DIGICOMPASS

DigiComPass 3-Day Training in Valencia

The DigiComPass project had a 3-day training in Valencia in March 2023! The focus of the training was Flipped Learning as a teaching methodology for our web course on digital skills.

Our hosts, INICIATIVAS DE FUTURO PARA UNA EUROPA SOCIAL , provided a great working environment during the training in Valencia at UGT Unión General de Trabajadoras y Trabajadores. Their hospitality and dedication to the project made the training a huge success!

We are working hard on implementing the project's goals, including group work on self-awareness in the Group Learning Space and special topics on Flipped Learning 3.0.

We've kicked off a new challenge with our DigiComPass partner training in Valencia, which focused on providing basic training on Flipped Learning 3.0 and developing a content framework for digital literacy courses.

At the training, thanks to the contribution of our partner from Austria, the European Initiative for Education, we were working on developing a Flipped Learning content framework for the DigiComPass Project and wrapping up the training with a particular multimedia session.

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Flipped Instructional Design

The Flipped Instructional Design (FID) document describes the framework for developing courses based on Flipped Learning 3.0 (FL 3.0). Authors introduce this as an instructional approach and discuss a number of its pedagogical advantages. Special reference is made to the 'Global Elements of Effective Flipped Learning', a set of standards that govern the planning, designing, implementation and evaluation of FL materials, upon which FID is built. The notions of pedagogy and andragogy, and how these lead to the active learning approach, which is central to FL designs, are explained.

Moreover, various related issues (i.e. allocating roles effectively and having people collaborating, using a backwards design, applying Bloom's taxonomy, having a structured plan, organizing activities for both the individual and group spaces, adapting to learner needs, planning inclusion for all and achieving coherence) are also addressed.

A step-by-step process (Training Content Framework), particularly applicable for training programs like DigiComPass, is then presented. An initial step involves analysis of learner needs. Learning objectives and outcomes (competencies) are henceforth specified.Next, course materials and assessment are planned in order to meet the desired competencies and are then assigned to the two learning spaces. It is stressed here that considerations on learner support, feedback mechanisms and accessibility enable this framework to promote an inclusive and engaging learning environment.

Attention is then switched on the methods (approaches, techniques and activities) that trainers or educators can employ to support the learning process and encourage active learning. A number of such methods are previewed and examples are given as to how these can best be implemented in FL settings.Discussion then moves on to the development of training materials with numerous examples presented, directly linked to the aforementioned Global Elements.

A discussion on assessment ensues, distinguishing between formative and summative means and providing examples of relevant techniques. It is suggested that assessment not only evaluates learner performance but can also be a valuable source of feedback for instructors. Additionally, assessment ways that further promote inclusion are cited.Inclusion is also safeguarded through a long list of proposals, both instructional and technical, as these are put forward in this document.

The implementation stages of a learning unit (preparation, delivery, managing the learning environment, facilitating learning, coordination and communication, and formal/informal evaluation and feedback) are then portrayed. It is noted that this phase is crucial in ensuring that the instructional design leads to effective learning. Emphasis is also paid on formative and summative evaluation of course development, as this assesses its effectiveness and can lead to improvements of similar programs in the future.

Finally, to enhance the quality of the Flipped instructional design, the Plan-Do-Check-Act Quality Circles method is suggested and analysed.   Indeed, it is emphasized by the authors that the recurring nature of this method can lead to ongoing improvements of the training course.
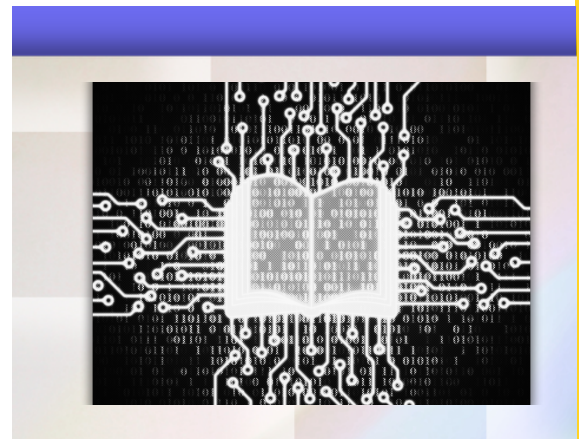
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Recognition and Course Completion

The report presents the accreditation/recognition model to be implemented for the training course on Digital Competencies, as part of the Flipped Learning 3.0 pedagogical framework applied in the innovative DigiComPass project. This model, aiming to be practicable globally, makes use of digital badges, to be issued in different colors, based on learners' respective success level in any of the 5 modules comprising the course (red=Pass/0-30%, yellow=Pass with success/31-60%, green=Pass with excellence/61-100%). A certificate will be issued upon collection of any five badges, while five green badges will result in the DigiCom Passport.All rewards can be showcased in Learning Management Systems like Moodle, the specific system employed for this project.

In alignment with good practices in learning formats such as flip learning, this accreditation system uses a 4-stage validation process (identification, documentation, assessment and certification) on learners' skills and competencies, lending credibility on, visibility, and acknowledgment of life-long learning experiences in a systematic way. A further objective is to improve learners' employability by certifying their competency level and awareness of the skills comprising the course.Hence, information is also provided on the five modules, in order to match those to the intended outcomes and goals of the recognition framework.

Moreover, the project's target groups, namely trainers in Adult Education and adult learners, are described. Trainers are characterized by expertise, communication skills, flexibility and attentiveness, while learners are motivated, self-directed and diverse.Also, for both groups, a set of guidelines is specified to help them be more effective in their respective roles.

Next, the assessment criteria used to assess learner performance and competencies are discussed. Of particular significance is that these should be clearly defined. An extensive list of recognition methods and tools, both formative and summative, is given and an indicative table suggesting how these can be split and applied in the individual and group spaces is shown. It is suggested that the choice of assessment methods will be determined both by the needs of a group as well as by the learning objectives.

A technical description follows, explaining the process of documenting and collecting evidence of learners' accomplishments, i.e. describing how assessments are captured and stored and how these can be accessible to trainers and learners. Additionally, it is explained how Moodle gradebook is used and how external tools can be integrated with Moodle to further enhance the assessment process. It is stressed that grading systems need to be formulated and conditions need to be configured by trainers or an administrator so that badges and certificates are automatically awarded to learners, ensuring transparency and traceability. The process pinpointing how learners can receive recognition (badges and certification) for their achievements is also depicted via graphs.

In terms of evaluation, the need is emphasized for regular review of the recognition criteria and the outlining framework, in order to make further improvements.Suggestions are also made as to how such a review can take place by trainers and learners (e.g. surveys, focus groups, external observations).

The report concludes with a detailed description of the badges and certificates. The open badges system and how this works in Moodle is explained both in technical terms as well as through graphic illustrations.
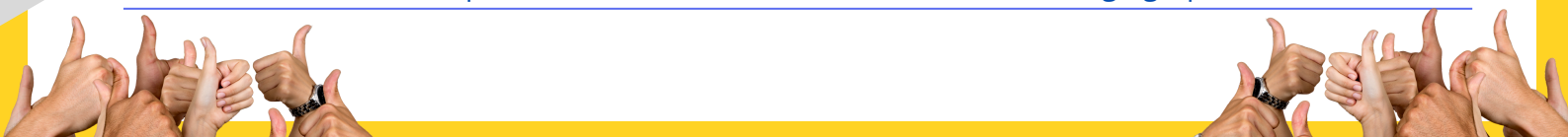
DigiComPass
Further Development

Currently, we are actively developing five course modules based on the DigCom Framework, encompassing essential topics such as information and data literacy, communication and collaboration, digital content creation, safety, and problem-solving.

These modules will be transformed from basic content into multimedia-based and interactive training materials, ensuring an engaging learning experience. Furthermore, we are structuring the course content into individual and group elements, fostering effective knowledge acquisition and sharing. In the next phase, we will implement the course, conduct pilot testing, and evaluate the results to make any necessary adjustments through an amending quality circle.

This work package contributes to our overarching objective of equipping learners with the digital competencies required in today's digital era. We are building upon the successful Flipped Learning 3.0 framework developed in the previous work package, leveraging its outcomes to enhance the course modules further.

Project Partners

- **University of Cyprus (CY)**
- **Prometeo (IT)**
- **IFESCoop (ES)**
- **BrainLog (DK)**
- **K.A.NE. (GR)**
- **FLGlobal (USA)**

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