3.6: Collection of results and clustering</b>	15 min		<p>Clustering of the results on a digital pinboard to get a big picture</p> <ul style="list-style-type: none"> <li>- Importance of Digital Competence for the field of social work</li> <li>- Importance of IncluEDu and DigcomEdu for social work</li> </ul>	
<p><b>Asynchronous phase: Guided self-learning (60 min workload)</b></p> <p>0.3.7 The IncluEdu Tool collection: <a href="https://www.includedu.com/learning-objects?_sfm_language=English">https://www.includedu.com/learning-objects?_sfm_language=English</a></p> <p>0.3.8 Thoughts about digital transformation: <a href="https://www.forbes.com">Top 10 Digital Transformation Trends For 2023 (forbes.com)</a></p> <p>0.3.9 Task for reflexion: Write a letter to your future self: <a href="#">FutureMe: Write a Letter to your Future Self</a></p>				




## Module 1.1\_Digital Participation

General Overview	
 240 minutes	<b>Synchronous:</b> 90 min (online session) <b>Guided self-learning:</b> 150 min
<b>Expected learning outcomes</b> <ul style="list-style-type: none"><li>- raise of awareness of the aspect of digital participation as social participation</li><li>- development of application scenarios of digitalization in job coaching</li><li>- knowledge on different tools and criteria for the selection of tools</li><li>- knowledge on screen casting and the production of screencasts</li><li>- definition of the pedagogical added value of digital application scenarios</li><li>- knowledge on the development of digital solutions for different problems in the qualification process</li><li>- knowledge to break down barriers in the organization</li></ul>	
Description	
<p>In this module, we would like to sensitise professionals to what digital participation means, that it is a human right that absolutely must be realised, but that in the reality of people with disabilities there are still many barriers to this. This also concerns the field of work and is therefore also the responsibility of professionals in this field.</p> <p>Digital tools can be one element of so-called "reasonable accommodation" to strengthen participation for people with disabilities. Therefore, scenarios of use will be reflected, tools will be presented as examples and screen casting will be presented as a possibility to introduce colleagues and participants to the use of digital tools.</p>	



Activity	Time	Method	Learning Object	Materials
<b>Asynchronous phase: Guided self-learning (120 min workload)</b> 1.1.1 Welcome and introduction to the topic 1.1.2 MOOC-video 1.1.3 More-in-depth text on the topic 1.1.4 Video to deepen the understanding				
<b>1.1.5 Welcome and introduction to the topic</b>	5 min		Welcome participants to the module If the learning group is new in this composition: short round of introductions	
<b>1.1.6 Repetition and discussion on the topic</b>	25 min		Repetition of the contents from first asynchronous phase <ul style="list-style-type: none"> <li>○ Address questions, especially about the scientific text and the two videos.</li> <li>○ If there is little here: if necessary, short (!) summary and frontal input on a central aspect</li> </ul> Presentation (frontal) of concrete examples (best practice) for adequate precautions in the area of digital participation <ul style="list-style-type: none"> <li>○ ideal: case studies from the instructors' own work</li> <li>○ including contextual factors (what was the initial situation, who was involved, what were the success factors and obstacles) and how has the participant's participation situation changed?</li> <li>○ Responding to questions, suggestions from the plenum</li> </ul>	
<b>1.1.7 Identification of challenges in digital participation and development of solutions</b>	35 min		<b>Identification of challenges, development of solutions and implementation possibilities</b> Create mall groups in breakout session	


			<p><b>Step 1:</b> collection of experienced participation risks of the clients in the context of vocational qualification and placement. This can refer to the <b>practical use of digital tools</b> (possible guiding questions):</p> <ul style="list-style-type: none"> <li>• What is the digital infrastructure like in the educational institution and company?</li> <li>• Which devices and tools are used?</li> <li>• What barriers can (not) be broken down by using digital tools?</li> <li>• What about the availability of digital tools used in the company for people outside the company?</li> </ul> <p>as well as an <b>overarching, pedagogical and societal dimension</b> (possible guiding questions):</p> <ul style="list-style-type: none"> <li>▪ How do you involve clients in shaping their educational processes?</li> <li>▪ Is there a systematic strengthening of their digital competences?</li> <li>▪ What is the role of the work assistants?</li> <li>▪ How is the position of clients in the labour market changed by the use of digital tools?</li> <li>▪ Are there other dimensions of participation besides the field of work that are opened up through the use of digital tools?</li> </ul> <p><b>Step 2: working out solutions and implementation possibilities</b> through peer exchange in the small groups</p> <p><b>Step 3: recording the results</b> in digital form by the use of adequate mind mapping tool</p>	
<p><b>1.1.8 Creating a Big Picture</b></p>	<p>20 min</p>		<p><b>Collection of final results</b>  moderated collection of the small group results in the plenary and discussion</p>	

<b>1.1.9 Conclusion and outlook</b>	5 min		<b>Conclusion and outlook</b> <ul style="list-style-type: none"> <li>• Feedback round on the current module</li> <li>• Outlook for the second asynchronous phase and the practical testing in the own organisations Including organisational clarification such as setting up a collaborative mind map (see upcoming asynchronous phase).</li> <li>• Summary of the most important findings</li> </ul>	
<b>Asynchronous phase: Guided self-learning - Transferring ideas into daily work (90 min workload)</b> 1.1.10 Tools for digital participation 1.1.11 Final Assessment: A Quiz				


## Module 2.1\_ Introduction and Basics about Profiling

General Overview	
 240 minutes	<b>Synchronous:</b> 90 min (online session) <b>Guided self-learning:</b> 150 min
<b>Expected learning outcomes</b> <ul style="list-style-type: none"><li>- gain understanding of profiling in the social sector</li><li>- get overview of the possibilities and use of profiling</li><li>- knowledge on the advantages and disadvantages of profiling</li><li>- understanding for the benefits of profiling for social work</li><li>- application and active use of profiling in one's everyday work</li><li>- ideas for implementation and adaption of new profiling ideas in the organisation</li><li>- support colleagues to integrate profiling into one's daily work routine</li><li>- openness to new innovations and willing to experiment with them</li></ul>	
<b>Description</b> <p>In the social sector, it is often not easy to obtain an assessment of the persons one is working with. The reason for this is to find out which resources and which support needs the person has and where to start. In practice, different methods are often used to find out more about the person you are working with. In this course, we use the term profiling. But what exactly is meant by profiling and what does the term cover? This module is about finding an answer to this question. The aim is to gain a common understanding of the term and a basic knowledge of profiling.</p>	



Activity	Time	Method	Learning Object	Materials
<b>Asynchronous phase: Guided self-learning (60 min workload)</b>				
2.1.1 What is Profiling? (Video introduction)				
2.1.2 Quiz questions for the introductory video				
2.1.3 Individual Research on different types of Profiling				
<b>2.1.4 Sharing results from individual research</b>	30 min		<b>2.1.4 - Sharing the results from 2.1.3</b> Presentation and discussion of the results from the asynchronous phase collected on the shared padlet/task card. Possible questions for the teacher to stimulate the exchange: <ul style="list-style-type: none"> <li>- <i>What areas did you find?</i></li> <li>- <i>What was new/surprising for you?</i></li> </ul>	-
<b>2.1.5 Profiling in my work / organisation</b>	45 min		Use the existing task card/padlet and collect the answers to the following questions with your participants. Encourage the participants to present their results and discuss them afterwards. <p><b>Level A1:</b></p> <ul style="list-style-type: none"> <li>- <i>What do you already know about profiling?</i></li> <li>- <i>Is it possibly used by employees?</i></li> <li>- <i>For what purpose/ in what context would you use profiling?</i></li> <li>- <i>What challenges do you see for yourself in relation to profiling?</i></li> <li>- <i>How would you like to use profiling?</i></li> <li>- <i>What challenges do you see for yourself in relation to profiling?</i></li> </ul> <p><b>Level A2:</b></p> <ul style="list-style-type: none"> <li>- <i>What experiences have you already had with profiling?</i></li> <li>- <i>What do you expect /what added value do you get from profiling?</i></li> </ul>	Introduce the participants to the task accordingly.

Activity	Time	Method	Learning Object	Materials
			<p><b>Level B1:</b></p> <ul style="list-style-type: none"> <li>- <i>How and to what extent do you use profiling in your work?</i></li> <li>- <i>What positive experiences have you had working with profiling?</i></li> <li>- <i>What difficulties have you had in working with profiling?</i></li> <li>- <i>What challenges do you see in relation to profiling?</i></li> </ul> <p><b>Level B2:</b></p> <ul style="list-style-type: none"> <li>- <i>How and to what extent do you use profiling in your organisation?</i></li> <li>- <i>How do you train your staff?</i></li> <li>- <i>How would you like to establish profiling in your organisation? And what challenges do you see in this regard?</i></li> </ul> <p>The exchange should last round <b>30 minutes</b>, Presentation and discussion of the results/answers</p>	-
<p><b>2.1.6 Timing on Profiling</b></p>	<p>25 min</p>		<p>Continue working on the existing whiteboard. Refer to the example from. At what point and for what purpose in the monitoring process was profiling used? The participants are now divided into small groups. The groups should develop their own examples of how profiling can be used in the monitoring process. The examples are written down in small groups on the existing pin board to be used in Box 2 Module 2 under 2.2.5. In small groups, design further examples of scenarios that could be useful.</p> <ul style="list-style-type: none"> <li>- On what other occasions can profiling be used?</li> <li>- To what extent can profiling be used?</li> </ul>	<p>No distinction is made between levels of competence.</p>
<p><b>Asynchronous phase: Guided self-learning (90 min workload)</b></p> <p>2.1.7 Advantages and disadvantages, framework conditions</p> <p>2.1.8 Final Quiz</p>				


## Module 2.2\_ Profiling and Application




General Overview	
 240 minutes	<b>Synchronous:</b> 150 min (online session) <b>Guided self-learning:</b> 90 min
<b>Expected learning outcomes</b> <ul style="list-style-type: none"><li>- understanding for the differentiations within the topic</li><li>- knowledge about the critical aspects of profiling.</li><li>- obtain a comprehensive picture of profiling</li><li>- initial experience with profiling in own organisation.</li><li>- application of profiling professionally in everyday work</li><li>- implementation of appropriate types of digital profiling in the own company</li><li>- further development and adaption of profiling in the won company</li><li>- openness to new innovations and experiments</li></ul>	
Description	
<p>The aim of this module is to gain a more differentiated understanding of profiling and its aspects. It is about differentiating between the terms profiling and assessment. The learners should develop a critical view of profiling with its limitations and access barriers.</p>	





Activity	Time	Method	Learning Object	Materials
<b>Asynchronous phase: Guided self-learning (60 min workload)</b> 2.2.1 Introduction to Profiling application possibilities (including MOOC video) 2.2.2 Quiz questions on profiling 2.2.3 Individual research on the difference between assessment and profiling				
<b>2.2.4 Exchange about the results from 2.2.3</b>	20 min		<b>Exchange</b> Briefly present and then discuss the results from the asynchronous phase collected on the common Padlet/task card.	
<b>2.2.5 Critical examination of profiling</b>	70 min		<b>Critical examination</b> This part of the module is about taking a critical look at profiling. For this purpose, deal with the following questions and discuss them in the group. Continue preparing the whiteboard. The aim of this task is for participants to think critically about profiling. It is also possible to divide the group into small groups and assign each group a question to be presented to the whole group after a certain time. Discuss the results with the group and add to them if necessary. What is the significance or limits of profiling and what influences it? <ol style="list-style-type: none"> <li>1. <i>What are the possible dangers of using profiling?</i></li> <li>2. <i>Differences between analogue and digital profiling?</i></li> <li>3. <i>What barriers need to be considered when profiling?</i></li> </ol> Record the answers together on the digital whiteboard.	Online Whiteboard-Tools
<b>Asynchronous phase: Guided self-learning (90 min workload)</b> 2.2.6 Transfer task 2.2.7 Final Quiz				


## Module 3.1\_Individualisation of learning content


General Overview	
 240 minutes	<b>Synchronous:</b> 90 min (online session) <b>Guided self-learning:</b> 150 min
<b>Expected learning outcomes</b> <ul style="list-style-type: none"><li>- awareness of different aspects of individualisation</li><li>- development of ideas for appropriate application scenarios in own work context</li><li>- knowledge on digital tools and application examples for individualising learning content and methods</li><li>- knowledge on different application scenarios in own work context</li><li>- knowledge on barriers in the learning process and ideas to overcome them</li><li>- knowledge on pedagogical value of individualisation</li><li>- support of colleagues in researching appropriate tools</li></ul>	
Description	
<p>Teaching and learning in mixed groups is inseparably linked to the claim of inclusion. The diversity of participants in a learning group can refer to many different aspects, such as learning motives and different interests, the ability to cope with different learning scopes and complexities or different learning approaches and strategies. Furthermore, the guiding principle of inclusion implies the need to enable and empower participants to learn individually, to pursue their own learning goals and to evaluate these learning goals. All these challenges existed and exist independently of the media and tools used. However, digital tools in the context of (vocational) education offer a variety of possibilities to meet these challenges appropriately.</p> <p>The aim of this module is to gradually introduce professionals to the possibilities of individualising learning content and methods using digital tools. The different aspects of individualisation are first considered individually and supported with examples of use. The aim of this module is also to enable professionals to think strategically about these individual aspects and combine them for learning units and projects.</p>	

Activity	Time	Method	Learning Object	Materials
<b>Asynchronous phase: Guided self-learning (60 min workload)</b>				
3.1.1 Welcome and introduction to the topic				
3.1.2 MOOC-Video				
3.1.3 More-in-depth Text (reading task)				
<b>3.1.4 Welcome and introduction to the synchronous training part</b>	5 min		<p><b>Welcome and introduction</b></p> <ul style="list-style-type: none"> <li>• Welcome participants to the module</li> <li>• If the learning group is new in this composition: short round of introductions</li> </ul>	
<b>3.1.5 Repetition and discussion</b>	10 min		<p><b>Repeating and discussing first findings</b></p> <p>Repetition of the contents from first asynchronous phase</p> <ul style="list-style-type: none"> <li>○ address questions, especially about the scientific text and the two videos.</li> <li>○ (If first findings are missing): short (!) summary and frontal input on a central aspect</li> </ul> <p>Presentation (frontal) of concrete examples (best practice) for adequate precautions in the area of digital participation</p> <ul style="list-style-type: none"> <li>○ ideal: case studies from the instructors' own work</li> <li>○ include contextual factors (what was the initial situation, who was involved, what were the success factors and obstacles) and how has the participant's participation situation changed?</li> <li>○ respond to questions, suggestions from the plenum</li> </ul>	
<b>3.1.6 Group session on individualisation of learning content</b>	40 min		<p><b>Group session on individualisation of learning content</b></p> <p><b>Step 1: Discussion of heterogeneity</b></p> <p>small groups of 4-6 people (breakout sessions): Ensure that each group has as heterogeneous a composition as possible in terms of previous experience. Each group should discuss the different</p>	


			<p>aspects of heterogeneity (different learning motives, interests, abilities, learning approaches, etc.) in relation to:</p> <ul style="list-style-type: none"> <li>• Challenges in their own work context and experiences in successfully overcoming them?</li> <li>• What are the most important framework conditions to be able to respond to heterogeneous learning groups?</li> </ul> <p><b>Step 2: brainstorming on digital tools</b> Each group should collect digital tools that can be used to individualise learning content. Discuss the potential use and benefits of these tools.</p> <p><b>Step 3: elaboration of example scenarios</b> Each group chooses a scenario and develops an example of how digital tools can be used to support the individualisation of learning content. Consider the different aspects of heterogeneity and describe the scenario and the tools used.</p>	
<b>3.1.7 Presentation of the results</b>	20 min		<p><b>Presentation of the results</b> Each group presents their example in front of the whole training group. Include a short discussion and questions after each presentation. The session is finished by a short summary and appreciation of the results.</p>	
<b>3.1.8 Conclusion and outlook</b>	15 min		<p><b>Feedback round on the current module</b></p> <ul style="list-style-type: none"> <li>○ Outlook on the second asynchronous phase and the practical testing in the own organisations, Including organisational clarification such as setting up a collaborative mind map (see upcoming asynchronous phase).</li> <li>• Summary of the most important findings</li> </ul>	
<p><b>Asynchronous phase: Transferring ideas into daily work - Guided self-learning (90 min workload)</b></p> <p>3.1.9 Tools for individualisation of learning content</p> <p>3.1.10 Final Quiz</p>				

## Module 3.2\_ Digital strategies for qualification


General Overview	
 240 minutes	<b>Synchronous:</b> 90 min (online session) <b>Guided self-learning:</b> 150 min
<b>Expected learning outcomes</b> <ul style="list-style-type: none"><li>- overview of the basis and objectives of the qualification</li><li>- understanding for the characteristics of the proposed training strategies</li><li>- knowledge on benefits of including digital tools in qualification.</li><li>- knowledge on different digital tools for qualification and training strategies</li><li>- knowledge on existing digital training material for qualification and how to edit and handle it to adapt it to your own needs</li><li>- knowledge on creating new training material with the use of digital tools</li><li>- support for fellow team members to consolidate the use of digital tools and in the creation of new digital training material adapted to each strategy and their own needs</li></ul>	
Description	
<p>Professional training or preparation for the performance of a professional activity, is one of the main missions of any organisation that works for the inclusion of people with disabilities in the workplace. Doing it to the highest possible level is the motivation that will lead us to periodically review what are the best tools and strategies when planning each training. The use of digital tools in qualification, can not only be of great help so that the trainer has more quantity and variety of resources to offer in their training sessions, but it can also increase, in a transversal way, the digital competence of the participants who continuously use them and thus increase their level of employability.</p> <p>The objective of this module is to make different digital tools that currently exist in the field of training known, as well as examine how to apply these tools when considering job training of users of an entity. The aim is to give entities tools in their transition towards digitalisation, with reference to qualification. For this, it is necessary that the planning and content of qualification trainings shift from a more traditional format to a technological format by the use of a variety of existing digital tools.</p> <p>In some cases, as in the case of training that is not face-to-face, the paradigm shift means that we must establish new ways for the students and the training team to relate. We must also propose totally new strategies. In other cases, the objective will be to adapt known strategies to the current, fully digital context.</p>	

Activity	Time	Method	Learning Object	Materials
<b>Asynchronous phase: Guided self-learning (60 min workload)</b> 3.2.1 Introduction to the topic (including MOOC video) 3.2.2 Definition: What is qualification 3.2.3 Bases for a good qualification. Proposal of training strategies and advantages of the use of digital technologies. 3.2.4 Learning Strategies (e-learning / blended learning / gamification / role playing or simulation of real situation)				
<b>3.2.5 Workshop</b>	45 min	 (4 groups working at the same time)	<b>Tasks and organisation of the workshop<sup>1</sup></b> Participants will be divided into 4 groups (one per strategy: E-learning / B-learning / Gamification / Role Playing or simulation of real situations). Try to make balanced groups so that in each group we have representation of participants of all levels, from beginners to expert level (A1 / A2 / B1 / B2). Each group works on a strategy for 40 minutes with the aim to come up with a training proposal for a "standard" qualification session that could take place in any organisation working for the inclusion of people with disabilities in the labour market. Each group has to work according to the assigned strategy, using the knowledge and tools discussed in the first part of the course. The use of some of the collaborative tools mentioned during the course to collect ideas and prepare a presentation to the rest of the participants is especially valued.	


<sup>1</sup> The Microsoft Teams tool can be used for the workshop. This will allow the creation of a virtual space where the workshop can be shared at the beginning and at the end (during the presentation of results). In order to be able to work comfortably in groups, 4 rooms will be created for 40 minutes within the Teams session that has been started. The instructor will be able to access each room to dynamise or resolve any doubts that may arise. At the end of the group work, all participants will return to the initial joint room, where the results will be presented. Groups can be encouraged to use any of the collaborative tools mentioned during the course to gather ideas and prepare a presentation to the rest of the participants.

<b>3.2.6 Presentation of results and conclusion</b>	45 min		<b>Share results of the work</b> Each group presents the training proposal. The last 5 minutes of the workshop will be devoted to resolving doubts and presenting the conclusions of the work carried out.	
<b>Asynchronous phase: Guided self-learning (90 min workload)</b> 3.2.7 Implementation of qualification strategies 3.2.8 Final Quiz				


## Module 4.1\_ Taster Training



General Overview	
 240 minutes	<b>Synchronous:</b> 90 min (online session) <b>Guided self-learning:</b> 150 min
<b>Expected learning outcomes</b> <ul style="list-style-type: none"><li>- overview of the basis and objectives of the qualification</li><li>- understanding for the characteristics of the proposed training strategies</li><li>- knowledge on benefits of including digital tools in qualification.</li><li>- knowledge on different digital tools for qualification and training strategies</li><li>- knowledge on existing digital training material for qualification and how to edit and handle it to adapt it to your own needs</li><li>- knowledge on creating new training material with the use of digital tools</li><li>- support for fellow team members to consolidate the use of digital tools and in the creation of new digital training material adapted to each strategy and their own needs</li></ul>	
<b>Description</b>	
<p>Taster training is an opportunity for a person with additional support needs to “try out” a job in a certain sector to work out the new role suits to the individuals. Taster training is a perfect opportunity for someone to try a variety of different roles in different sectors and settings that makes it easier to move towards employment but does not require them to commit to searching for a specific job.</p> <p>Taster training enables people to gain hands-on experience tailored to their individual needs and can vary in length between 1-2 days. It is an unpaid, short-term opportunity that enables people to learn and develop new skills, confidence and experience and decide whether it is an area of employment that would be suitable and sustainable for them or not.</p> <p>In this module we will explore different digital tools that can help with planning job tasters and matching the individual skills qualities of participants to relevant sectors before contacting employers to arrange taster training experiences.</p>	





Activity	Time	Method	Learning Object	Materials
<b>Asynchronous phase: Guided self-learning (25 min workload)</b> 4.1.1 Introduction to the topic (including MOOC video) 4.1.2 Short assessment: What do you already know?				
<b>4.1.3 Group discussion</b>	40 min		<b>Taster training in my organisation</b> <ul style="list-style-type: none"> <li>• Do you organise taster training in your organisations? If so, what are the benefits? If not, what could be the benefits?</li> <li>• What is the difference between taster training and work experience placements?</li> <li>• How important are skills on profiling and subsequent taster training in the supported employment process? How does it benefit the clients you are supporting?</li> <li>• What do you consider most difficult when working towards putting taster training in place for clients?</li> <li>• Discuss successful past taster training experiences in your organisation and examples of best practice.</li> </ul>	
<b>Asynchronous phase: Guided self-learning (175 min workload)</b> 4.1.4 Profiling client's individual skills and qualities 4.1.5 Matching client's skills and qualities to relevant sectors and job roles 4.1.6 Exploration of the client's chosen career sector 4.1.7 Contacting various employers to arrange taster training 4.1.8 Adaptations to the job role depending on client's needs 4.1.9 Preparing the client to meet employers 4.1.10 Planning travel to the taster training 4.1.11 Gathering feedback from all parties involved in the taster training 4.1.12 Final reflection				


## Reflection Module 1 (for Modules 2.1 / 2.2 / 3.1 / 3.2 / 4.1)

General Overview	
 240 minutes	<b>Synchronous:</b> 240 min (online session) <b>Guided self-learning:</b> 0 min
<b>Expected learning outcomes</b> <ul style="list-style-type: none"><li>- inspiration for own work by various practical examples</li><li>- knowledge on other organisations ideas</li><li>- knowledge on digital tools for the use in daily work</li><li>- ability to use different and appropriate tools in everyday life with participants</li><li>- exchange with other organisations on the use of digital tools</li><li>- pass on different tools in a team and use them didactically in the blended learning approach in practice</li></ul>	
Description	
<p>In this reflection module, participants have the opportunity to share successful practical experiences. It has been shown that when using digital tools in vocational education and training, it is good to share both successes and obstacles, and to work together to find solutions. It is also helpful to share and reflect on one's own role as a learning facilitator in digital education processes. There is the possibility to reflect on the use of concrete tools. The main focus is on aspects of usability and possible barriers. But there will also be room for exchanging ideas on application scenarios and the added value for professionals and learners. Together, the prerequisites and conditions for successful digitisation processes in education will be reflected upon. This includes aspects such as infrastructure in the organisation, challenges for participants and professionals, and structures within the organisation</p>	


Activity	Time	Method	Learning Object	Materials
<b>Reflection Module (RF) 1.1</b>	10 min		<p><b>Welcome and Intropdction</b></p> <ul style="list-style-type: none"> <li>• Welcoming participants to the module</li> <li>• If the learning group does not yet know each other completely in this composition: short round of introductions</li> <li>• Presentation of the agenda for this module (learning objectives and content)</li> </ul>	
<b>RF 1.2a_Reflection Profiling and Taster training</b>	60 min		<p><b>Comment as an introduction to the module</b></p> <p>As a starting point of the substantive work, the participants should form groups to answer the following questions in breakout sessions against the background of their experiences. Each group/each statement is justified/explained in the plenum with a meaningful sentence. There are 4 group rooms on the following question:</p> <ol style="list-style-type: none"> <li>1. The great advantage of digital tools is that they are contemporary and customizable</li> <li>2. The major disadvantage of digital tools in vocational training is that they are initially difficult to learn and represent a hurdle for professionals</li> <li>3. The big advantage in dealing with my digital skills is that I am a good companion for my clients</li> <li>4. The big disadvantage in dealing with my digital skills is that I am insecure in supporting my clients</li> </ol>	Questions for breakout rooms



Activity	Time	Method	Learning Object	Materials
<b>RF 1.2b_ Reflection Profiling and Taster training</b>	60 min		<p><b>Group Discussion</b></p> <p>This task is referring to the contributions and comments from the asynchronous work tasks 2.1.7 and 2.2.5, as well as the transfer task 2.2.6, and the contents and work task from Module 4.1. For this purpose, the following questions are prepared on (metaplan) cards:</p> <ul style="list-style-type: none"> <li>• What framework conditions exist in the specialised services to maximise the benefits of good profiling and vocational orientation in the sense of the participants?</li> <li>• How are profiling results collected, documented and used in the qualification and placement process?</li> <li>• Are digital tools involved in the profiling process?</li> <li>• Did the transfer task result in suggestions for the use of digital tools?</li> <li>• What framework conditions exist in the specialised services to minimise the disadvantages, limits and dangers of profiling?</li> </ul> <p>The results can be collected and clustered in analogue or digital form on a pin board..</p>	Moderation cards, pin boards or digital pin board

Activity	Time	Method	Learning Object	Materials
<b>RM 1.3_ Reflection on Qualification</b>			<p><b>Collection of proven tools and application scenarios</b> from the asynchronous work phases in modules 3.1 and 3.2</p> <ul style="list-style-type: none"> <li>• Individual task: Collection and description of one positively evaluated tool that was viewed (A1), tried out (A2) or used in a targeted manner (B1/B2) as part of the work tasks. Additionally for A2/B1/B2: Description of the application scenario</li> <li>• Form small groups according to the same/similar positively evaluated tools</li> <li>• First, exchange of concrete practical experience with these tools (best practice)</li> <li>• Exchange of necessary framework conditions for a profitable use</li> <li>• Joint draft of a learning material including application scenario (recording of the results)</li> </ul> <p>Short presentations of the small groups</p>	

Activity	Time	Method	Learning Object	Materials
<b>RM 1.4_</b> <b>Merger</b>	90 min		<p><b>World Café</b></p> <ul style="list-style-type: none"> <li>• Brief presentation of the World Café method</li> <li>• Clarification of the role of the hosts at the tables (changing or staying the same?)</li> <li>• Clarification of the documentation of the discussion results</li> </ul> <ul style="list-style-type: none"> <li>• <b>Table 1:</b> How can an organizational system for sharing digital learning materials look like and be implemented?</li> <li>• <b>Table 2:</b> How can digital tools promote collaboration in the creation and use of learning materials?</li> <li>• <b>Table 3:</b> Blended learning approach: how can the equal use of analogue and digital learning media, as well as classroom learning and learning phases at times and places chosen by you, succeed?</li> </ul> <p>Presentation of the discussion results of the hosts, if necessary moderated by the workshop leader</p>	Preparation of tables with indicated questions
<b>RM 1.5_ Conclusion and Farewell</b>			Clarification of open questions, final round: “A tool that I would like to use more of tomorrow”; farewell	


## Module 5.1\_ Placement in Supported Employment




General Overview	
 240 minutes	<b>Synchronous:</b> 90 min (online session) <b>Guided self-learning:</b> 150 min
<b>Expected learning outcomes</b> <ul style="list-style-type: none"><li>- overview of the basis and objectives of the qualification</li><li>- understanding for the characteristics of the proposed training strategies</li><li>- knowledge on benefits of including digital tools in qualification.</li><li>- knowledge on different digital tools for qualification and training strategies</li><li>- knowledge on existing digital training material for qualification and how to edit and handle it to adapt it to your own needs</li><li>- knowledge on creating new training material with the use of digital tools</li><li>- support for fellow team members to consolidate the use of digital tools and in the creation of new digital training material adapted to each strategy and their own needs</li></ul>	
Description	
<p>Professional training is one of the main missions of any organisation that works for the inclusion of people with disabilities in the workplace. But what are the best tools and strategies when planning each training? The use of digital tools in qualification, can not only be of great help so that the trainer has more quantity and variety of resources to offer in their training sessions, but it can also increase, in a transversal way, the digital competence of the participants who continuously use them and thus increase their level of employability.</p> <p>The objective of this module is to make different digital tools that currently exist in the field of training known, as well as examine how to apply these tools when considering job training of users of an entity. The aim is to give entities tools in their transition towards digitalisation, with reference to qualification. This needs a shift in planning and content of qualification trainings from a more traditional format to a technological format by the use of a variety of existing digital tools. Sometimes it even means that we must establish new ways and strategies for the students and the training team to relate.</p>	




Activity	Time	Method	Learning Object	Materials
<b>Asynchronous phase: Guided self-learning (90 min workload)</b> 5.1.1 Job placement in supported employment: Introduction to the module (including MOOC video) 5.1.2 What is employability and its characteristics? 5.1.3 Digital tools for employability				
<b>5.1.4 Workshop</b>	70 min		<p><b>Create an online form</b>            The activity for this online workshop is to create an online form using the proposed digital tools.</p> <ol style="list-style-type: none"> <li>1. Form groups (depending of number of course participants): Each group shall discuss and share the different ideas that have been presented in this training and also contribute their own knowledge and experience. In order to balance the groups, it is recommended that the groups are made up of participants with different levels of knowledge.</li> <li>2. Create the form            The groups have to decide to whom the form should be addressed, They will also have to decide which items are necessary, how long the form should be, what type of answers is recommended, etc.</li> </ol>	
<b>5.1.5 Presentation of results and conclusion</b>	20 min		<p><b>Share results of the work</b>            The participants meet in one room to present the form they have created and explain the choices they have made.</p>	
<b>Asynchronous phase: Guided self-learning (60 min workload)</b> 5.1.6 Application of digital tools for labour market integration 5.1.7 Final Quiz				




## Module 5.2\_ Placement with companies


General Overview	
 240 minutes	<b>Synchronous:</b> 90 min (online session) <b>Guided self-learning:</b> 150 min
<b>Expected learning outcomes</b> <ul style="list-style-type: none"><li>- overview of the basis and objectives of the qualification</li><li>- understanding for the characteristics of the proposed training strategies</li><li>- knowledge on benefits of including digital tools in qualification.</li><li>- knowledge on different digital tools for qualification and training strategies</li><li>- knowledge on existing digital training material for qualification and how to edit and handle it to adapt it to your own needs</li><li>- knowledge on creating new training material with the use of digital tools</li><li>- support for fellow team members to consolidate the use of digital tools and in the creation of new digital training material adapted to each strategy and their own needs</li></ul>	
<b>Description</b> <p>Digitalisation in the workplace has become increasingly common in recent years. And especially in the years since the beginning of the COVID pandemic, this process has accelerated immensely. Of course, this development has not stopped in the field of employment services for people with disabilities. Digitalisation can make a lot of things easier, especially in the field of job placement and communication with potential companies. This does not mean that everything has to be digitalised, but nevertheless certain processes can be optimised. In this module we will look at these possibilities. For example, what possibilities there are to get more targeted and regular feedback. The topic of job interviews, which can take place more efficiently and spatially independent through video conferencing tools, is also part of this module and can be deepened here. A core topic will also be to think about when and how it makes sense to use these tools and when not to.</p>	


Activity	Time	Method	Learning Object	Materials
<b>Asynchronous phase: Guided self-learning (80 min workload)</b> 5.2.1 Introduction to the topic (including MOOC video) 5.2.2 Effects of digitalisation on the inclusion of people with disabilities in the labour market 5.2.3 Collection of Feedback Tools 5.2.4 Collection of video conferencing tools				
<b>5.2.5 Discussion about text</b>	15 min		<p><b>Discuss the text as an introduction</b></p> <p>You can use the following guiding question:</p> <ul style="list-style-type: none"> <li>• What is your opinion?</li> <li>• Do you agree with the study or have you had other experiences?</li> <li>• What did you notice?</li> </ul>	
<b>5.2.6 Placement – what is it?</b>	30 min	 or 	<p><b>Share results of the work</b></p> <p>There is no uniform definition of "Placement" in Europe or what this process should look like. Therefore we try to find a good definition or to see the different approaches of the different countries/organisations.</p> <p>The following questions/tasks can be used for the exchange in the group or small group (depending on the number of participants):</p> <ul style="list-style-type: none"> <li>• Finding a common definition of Placement</li> <li>• How does the Placement process work in your organisation?</li> <li>• Collecting together - what is already being done digitally? What is being done analog</li> <li>• Possible difficulties in the implementation of digitalisation</li> </ul> <p>Collect the results on a padlet (task cards).</p>	<p><a href="http://www.Padlet.com">www.Padlet.com</a>            or  <a href="http://www.Taskcards.de">www.Taskcards.de</a></p>

<p><b>5.2.7 Discussion about feedback tools</b></p>	<p>25 min</p>		<p><b>Discuss the usefulness of feedback tools</b></p> <p>Discuss the usefulness of feedback tools together - can they offer you added value? Are there any open questions about their creation, use, ideas, etc.?</p> <p>Presentation of the B1/B2 contents.</p>	
<p><b>5.2.8 Placement – what is it?</b></p>	<p>20 min</p>		<p><b>Discuss the usefulness of video conferencing tools</b></p> <p>Discuss the usefulness of video conferencing tools - can they offer you added value? Are there any open questions about creation, use, ideas, anything else?</p>	
<p><b>5.2.9 Video conferencing in action</b></p>	<p>30 min</p>		<p><b>Video conferencing in action</b></p> <p><b>Step 1:</b> Depending on the size of the group or the advanced users, divide into small breakout rooms. Then try out all the functions of Zoom.</p> <p><b>Step 2:</b> Create your own Zoom room and invite your colleagues. Do the same with Google Meet.</p> <p>Instructor goes from room to room to check how things are going (be sure to get links to participants rooms). If available: Advanced learners can support, contribute ideas, test.</p>	


## Module 6.1\_ Budgeting



General Overview	
 240 minutes	<b>Synchronous:</b> 90 min (online session) <b>Guided self-learning:</b> 150 min
<b>Expected learning outcomes</b> <ul style="list-style-type: none"><li>- knowledge of budgeting and the importance for the target group</li><li>- knowledge in creating a basic budget with your clients</li><li>- identification of potential budget factors</li><li>- knowledge on digital tool that can be used for budgeting</li><li>- use of digital tools for budgeting according to different needs</li></ul>	
<b>Description</b> <p>Budgeting is one of the most important aspects of our lives. By creating a personal budget an individual can get their finances in order, which will keep them organised and focused on their personal financial goals, whilst gaining an understanding of what they are paying. In this module we work on the importance of budgeting for your clients and the process to develop a budget with them. Participants will get to know helpful tools for developing the client's budget.</p>	

Activity	Time	Method	Learning Object	Materials
<b>Asynchronous phase: Guided self-learning (60 min workload)</b> 6.1.1 Introduction to the topic (including MOOC video) 6.1.2 Assessing income and expenses				
<b>6.1.3 Group Session</b>	60 min		<p><b>Discuss in groups (breakout session)</b></p> <p>Work in small groups. Think about how to apply this to your situation. Guiding questions for the discussion are:</p> <ul style="list-style-type: none"> <li>• <i>Why is budgeting important for individuals with job barriers?</i></li> <li>• <i>What are some common financial challenges faced by individuals with job barriers?</i></li> <li>• <i>How can effective budgeting contribute to financial stability and independence?</i></li> <li>• <i>Share personal experiences or stories related to the benefits of budgeting.</i></li> <li>• <i>What are the different sources of income for individuals with job barriers?</i></li> <li>• <i>How can understanding payslips and tax deductions help in managing finances?</i></li> <li>• <i>Share examples of fixed and variable expenses and discuss how they impact budgeting.</i></li> <li>• <i>Discuss strategies for tracking and categorizing expenses effectively.</i></li> </ul> <p>During the discussion think about this:</p> <ul style="list-style-type: none"> <li>• Don't engage too much</li> <li>• If you need more in-depth explanation about xy, go there</li> </ul>	Online-whiteboard



<b>6.1.4 Presentation of results and conclusion</b>	30 min		<b>Share results of the work</b> The participants meet in one room to present the form they have created and explain the choices they have made.	
<b>Asynchronous phase: Guided self-learning (90 min workload)</b> 6.1.5 Creating a Personal Budget - Topic and Summary of what you have already learned 6.1.6 Final Quiz				

## Module 6.2\_ Crisis Management and Sustainability


General Overview	
 240 minutes	<b>Synchronous:</b> 90 min (online session) <b>Guided self-learning:</b> 150 min
<b>Expected learning outcomes</b> <ul style="list-style-type: none"><li>- overview of the basis and objectives of the qualification</li><li>- understanding for the characteristics of the proposed training strategies</li><li>- knowledge on benefits of including digital tools in qualification.</li><li>- knowledge on different digital tools for qualification and training strategies</li><li>- knowledge on existing digital training material for qualification and how to edit and handle it to adapt it to your own needs</li><li>- knowledge on creating new training material with the use of digital tools</li><li>- support for fellow team members to consolidate the use of digital tools and in the creation of new digital training material adapted to each strategy and their own needs</li></ul>	
<b>Description</b>	
<p>Professional training or preparation for the performance of a professional activity, is one of the main missions of any organisation that works for the inclusion of people with disabilities in the workplace. Doing it to the highest possible level is the motivation that will lead us to periodically review what are the best tools and strategies when planning each training. The use of digital tools in qualification, can not only be of great help so that the trainer has more quantity and variety of resources to offer in their training sessions, but it can also increase, in a transversal way, the digital competence of the participants who continuously use them and thus increase their level of employability.</p> <p>The objective of this module is to make different digital tools that currently exist in the field of training known, as well as examine how to apply these tools when considering job training of users of an entity. The aim is to give entities tools in their transition towards digitalisation, with reference to qualification. For this, it is necessary that the planning and content of qualification trainings shift from a more traditional format to a technological format using a variety of existing digital tools.</p> <p>In some cases, as in the case of training that is not face-to-face, the paradigm shift means that we must establish new ways for the students and the training team to relate. We must also propose totally new strategies. In other cases, the objective will be to adapt known strategies to the current, fully digital context.</p>	




Activity	Time	Method	Learning Object	Materials
<b>Asynchronous phase: Guided self-learning (150 min workload)</b>				
6.2.1 Introduction to the topic (including MOOC video)				
6.2.2 Sustainable Workplace				
6.2.3 Possible Tools for risk reduction and sustainability				
6.2.4 Feedback Tools				
6.2.5 Messenger Apps				
<b>6.2.6 Introduction</b>	10 min		<p><b>General joint introduction</b></p> <p>Discussion and debriefing of the text.</p> <ul style="list-style-type: none"> <li>• Are there still questions?</li> <li>• Does anyone want to add anything?</li> <li>• Does anyone want to share their feedback from the synchronous phase?</li> </ul>	
<b>6.2.7 Debriefing the Padlet</b>	20 min		<p><b>Debriefing the Padlet</b></p> <p>Talk together about the answers within the padlet. Course leader should stimulate discussion - if necessary with own examples from practice. Find common definition of a sustainable workplace across borders - collect in Jamboard or Mindmap.</p>	Jamboard or Mindmapping Tool










Activity	Time	Method	Learning Object	Materials
<b>6.2.8 Transition Crisis Management</b>	30 min		<p><b>Transition Crisis Management (Group work)</b></p> <p>Break into small groups of 2-3 people. In small groups participants are asked to work on what crisis situations can occur and how to deal with them.</p> <ol style="list-style-type: none"> <li>1. Collect crisis situations: which crises have I (my colleagues) experienced in my professional career with my participants after a placement or shortly before the placement?</li> <li>2. How did I manage this crisis? What would I do differently today if something went wrong?</li> <li>3. Did I already use digital tools in the process?</li> </ol> <p>Groups discuss and take notes. Then gather again in plenary and cluster the results --&gt; crisis cluster &amp; solution cluster.</p>	Jamboard, Mindmapping Tool
<b>6.2.9 Transition Messenger Apps</b>	30 min		<p><b>Transition Messenger Apps (Group work)</b></p> <p>Break into small groups. Within the group, choose a messenger application, if possible, something that was not used before or would be interesting to test.</p> <ul style="list-style-type: none"> <li>• Create a group in the chosen messenger within the small group and get to know the functions - learning by doing.</li> <li>• Test voice recording, sending pictures, voice output, etc.</li> <li>• Afterwards, exchange experiences and discuss which tools are used, where good experiences have been made, what is forbidden, etc.</li> </ul>	
<p><b>Asynchronous phase: Guided self-learning (90 min workload)</b></p> <p>3.2.7 Implementation of qualification strategies</p> <p>3.2.8 Final Quiz</p>				

## Reflection Module 2 (for Module 5.1, 5.2, 6.1 and 6.2)


General Overview	
 240 minutes	<b>Synchronous:</b> 240 min (online session) <b>Guided self-learning:</b> 0 min
<b>Expected learning outcomes</b> <ul style="list-style-type: none"><li>- overview of the basis and objectives of the qualification</li><li>- understanding for the characteristics of the proposed training strategies</li><li>- knowledge on benefits of including digital tools in qualification.</li><li>- knowledge on different digital tools for qualification and training strategies</li><li>- knowledge on existing digital training material for qualification and how to edit and handle it to adapt it to your own needs</li><li>- knowledge on creating new training material with the use of digital tools</li><li>- support for fellow team members to consolidate the use of digital tools and in the creation of new digital training material adapted to each strategy and their own needs</li></ul>	
<b>Description</b> <p>The main focus of this module is to bring the participants together to exchange their results, ideas and questions. They discuss the understanding of placement in their organisation. How does a successful placement process look like from their perspective? They also focus on sustainability and discuss their understanding here since there is no unique definition of a sustainable workplace arrangement across borders. How do the participants define a sustainable workplace arrangement? . After completing this module, the participants should have an idea of how different mediation processes can work and how digital tools can support the follow-up.</p>	



Activity	Time	Method	Learning Object	Materials
Reflection_2.1 Introduction	20 min		<b>General joint introduction</b> <ul style="list-style-type: none"> <li>• Arrival of the participants; if necessary: Introduction of the participants</li> <li>• Introduction of this module and outlook on the agenda</li> </ul>	
<b>Reflection_2.2: Helpful tools for placement in practical use (Module 5.1 and 5.2) (100 min in total)</b>				
2.2.1 Collection of favourite tools for placement (Module 5.1 and 5.2)	100 min		<b>Collection of favourite tools</b> In individual settings, the participants should consider which of the tools and which content seems to be most useful in the mediation process and describe their experiences.  A1/A2: Since there are probably no experiences yet, briefly collect ideas on how the tool can be used and why the person thinks it could be useful. B1/B2: Present concrete ideas or collect first results from practical use. What more in-depth tools could the person need to make the tool even more efficient?	
2.2.2 Exchange on favourite tools (Module 5.1 and 5.2)			<b>Exchange on the ideas</b> exchange of A1/A2 person with B1/B2 person in group of two  Advanced person should introduce ideas and possible applications to the second group member. A1/A2 person should also present content and ideas. Stimulate a lively exchange of ideas. Give feedback to each other in order to go deeper into the tool.	


Activity	Time	Method	Learning Object	Materials
2.2.3 Collection of results (Module 5.1 and 5.2)			<p><b>Collection of results (Group work)</b> Collect the results in a larger group</p> <ul style="list-style-type: none"> <li>The possible applications should be clustered by tool (mind map or similar) to get a big picture of the possibilities.</li> <li>Exchange on this in a large group</li> <li>Be open-minded for pinions, suggestions and criticisms</li> </ul>	
2.2.4 Content creation (Module 5.1 and 5.2)			<p><b>Create your own learning material</b> Divide into groups of 2-3 people - mix levels. With a mind map in hand, the group should choose a tool and create a concrete learning material. Goal and field of application is open for groups</p>	
<b>Reflection_2.3: Helpful tools for crisis management in practical use (Module 6.1 and 6.2) (100 min in total)</b>				
2.3.1 Collection of favourite tools for crisis management (Module 6.1 and 6.2)	100 min		<p><b>Collection of favourite tools</b> In individual settings, the participants should consider which of the tools and which content seems to be most useful in the mediation process and describe their experiences.</p> <p>A1/A2: Since there are probably no experiences yet, briefly collect ideas on how the tool can be used and why the person thinks it could be useful.</p> <p>B1/B2: Present concrete ideas or collect first results from practical use. What more in-depth tools could the person need to make the tool even more efficient?</p>	

Activity	Time	Method	Learning Object	Materials
2.3.2 Exchange on favourite tools (Module 6.1 and 6.2)			<p><b>Exchange on the ideas</b> exchange of A1/A2 person with B1/B2 person in group of two</p> <p>Advanced person should introduce ideas and possible applications to the second group member. A1/A2 person should also present content and ideas. Stimulate a lively exchange of ideas. Give feedback to each other in order to go deeper into the tool.</p>	
2.3.3 Collection of results (Module 6.1 and 6.2)			<p><b>Collection of results (Group work)</b> Collect the results in a larger group</p> <ul style="list-style-type: none"> <li>• The possible applications should be clustered by tool (mind map or similar) to get a big picture of the possibilities.</li> <li>• Exchange on this in a large group</li> <li>• Be open-minded for pinions, suggestions and criticisms</li> </ul>	
2.3.4 Content creation (Module 6.1 and 6.2)			<p><b>Create your own learning material</b> Divide into groups of 2-3 people - mix levels. With a mind map in hand, the group should choose a tool and create a concrete learning material. Goal and field of application is open for groups</p>	
Reflection_2.3 Joint Conclusion	20 min		<p><b>Joint conclusion</b></p> <ul style="list-style-type: none"> <li>• clarification of open questions</li> <li>• exchange of results</li> </ul>	

## Module 7.1\_ Internal communication in social organisations

General Overview	
 240 minutes	<b>Synchronous:</b> 90 min (online session) <b>Guided self-learning:</b> 150 min
<b>Expected learning outcomes</b> <ul style="list-style-type: none"><li>- awareness the importance of digital support for internal communication.</li><li>- openness on digital support for internal communication</li><li>- knowledge on tools for use in internal communication (according to the personal level)</li><li>- understanding for the benefits of digital tools for promoting communication in a team</li><li>- experience in use of digital tools for internal communication (according to the personal level)</li><li>- ability to select appropriate tools according to the area of application</li><li>- ability to adapt the content of digital tools to different situations</li><li>- supporting colleagues to integrate digital tools for communication into daily work</li><li>- openness to new innovations in digital communication</li><li>- experimenting with new innovations in digital communication</li></ul>	
<b>Description</b>	
<p>“Those who do not communicate have lost.”</p> <p>We live and work in the age of information. Information shapes our social, economic and political worlds. The amount of information that floods us doubles in ever shorter intervals. Information is comprehensive and limitless, available anytime and anywhere. Professionals and managers spend most of their working time communicating. This is not just for exchange of information, it also means building relationships, involving people and solving tasks together. Good and efficient communication within the team is important to enable collaboration and to reach target groups and goals.</p> <p>The aim of this module is to develop a common understanding of communication and to understand the conditions for good communication as well as to identify difficulties and challenges. This is followed by the question about the contribution of the use of digital tools to internal communication. The module provides space for toll testing, collegial exchange and first thoughts on implementation of tools in everyday professional life (the prerequisites for good internal communication).</p>	

Activity	Time	Method	Learning Object	Materials
<b>Asynchronous phase: Guided self-learning (60 min workload)</b> 7.1.1 Welcome and introduction to the topic (including MOOC video) 7.1.2 Going deeper a a reading task 7.1.3 Sharing good experience				
<b>7.1.4 Personal Introduction</b>	10 min		<b>General joint introduction</b> Short round of introductions based on the information: <ul style="list-style-type: none"> <li>• name</li> <li>• institution/organization</li> <li>• focus of work</li> <li>• previous experience in the use of digital tools in vocational training</li> </ul>	Prepare a wheel of names <a href="https://wheelofnames.com/">https://wheelofnames.com/</a>
<b>7.1.5 Going deeper</b>	10 min		<b>Going deeper</b> Deepening: use of digital tools for (internal) communication in my field of work (Buzz groups in breakout sessions) <ul style="list-style-type: none"> <li>• In which work situations do I communicate?</li> <li>• With whom do I communicate?</li> <li>• What is important to me about communicating with others?</li> <li>• How is information distributed in my company?</li> <li>• What is the importance of communication in my organization?</li> <li>• What are challenges in the distribution of information within my organization?</li> </ul>	Create breakout-sessions according to the number of participants

Activity	Time	Method	Learning Object	Materials
7.1.8 Work in small groups	50 min		<p><b>Group work</b></p> <p>Basic questions for the small groups (according to the different levels):</p> <p>Level A1:</p> <ul style="list-style-type: none"> <li>• What constitutes good communication?</li> <li>• How is communication shaping up in my organization so far?</li> </ul> <p>Level A2:</p> <ul style="list-style-type: none"> <li>• What tools are already being used?</li> <li>• In which situations are the tools used?</li> </ul> <p>Level B1:</p> <ul style="list-style-type: none"> <li>• Which tools have proven successful so far?</li> <li>• Which obstacles had to be overcome?</li> <li>• Is there a "blank space" for which yet another tool could be helpful?</li> </ul> <p>Level B2:</p> <ul style="list-style-type: none"> <li>• In which situations can tools become an enriching addition in my organization?</li> <li>• What challenges arise in the introduction of new tools</li> </ul> <p>At the end all results are collected on a digital whiteboard (or wall)</p>	Digital whiteboard or pinboard



**7.1.9 Finalization and Conclusion**

20 min



**Conclusion in plenary**

Before going into a self-learning phase again, we introduce a communication tool and outline an application scenario (frontal). You can use this as a stimulus for the coming asynchronous phase. The selection can take into account which tools are already known and work well in the organisations (see task cards "Best Practice" from the first asynchronous phase):

- ideal: case studies from the trainer's own work
- Include contextual factors (what was the initial situation, who was involved, what were the success factors and obstacles) and how has the participant's participation situation changed?
- respond to questions and suggestions from the plenary session


**Asynchronous phase: Guided self-learning (90 min workload)**



7.1.10 Transfer of ideas to daily work

7.1.11 Tools for internal communication (according to the levels)


7.1.12 Final Quiz

## Module 7.2\_ Internal collaboration in social organisations




General Overview	
 240 minutes	<b>Synchronous:</b> 90 min (online session) <b>Guided self-learning:</b> 150 min
<b>Expected learning outcomes</b> <ul style="list-style-type: none"><li>- overview of the basis and objectives of the qualification</li><li>- understanding for the characteristics of the proposed training strategies</li><li>- knowledge on benefits of including digital tools in qualification.</li><li>- knowledge on different digital tools for qualification and training strategies</li><li>- knowledge on existing digital training material for qualification and how to edit and handle it to adapt it to your own needs</li><li>- knowledge on creating new training material with the use of digital tools</li><li>- support for fellow team members to consolidate the use of digital tools and in the creation of new digital training material adapted to each strategy and their own needs</li></ul>	
Description	
<p>Collaboration in the context of organisations describes the result-oriented, collaborative working process in a team. All participants work actively and in parallel on a task or project. Collaboration goes beyond the term "teamwork" because it works across projects, departments and even companies. The participants not only plan, act and decide together, they also consider, discuss, and summarise together. This means that the result is constantly evolving in the process, so collaboration is sequential.</p> <p>The terms "cooperation" and "collaboration" both mean working together. Both terms are often confused as a result, but there are differences in content. In a cooperation, individual employees, groups, or companies work together to support each other in achieving individual goals. These can also be project-related sub-goals in which person A supports person B, for example. In a collaboration, all participants work together on one goal and towards this goal. Everyone is part of the continuously developing process.</p>	


Activity	Time	Method	Learning Object	Materials
<b>Asynchronous phase: Guided self-learning (60 min workload)</b> 7.2.1 Introduction to the topic (including MOOC video) 7.2.2 Go deeper into the topic of collaboration - video and task (cornell method)				
<b>7.2.3 Discuss your findings</b>	30 min		<p><b>Your findings</b></p> <p>Get together and talk about findings!</p> <p>Together with your colleagues, work in small groups (create breakout sessions with 3 to 4 people in one group):</p> <ul style="list-style-type: none"> <li>• Discuss your pros and cons of collaborative work</li> <li>• Discuss the points of the article</li> <li>• Talk about the videos you have seen</li> <li>• Discuss together best practices and wishes for the future</li> </ul> <p>After about 20 minutes get together in plenary and discuss/share findings. Collect most important points on white board or something similar.</p>	
<b>7.2.4 Creating hypothetical plan for your organisation</b>	60 min		<p><b>Hypothetical plan for your organisation</b></p> <p>Talk together about the answers within the Padlet. Course leader should stimulate discussion - if necessary, with own examples from practice. Find common definition of a sustainable workplace across borders - collect in Jamboard or Mindmap.</p>	Jamboard or Mindmapping Tool
<b>Asynchronous phase: Guided self-learning (90 min workload)</b> 7.2.5 Hands-on: Tools for collaborative working 7.2.6 Summary of your learnings 7.2.7 Ideas for reflection				

## Module 8.1\_ Data Protection (Documentation and Quality Control)


General Overview	
 240 minutes	<b>Synchronous:</b> 90 min (online session) <b>Guided self-learning:</b> 150 min
<b>Expected learning outcomes</b> <ul style="list-style-type: none"><li>- knowledge on the importance of data protection in social work</li><li>- familiarity with confidentiality</li><li>- knowledge on the meaning of personal and sensitive data</li><li>- awareness of the most important principles of data protection</li><li>- knowledge on image rights and the right to one's own image</li><li>- knowledge on criteria for working with digital tools in terms of data protection</li><li>- knowledge on simple copyright rules for publicly available learning material</li><li>- knowledge on how to use tools without violating the GDPR</li><li>- active usage of tools in the field of work</li><li>- selection of tools in accordance with the area of application and in compliance with data protection regulations</li><li>- transfer of one's own knowledge to other colleagues</li><li>- supporting colleagues in using tools in a data-saving and GDPR-compliant way</li><li>- awareness of further application scenarios for individual tools in order to be able to use them in a GDPR-compliant manner</li></ul>	
<b>Description</b> <p>In this module you gain a common understanding of data protection in social work. We want to consolidate knowledge of what exactly is sensitive data and where we have to pay special attention to when working with digital tools. Therefore we need to know what criteria need to be applied to decide that a certain tool can be used in the work with clients. The module provides space for collegial exchange and offers initial considerations on how to implement tools in a (data-) secure and person-sensitive manner in everyday professional life.</p>	

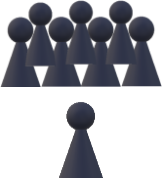

60

Activity	Time	Method	Learning Object	Materials
<b>Asynchronous phase: Guided self-learning (60 min workload)</b>				
8.1.1 Introduction to the topic (including MOOC video)				
8.1.2 Going deeper – reading task				
8.1.3 Processor agreement – main facts				
8.1.4 Assessment (Learning Snacks)				
<b>8.1.5 Welcome and Introduction</b>	10 min		<b>General joint introduction</b> Short round on how the asynchronous working phase went. What are the first associations with data protection in social organisations?	
<b>8.1.6 Discussion</b>	10 min		Please discuss in <b>Buzz Groups</b> about the following points: <ul style="list-style-type: none"> <li>• In which work situations do I encounter aspects of data protection and confidentiality?</li> <li>• What is the connection between personal data and the use of digital tools?</li> </ul> Collect your results on a digital whiteboard.	Prepare a digital whiteboard or pinboard for this task
<b>8.1.7 Group work</b>	55 min		You can take this worksheet as a basis for the guiding questions. Prepare and provide a collaborative document for the groups to work on in breakout sessions. Many aspects of data protection and privacy should be familiar from the previous materials. Further aspects can be found in the following sources (for skimming, cross-reading or looking at due to their abundance of information): <a href="https://www.bpb.de/lernen/angebote/grafstat/digitalisierung-grafstat/321694/m-02-04-moeglichkeiten-des-datenschutzes-und-der-datensparsamkeit/">https://www.bpb.de/lernen/angebote/grafstat/digitalisierung-grafstat/321694/m-02-04-moeglichkeiten-des-datenschutzes-und-der-datensparsamkeit/</a> <a href="https://www.youtube-nocookie.com/embed/XmmPI1fEClk">https://www.youtube-nocookie.com/embed/XmmPI1fEClk</a>	<a href="https://www.tutory.de/entdecken/dokument/datensparsamkeit-web-tools-1">https://www.tutory.de/entdecken/dokument/datensparsamkeit-web-tools-1</a>


Activity	Time	Method	Learning Object	Materials
8.1.8 Results and conclusion	15 min		In the last 15 minutes, the results of the small groups should be compiled in plenary.	digital whiteboard or pinboard
<b>Asynchronous phase: Guided self-learning (90 min workload)</b> 8.1.9 Data Protection in practical use 8.1.10 Final Quiz				

## Module 8.2\_ Accessible documents and forms

General Overview	
 240 minutes	<b>Synchronous:</b> 110 min (online session) <b>Guided self-learning:</b> 130 min
<b>Expected learning outcomes</b> <ul style="list-style-type: none"><li>- awareness of the benefits of digital accessibility</li><li>- knowledge on tools to use for this purpose (depending on the level)</li><li>- awareness of the benefits of digital tools to improve digital accessibility</li><li>- experience in creating accessible documents</li><li>- knowledge on new approaches for accessibility</li><li>- openness of implementing new approaches for accessibility into daily work life</li><li>- knowledge on successful integration of accessible documents in work process</li><li>- implementation of new ideas into the company process</li><li>- assisting colleagues in using new ideas in practice</li><li>- ability of using new tools effectively and exchanging ideas with the leadership level to enhance work</li></ul>	
<b>Description</b>	
<p>Accessibility means that all individuals, regardless of their abilities, can participate independently in society. Accessibility encompasses many things – from the ability to move and orientate oneself independently in the physical world to the ability to absorb information and provide services. Accessibility also means being treated with dignity and being able to communicate in one's own way. This topic concerns the whole of life and the person as a whole. In the digital world, accessibility means that all people can use information and communication technology (ICT), both hardware and software. All people should be able to understand the information provided and use services equally. Accessibility affects us all. We are all born with certain physical and cognitive abilities that vary from person to person.</p> <p>In this module learners will acquire a basic understanding of accessible documents. They will learn about different target groups that need accessible documents. Getting to know integrated tools for accessibility on digital end devices and "inclusive design" form a further focus of the topic. In this module the learners look for the definition of accessibility. Based on this, they identify the criteria of accessible documents. They explore what it takes to create documents that are as accessible as possible. Furthermore, they look for suitable tools to support us. In addition, they gain initial experience in creating accessible documents.</p>	

Activity	Time	Method	Learning Object	Materials
<b>Asynchronous phase: Guided self-learning (70 min workload)</b> 8.2.1 Introduction to the topic (including MOOC video) 8.2.2 Introduction to digital accessibility – ENTELIS+ 8.2.3 Videos to deepen the understanding 8.2.4 Check out capito digital				
<b>8.2.5 Exchange</b>	30 min		<p><b>Exchange</b></p> <p>The participants should discuss the content of the videos and texts together based on these questions:</p> <ul style="list-style-type: none"> <li>• What was surprising?</li> <li>• What was already known?</li> </ul> <p>Based on this, a self-reflection on their own organisation is following. Participants should reflect on the following questions in an individual setting:</p> <ul style="list-style-type: none"> <li>• Do digital, accessible materials play a role in my organisation?</li> <li>• If so, what are they? Provide examples</li> <li>• If no, why not? Is there something that is failing/missing?</li> </ul>	
<b>8.2.6 Theoretical Input on Accessibility</b>	30 min		<p>Show the participants first approaches to digital accessibility and talk about what this means. The presentation provides a good basis for the synchronous session:</p> <p><a href="https://docs.google.com/presentation/d/1XPtCUzhETna4_-Gz1hEQK8rcp9QfbnL1m-z3esuhMs/edit?usp=sharing">https://docs.google.com/presentation/d/1XPtCUzhETna4_-Gz1hEQK8rcp9QfbnL1m-z3esuhMs/edit?usp=sharing</a></p>	



Activity	Time	Method	Learning Object	Materials
8.2.7 Checking and creating your documents	50 min		<p><b>Debriefing the Padlet</b></p> <p>Afterwards let the participants try things out practically in groups of 2-3 people. They should try Microsoft Accessibility Checker and Capito Digital. The tools should be used to create an accessible document for the organisation - whether for participants or for employees.</p>	Jamboard or Mindmapping Tool
<p><b>Asynchronous phase: Guided self-learning (60 min workload)</b></p> <p>8.2.8 Reading task – advanced level: ENTELIS+</p> <p>8.2.9 Final task - Create an artefact</p>				

## Reflection Module 3 (for Module 7.1, 7.2, 8.1 and 8.2)

### General Overview



240 minutes

**Synchronous:** 240 min (online session)





**Guided self-learning:** 0 min



### Expected learning outcomes




- Deeper understanding of the theoretical background for collaboration (four dimensions of collaboration - same time, different time, same place, different places).
- matching already known collaboration support tools to the four dimensions of collaboration
- selecting the right tool for the occasion in their work process
- sharing of best practice - learn about and discuss best practices for collaboration in the four dimensions
- recommendations for action - ability to communicate and work together more effectively and efficiently in teams and projects
- derive recommendations for action for their professional activities


### Description

To achieve the desired effect in collaborative tasks, it is to use the correct digital tools. The best tool is not sustainable if you don't use it. There needs to be a corresponding awareness of purpose and objectives that should be achieved by the use of the tool. Theoretical models such as the multi-dimensional collaboration model or media synchronicity theory can help to select the right tool. Creating a checklist to select suitable apps and tools for communication and collaboration in the field of work can also be an effective way to make the right choice. Practical tips should help to communicate and collaborate more effectively and efficiently in teams and projects for professional activities.

Activity	Time	Method	Learning Object	Materials
Reflection_3.1 Introduction	20 min		<b>General joint introduction</b> <ul style="list-style-type: none"> <li>Welcome and introduction of the participants</li> <li>Explanation of the workshop and the process</li> <li>Explanation of the aims of the workshop</li> </ul>	
Reflection_3.2 Favourite Tools	30 min		<b>Three favourite tools</b> <ul style="list-style-type: none"> <li>Selection of the three favourite tools</li> <li>Write a short profile of the favourite tool, explaining why it was chosen and how it could be used in one's own work.</li> <li>create a collection of all portraits of the favourite tools on a pinboard</li> </ul>	pinboard cards pins markers
Reflection_3.3 Favourite Tools	30 min		Make a presentation of the four dimensions of cooperation: same time (synchronous), different time (asynchronous), same place, different places. Explain the advantages and disadvantages of each dimension. Briefly introduce the learners to media synchronicity theory and its relevance to collaboration.	
<b>Reflection_3.4 (Task A): Create a personal checklist to select suitable apps for communication and collaboration (level A1/A2)</b>				
3.4.1 (a) Step 1: Partner work	30 min		<ul style="list-style-type: none"> <li>Form pairs and match the tools from Module 7.1 and 7.2 for different occasions of communication and collaborative work to the four dimensions.</li> <li>Discuss based on the selected apps, which criteria are important for the selection of apps from the personal perspective of one's own work environment.</li> <li>Make a list of the criteria you have found and a short explanation why you have chosen them.</li> </ul>	

Activity	Time	Method	Learning Object	Materials
<b>3.4.2 (a)</b> <b>Step 2: Group work</b>	60 min		<b>Step 2: Group work</b> <ul style="list-style-type: none"> <li>• Form groups with other participants and present your lists and reasons. Discuss together which criteria you have chosen.</li> <li>• Discuss together which of the criteria presented are the most suitable for the selection. Also consider whether the criteria are general or specific. 3.</li> <li>• Together, create a checklist of criteria that are important when selecting apps and tools for communication and collaboration in your work environment. 4.</li> <li>• Use the results of the partner work and the group discussion to complete the checklist.</li> </ul>	
<b>3.4.3 (a)</b> <b>Step 3: Conclusion</b>	30 min		<b>Step 3: Conclusion</b> <ul style="list-style-type: none"> <li>• All groups present the checklist and briefly explain the criteria.</li> <li>• Collect common features of all the checklists.</li> <li>• Discuss together whether important criteria are still missing or whether some criteria are superfluous.</li> <li>• Revise the checklist according to the discussions and present the final result.</li> </ul>	

Activity	Time	Method	Learning Object	Materials
<b>Reflection_3.4 (Task B): How do I initiate working with new tools in my company? How to integrate them into daily work in my company? (recommended for level B1/B2)</b>				
<b>3.4.1 (b)</b> <b>Step 1: Analysis of concrete cases</b>	30 min		<b>Case studies</b> <ul style="list-style-type: none"> <li>• The participants are divided into groups of 3-4 persons.</li> <li>• Each group is given a concrete case from the everyday work of the organisation where the use of new tools seems to make sense.</li> <li>• The groups analyse the situation together, discuss possible solutions and then present their results to the whole group.</li> </ul>	
<b>3.4.2 (b)</b> <b>Step 2: Concept development</b>	40 min		<b>Development of concepts</b> <ul style="list-style-type: none"> <li>• Each participant chooses a tool from the presented selection of tools that they would like to use in the work context.</li> <li>• Working individually, participants develop a concept of how the tool could be usefully applied in their work context.</li> <li>• After 30 minutes, participants are brought together in groups to discuss their ideas and give feedback.</li> </ul>	
<b>3.4.3 (b)</b> <b>Step 3: Integration of tools in everyday work</b>	40 min		<b>Integration in everyday's work</b> <ul style="list-style-type: none"> <li>- Presentation and discussion: How can tools be integrated into everyday work?</li> <li>- Brainstorming of possible solutions</li> <li>- Identification of hurdles and obstacles</li> <li>- Development of strategies to overcome these obstacles</li> </ul>	

Activity	Time	Method	Learning Object	Materials
Reflection_3.5 Summary and Conclusion	30 min		<b>Summary of the results</b> <ul style="list-style-type: none"><li>• Summary of the most important points and recommendations for action</li><li>• Feedback session: "What will I do differently/newly in the future?"</li><li>• Farewell to the participants</li></ul>	



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