

Global citizenship through the blended teaching and learning approach

The curriculum: a training design model



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INTRODUCTION

In recent decades, citizenship and human rights education has taken on an increasingly important role in education. The institutions and educational agencies of the international community consider it essential that the new generations learn to be citizens of the world and become aware of global challenges and their consequences.

Today, digital transformation is considered one of the most important challenges that contemporary societies have to face in order to build a more just society and prevent the increase of social inequalities. Digital transformation, in fact, includes a set of mainly technological, cultural, organisational, social and creative changes associated with the applications of digital technology, in all aspects of human society.

Digital transformation in school and in the educational sector promotes the creation of hybrid spaces, which lead to rethinking the classroom space, integrating the functions of digital, thus creating a Phygital Classroom, or "blended" models, which combine face-to-face experiences with digital activities.

As trainers and teachers, it is important to consider the consequences that such transformation has on teaching and learning processes, creating new opportunities that integrate digital and analogue environments and tools (blended learning).

Blended learning, teaching and training happens when digital and analogue approaches and methods are present in the same training process and are combined according to the specific objectives and expected learning outcomes of the training, making the latter more inclusive and participatory.

This publication presents five models (curricula) of blended learning experiences conceived as transformation processes in line with the vision and mission of global citizenship and human rights education. They are aimed at teachers and trainers, professionals who work within an institution, at the service of a constantly evolving society. Knowledge grows, technologies evolve, the psycho-pedagogical characteristics of students, learning methods, skills and needs change.

Trainers must and, at the same time, have a right to fully reflect the current cultural dynamism and to respond to the needs of their students by mastering a wide range of teaching strategies.

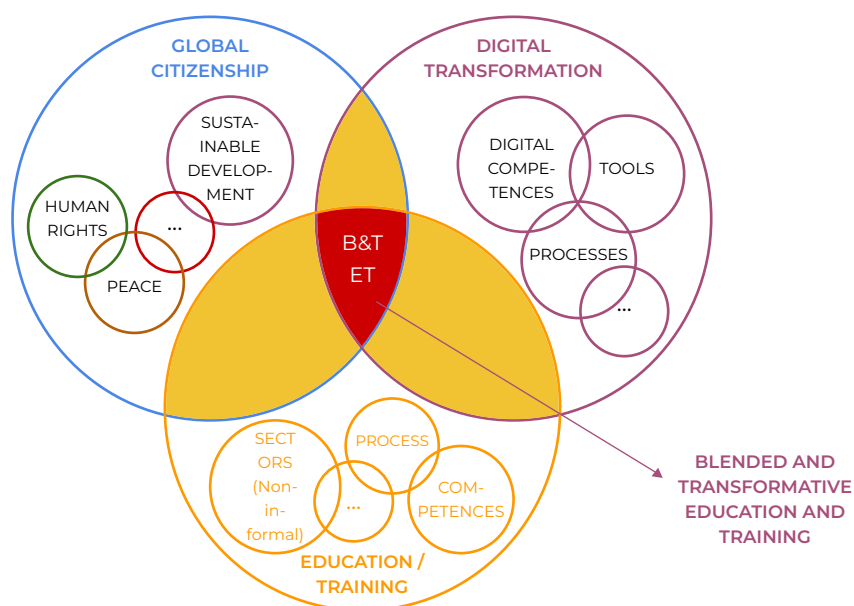
The curricula were tested within the training course of three countries.

COUNTRY	CURRICULUM TITLE	TARGET
BULGARIA	Training "Human rights and the digital world" for social services professionals through the blended learning approach	Social workers and sector professionals
ITALY	GLOBAL CONNECTIONS. Designing training paths on the great global challenges of the 2030 Agenda	trainers and educators of civil society organisations participatory methodologies
ITALY	GLOBAL CONNECTIONS. Supporting teachers in tackling the topics of the 2030 Agenda in the classroom with participatory	Secondary school teachers

ROMANIA	Let's Go Blended: facilitation with digital instruments in mixt contexts of training	Trainers and communi-ty coordinators
ROMANIA	Let's Go Blended: facilitation with digital instruments in mixt contexts of training	Teachers and support staff

Frame of meaning and key assumptions

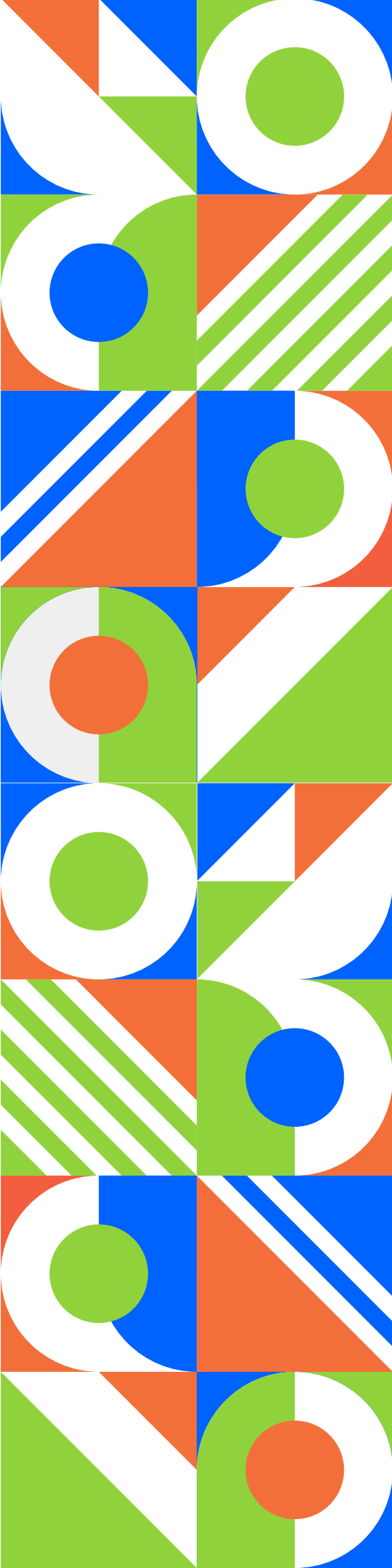
The blended approach emerges in the curriculum as a methodological aspect at the inter-section of three basic assumptions:



Transformative Learning, understood as a pedagogical principle that inspires education for adults and young people, and **Experiential Learning** as a related methodological approach.

The **critical approach to Digital Transformation**, a dominant phenomenon affecting our societies and democracies, and the way each individual learns.

Global Citizenship and **Global Citizenship Education** as a way to promote active and participatory citizenship as a cultural vision and practice and human rights with a relativistic approach.



Bulgaria



"Human rights and the digital world"

TRAINING FOR PROFESSIONALS IN SOCIAL SERVICES TO USE A BLENDED LEARNING APPROACH WHEN WORKING WITH PARTICIPANTS IN SOCIAL PROGRAMS AND PROJECTS

KEYWORDS

Learning, Learning instruments, Digital tools, Blended training strategies, Global Citizenship Education, Inclusive methodology, Human rights, Digital transformation, Digital applications, Mutual learning, Critical thinking, Blended educational approach.

ABSTRACT

Global citizenship education is an integral part of social work. Human and civil rights are the main focus of the activities of organizations supporting vulnerable and minority groups in society. At the local level, there is a need to expand the capacity, understanding and implementation of basic human rights and freedoms in the public system. The present demands the need for digital qualifications and skills for more effective civic education aimed at young people as well as professionals who teach and train. Uniting around common ideas about global citizenship, affirming good practices for activities in the social sphere, are an inseparable part of the professional identity of professionals in different areas of social work.

AUTHORS

Grigor Stoyanov, team leader of complex for social services for young adults at Concordia Bulgaria foundation, clinical psychologist, trainer

Georgi Kamburov, social worker at the complex for Social services fro Young adults at Concordia Bulgaria Foundation, trainer

Yordanka Ivanova, Team leader of Family Center Concordia, Malki Iskar village, organizational psychologist, researcher in the framework of the project "Capacity Building for Trainers and Teachers: Learning the Blended Way":

"Human rights and the digital world"

TRAINING FOR PROFESSIONALS IN SOCIAL SERVICES TO USE A BLENDED LEARNING APPROACH WHEN WORKING WITH PARTICIPANTS IN SOCIAL PROGRAMS AND PROJECTS

1. TITLE OF THE CURRICULUM/TRAINING PROPOSAL

"Human rights and the digital world" training for professionals in social services to use a blended learning approach when working with participants in social programs and projects

2. CONTEXT AND VISION

- Background & context + Underpinning theory/ies or philosophy of teaching-learning (e.g., transformative learning, emancipatory learning, critical pedagogy, multiple intelligences, active learning, etc.)

Global citizenship can be understood as a personal process of lifelong transformation towards feelings of solidarity with those to whom we are culturally and geographically bound. Education, which is purposeful structured learning, is seen as key to raising the next generation of global citizens.

Global education emphasizes the study of the interrelationships that exist between countries, between communities, and between people in the global public environment, it also focuses on developing young people's skills to act on the knowledge of these interrelationships and on the values of the global citizen

Its cognitive goals are the acquisition of knowledge, understanding and critical thinking about global, regional, national and local issues, as well as about the interconnectedness and interdependence of different countries and populations.

3. TARGET GROUP AND LEARNING NEEDS

- Who are the learners/participants in this educational project?

Social workers and practitioners involved in provision of social services for children and families at Concordia Bulgaria Foundation

- Where are they situated (formal education, nonformal education context, physical location, etc.)

Participants have different educational background but are united with common philosophy and understanding about the human rights. Another common trait is the realization of the human rights in everyday work in the process of social service provision.

- What are the needs that the curriculum is going to address?

The trainees develop common understanding of the global citizenship in the digital era. The main training need that has to be addressed with the curriculum is to get familiarised with digital tools that offer new learning environment for formal and informal learning. This would create new opportunities for communication between learners and trainers and requires additional new skills and flexible approach. Identifying the need for a common idea of global citizenship, as well as common tools for interactive communication, combined with the different spheres of activities related to the protection of human rights at a national level. To learn to act effectively and responsibly locally, nationally and globally, for a more peaceful and sustainable world.

- How did we assess these needs?

Concordia Bulgaria has a system for identification of training needs of employees in the social services. During this annual needs assessment digitalization, skills to work with children and families and introducing digital tools together with analogue techniques was outlined.

- Course requirements / Participants profile

Professionals in the area of social service provision with particular interest in the concepts of Global Citizenship Education and how these concept could be applied successfully with the social work, within multidisciplinary teams and different areas of support.

CURRICULUM OUTLINE

1. OBJECTIVES

The overall objective is to achieve a common understanding of the idea of global citizenship, the connection with digital civic education, acquiring skills for working with common tools, as well as a systematized approach in the methodology of working with human rights. To develop a sense of belonging to humanity, shared values and responsibilities, empathy, solidarity and respect for differences and diversity.

The acceptance and implementation of the idea of active application of digital tools as an effective means of formal and informal education.

2. LEARNING OUTCOMES

Training participants to unite and develop an attitude towards the idea of global citizenship and human rights, to strengthen the skills of working with digital tools in education, which

would also be useful for work in the social sphere. To build an idea of the current processes in education and the influence of technology on the processes. Be able to use basic digital tools with free access, ways and application. To bring together ideas to support civil rights and society, as well as to achieve a better knowledge of possible good practices and regulatory frameworks and features. Participants should be able to use digital tools that are necessary for their professional activities and interests.

3. **METHODOLOGY**

A six-day training will be held with a focus on digitization and global citizenship. Basic ideas about global citizenship will be presented and discussed, as well as digital tools with free access and different forms of learning - face-to-face and online. The training will use techniques for group dynamics, examination of basic theoretical positions related to the topics of the training, discussions to enrich these ideas, practical tasks live and online, in groups and independently, as well as work with specific digital applications. It will increase confidence and improve the attitude to work in different educational environments - online and face-to-face.

4. **COURSE FORMAT**

The course starts by clarifying basic concepts and concepts of global citizenship and digital skills. This is followed by work on the topics of citizenship, through digital tools. Discussions, group activities and role plays are held to increase and develop understanding of relevant topics.

The course is conducted in six training sessions - four face-to-face and two digital, three group independent tasks. Each session includes group exercises, discussions, discussion, creative and role-playing work on a common topic, polls, discussion of case studies.

Four face-to-face sessions of eight hours, two online sessions of eight hours, three individual assignments for group work, three days with online supervision hours.

5. **COURSE ASSESSMENT**

There is a high quality of interaction with the participants and depth of the content presented, as well as satisfaction with the quality of the digital tools offered. They would be effective and would facilitate communication and the quality of interaction in the social sphere. The topics were well structured and coherent. Good feedback between trainers and trainees is demonstrated. Participants had the opportunity to ask questions and receive detailed answers from competent trainers. Various case studies were discussed and personal experiences were shared. The team of trainers is well balanced and connected. Roles are clear and well distributed, supportive and complementary between the training facilitators. The selected topics were presented in a coherent and structured manner, the content clear and well timed. A high efficiency of the applied methodology in relation to the educational objectives is noted. The tools used were well distributed. When connecting online, some of

the participants encountered problems caused by the quality of the Internet connection, but these were overcome and the training went on schedule. It started with warm-up games, followed by a short introduction, after which the purpose of the training was presented. The lecture part was presented concisely and clearly, in accessible language. The digital tools used were tailored to the learning topic. Participants had the opportunity to work with Jamboard, Padlet, Miro, where they practiced what they learned. The teaching style was cooperative and harmonizing.

6.

DETAILED MODULES AND SESSION DESCRIPTION

SESSION 1		
Learning setting / environment	Face-to Face	
Title / Content overview:	Getting to know different digital tools that we could use in the social sphere	
Learning Objectives	Acquiring skills to work with the suite of Google applications;	
Learning Tool(s)	GOOGLE instruments	
Learning output(s)	Work with GOOGLE instruments, Jamboard and Padlet	
Learning Contents	Introduction to Session 1 - Participants are introduced to the goals and activities of the project. - presentation of the suite of Google applications - basic capabilities and functionalities, as well as its application in social work - presentation of the Padlet application - basic capabilities and applications in work - presentation of the Jamboard application, main capabilities and applications at work	
Teaching-Learning Activities	Activity 1 – (Icebreaker) Participants are introduced to the goals and activities of the project and present themselves	45'
	Activity 2 – (Discussions) Digital instruments and me. Questions of common knowledge and competencies. Personal experience and impressions	45'
	Activity 3 – (Visual presentation and discussion) Google applications in social work with beneficiaries and institutions	45'

	Activity 4 – (Task and discussion) Creating a Google account. Future development and integrations of digital tools in social work. Good practices and ideas	45'
	Activity 5 – (Energiser) – Bingo game	10'
	Activity 6 – (Visual presentation) – Padlet application, basic functions and uses	45'
	Activity 7 - (Visual presentation) – Jamboard application, basic functions and uses	45'
	Activity 8 - (Visual presentation) – Jamboard application, basic functions and use	45'
	Activity 9 - (Debriefing) – Closing discussion and feedback	45'
	<p>Based on the information received, the results show that the training participants are largely satisfied with the training provided. A large part of the respondents consider that the content of the training program corresponds to a large extent to their personal and professional education. There is a high quality of interaction with the participants and depth of the content presented, as well as satisfaction with the quality of the training materials. The training participants noted that digital tools would be effective in their activities and would facilitate communication and the quality of interaction between trainers and trainees, as well as in the social sphere and services.</p> <p>The lecture part was presented concisely and clearly, in accessible language. The aids used /laptop, internet, flipchart/ were adapted to the topics of the training.</p>	
Assessment: Participants'feedback forms and observation	Access to Internet, laptop, flipchart, screen	
Readings, Resources, Equipment		

SESSION 2		
Learning setting / environment	Online	
Title / Content overview:	Getting to know different digital tools that we could use in the social sphere in an online environment	
Learning Objectives	Participants gain a basic understanding of the functionalities of Zoom applications and the Google suite, as well as Padlet and Miro in an online environment. Functionalities are considered and used in practice, with an orientation towards training activities. Participants are expected to have a basic understanding and skill in working with these applications. Activities for Global Citizenship Education and Blended Learning.	
Learning Tool(s)	<ul style="list-style-type: none"> - GOOGLE tools that can be used to work in an online environment in the social sphere - an exercise on how to use the Padlet application - basic capabilities and applications at work - an exercise on how to use the Jamboard app, basic functionalities and applications at work 	
Learning output(s)	Learning and strengthening skills for working with GOOGLE tools, jamboard and padlet in an online environment Participants are expected to have a basic understanding and skill in working with these applications.	
Learning Contents	Presentation in an online environment of the suite of Google applications, basic capabilities and functionalities, as well as its application in social work. Through the Google profile, active online participation in group and individual activities in a digital environment. Introducing the basic functionalities of Google Apps, Zoom, Miro and Padlet. Group work on tasks related to human rights in a digital environment.	
Teaching-Learning Activities	Activity 1 - (Icebreaker and discussion) – Online show and tell and follow-up from previous session	45'
	Activity 2 – (Online video presentation) – Zoom and Teams, basic functions and use	45'
	Activity 3 – (Task) – using Google account and applications	45'
	Activity 4 – (Task) – Creating a personal profile in Padlet page about human rights	45'
	Activity 5 – (Briefing) – Discussing the process and contents	45'
	Activity 6 - (Task) – Creating a mind map about human rights in Miro	45'
	Activity 7 – (Briefing) – Discussing the process and contents	45'

	Activity 8 - (Debriefing) – Closing discussion and feedback	45'
Assessment: Participants' feedback forms and observation	<p>The analyses of the questionnaires show that the training participants are largely satisfied with the conducted online training. The set goal - familiarization with various digital tools for use in an online environment has been achieved to a significant extent.</p> <p>Participants fully endorse the content of the program. consider the program to be effective against the set goals. The topics were well structured and coherent. A large part of the respondents consider that the content of the training program corresponds to a large extent to their personal and professional education. Interaction with trainers is effective. There is a high quality of interaction between the trainers and participants. The content is in-depth presented, as well as satisfaction with the quality of the digital tools offered. The lecture part was presented concisely and clearly, in accessible language.</p> <p>When connecting online, some of the participants encountered problems caused by the quality of the Internet connection, but these were overcome and the training went on schedule. The digital tools used were tailored to the learning topic. Participants had the opportunity to work with ZOOM, Miro, Jamboard, and Padlet, where they practiced what they learned. The teaching style was cooperative and harmonizing.</p>	
Readings, Resources, Equipment	Internet access, hardware and headphones	

SESSION 3		
Learning setting / environment	Face to Face	
Title / Content overview:	Introduction to the concept of global citizenship education, human rights and digitalization	
Learning Objectives	<ul style="list-style-type: none"> ● Participants are introduced to basic ideas and concepts in the field of global citizenship education. Basic ideas and concepts of human and civil rights are examined. ● These areas are also considered in the context of digital space and identity 	
Learning Tool(s)	Digital tools	
Learning output(s)	<p>To build an idea of the current processes in education and the influence of technology on the processes.</p> <p>Basic Open Access Digital Tools, Ways, and Application.</p> <p>Participants should be able to use digital tools that are necessary for their professional activities and interests.</p>	
Learning Contents	<p>The role of critical thinking as a foundation for active global citizenship education.</p> <p>The interrelationship between the global and the local and their interaction in relation to human rights. Discussion of the basic concepts</p>	

	<p>related to human rights and their application. Discussion regarding the current situation regarding civic education and human rights. Current trends and difficulties nationally and internationally. Digital space as a new global environment requiring more criticality and knowledge of human rights to ensure their respect</p>	
Teaching-Learning Activities	Activity 1 – (Icebreaker and discussion) – Movie pitch and followup from previous session	45'
	Activity 2 – (Discussion) – Global Citizenship Education, personal experiences, ideas and attitude	45'
	Activity 3 – (Presentation) – Global Citizenship Education, common	45'
	Activity 4 – (Discussion) – Human rights and social work, local and global context	45'
	Activity 5 – (Discussion) – Digitalization and human rights	45'
	Activity 6 – (Discussion) – Functioning in digital and real environment, personal experiences, social roles, difficulties and solutions	45'
	Activity 7 - (Debriefing) – Closing discussion and feedback	45'
Assessment: Participants'feedback forms and observation	<p>The results show that the training participants are satisfied with the training. The extent to which the set goal – familiarization with the concept of global civic education, human rights and digitalization – is defined by the participants as fully achieved. A large part of the respondents shared that the content of the training program corresponds to a large extent to their personal and professional education and that it would be good to include this topic as part of the educational program in schools. Regarding the clarity and quality of interaction with the trainers and their performance, the surveyed persons share that the interaction with the trainers is effective and they perform at a very good level, well prepared and ready for feedback. The topics would be presented to social service clients in an accessible and understandable way. Clear examples of what global citizenship is - the pros and cons were given. The selected topics were presented in a coherent and structured manner, the content is clear and well timed. The topics were presented concisely and clearly, in accessible language. There was a discussion on the topics, presentation of case studies, sharing of personal experience. The learning style was cooperative and harmonized.</p>	
Readings, Resources, Equipment	Internet connection, laptop, screen, flipchart	

SESSION 4		
Learning setting / environment	Online	
Title / Content overview:		
Learning Objectives	<ul style="list-style-type: none"> ● Through various activities in a digital environment, participants will learn to understand and exercise basic human rights. 	
Learning Tool(s)	Digital instruments and applications	
Learning output(s)	<p>To build an idea of the current processes in education and the influence of technology on the processes.</p> <p>Basic Open Access Digital Tools, Ways, and Application.</p> <p>Participants should be able to use digital tools that are necessary for their professional activities and interests.</p>	
Learning Contents	<p>Getting to know the basic values of human rights - online discussion.</p> <p>Group and individual human rights activities - expression of each person's views, respect for diversity and responsibility for respect for human rights in a personal and public context.</p>	
Teaching-Learning Activities	Activity 1 – (Energiser and discussion) – Pop quiz and follow-up from previous session	45'
	Activity 2 – (Visual discussion) – Basic values of human rights	45'
	Activity 3 – (Task) – Different together, creating a digital poster in <i>Jamboard</i>	45'
	Activity 4 – (Discussion) – Experiences in working with <i>Jamboard</i> , discussing the process and content	45'
	Activity 5 – (Task) – My personal story, <i>Miro</i>	45'
	Activity 6 – (Task) – Lets talk about this, <i>Jamboard</i>	45'
	Activity 7 - (Debriefing) – Closing discussion and feedback	45'
Assessment: Participants' feedback forms and observation	Based on the information received, the results show that the training participants are largely satisfied with the conducted online training. There is a high quality of interaction with the	

	<p>participants and depth of the content presented, as well as satisfaction with the quality of the activities related to human rights. Participants note that digital tools would be effective in their work. Good feedback between trainers and training participants is demonstrated. The topics were well structured and coherent. Participants took part in group and individual activities related to fundamental human rights. The selected topics were presented in a coherent and structured manner, the content was clear and well timed.</p> <p>The digital tools presented were tailored to the theme. The team of trainers was well balanced and connected. The roles were clear and well distributed. The selected topics were presented in a coherent and structured manner, the content clear and well timed.</p>
Readings, Resources, Equipment	Internet connection, hardware and software

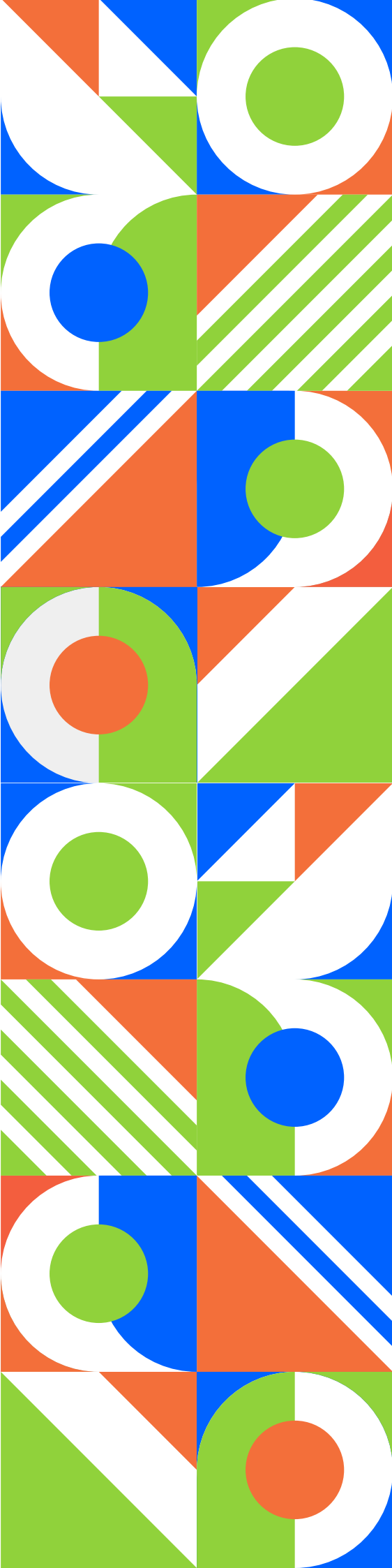
SESSION 5	
Learning setting / environment	Face-to-Face
Title / Content overview:	Familiarity with basic human rights
Learning Objectives	<ul style="list-style-type: none"> ● Participants will strengthen and expand their understanding of discrimination and violation of human rights, as well as ways to prevent and deal with discrimination. ● Global citizenship education as a means of learning and developing strategies for respecting human rights and creating an active civic position to defend them.
Learning Tool(s)	<i>Art materials, game methods</i>
Learning output(s)	<p>To have an idea of the current processes in education and the influence of technology on the processes.</p> <p>To be able to know the ways to prevent and deal with discrimination</p> <p>To be able to express and take an active civil position to defend human rights</p>
Learning Contents	<p>Conducting a group activity that aims for the participants to learn about and exercise the right to equality and non-discrimination, as well as free expression.</p> <p>Group activities show participants how to assert</p>

	these rights and their (importance in a global and local context.)	
Teaching-Learning Activities	Activity 1 – (Icebreaker and discussion) – Two truths and a lie and followup from previous session	45'
	Activity 2 – (Task) – Build a tower	45'
	Activity 3 – (Task) – Visual gender description	45'
	Activity 4 – (Discussion) – Gender roles and social work, current situation in local and global context	45'
	Activity 5 – (Task) – Discrimination against women	45'
	Activity 6 - (Discussion) – Discrimination against women and social work,	45'
	Activity 7 – (Task) – No to discriminationcurrent situation in local and global context	45'
	Activity 8 - (Debriefing) – Closing discussion and feedback	45'
Assessment: Participants'feedback forms and observation	<p>The results show that the training participants are satisfied with the training session. To the question regarding the extent to which the goal - familiarization with basic human rights - was defined by the participants as fully achieved. Participants fully approve the content of the training. Overall interest in the content and effectiveness of the topics presented was observed. In a group activity, the participants learned about and exercised the right to equality and non-discrimination, as well as the right of free expression. Participants understood how to assert these rights and their importance in a global and local context.</p> <p>Special attention was paid to prevention, intervention and protection in relation to human rights and the role of civic education in this process. The respondents expressed the opinion that the content presented in this way would be useful in their work. Through various activities, participants learned how to understand and exercise basic human rights. Good interaction and feedback between trainers and trainees were demonstrated. The games offered were</p>	

	fun and full of content. The learning style was cooperative and harmonized. Roles were clear and well distributed, supportive and complementary.
Readings, Resources, Equipment	Art materials, paper, flip chart, glue, markers, nighties, stickers.

SESSION 6		
Learning setting / environment	Face-to-Face	
Title / Content overview:		
Learning Objectives	<ul style="list-style-type: none"> ● Participants to expand their ideas about the concept of violence. ● To distinguish and know what is prevention, intervention and protection from violence. 	
Learning Tool(s)	Art materials, game methods	
Learning output(s)	Participants will strengthen and expand their understanding of the concept of violence, both in real and digital environments. What is violence prevention, intervention and protection. What is a restriction of freedom. How to be active citizens and deal with these issues.	
Learning Contents	Group activities aimed at a better understanding of the different forms of violence and their manifestation. Possibilities of civic education to help deal with these phenomena in real and digital environments.	
Teaching-Learning Activities	Activity 1 – (Icebreaker and discussion) – Say your name backwards and followup from previous session	45'
	Activity 2 – (Task) – What is to be active citizen	45'
	Activity 3 – (Task) – Restrictions of freedom	45'
	Activity 4 – (Discussion) – Active citizenship and freedom, current situation and good practices	45'

	Activity 5 – (Task) – What is violence	45'
	Activity 6 – (Discussion) – Violence, prevention, protection and support	45'
	Activity 7 - (Debriefing) – Closing discussion and feedback	45'
Assessment: Participants' feedback forms and observation	<p>The training participants were satisfied with the training. The participants defined the goal of the training session as fully achieved. Respondents fully approve the content of the training. Overall interest in the content and effectiveness of the topics presented was observed.</p> <p>A high efficiency of the applied methodology in relation to the educational objectives was noted. The tools used were well distributed.</p> <p>Good interaction and feedback between trainers and trainees is demonstrated. The games offered were fun and full of content. Overall satisfaction with the training session was expressed. The learning style was cooperative and harmonized. Roles were clear and well distributed, supportive and complementary.</p>	
Readings, Resources, Equipment	Art materials, paper, flip chart, glue, markers, scissors, stickers.	



Italy



“Global Connections for Teachers and Educators”

KEYWORDS

2030 Agenda, Global Citizenship Education, Sustainable Development, Global Health, Gender Equality, Biodiversity, Nonviolence, Citizen Science, Intersectionality, Inclusion, Peace, Digital Transformation, Transformative Learning, Global Skills, Blended Learning Environments, Digital Tools for Education

ABSTRACT

Digital transformation is shaping up as a social process that has a strong impact on our lives. Digital technologies applied to the world of education are opening up hitherto unthinkable scenarios, bringing new challenges and possibilities. Global citizenship education, in line with its transformative and inclusive aim, promotes teaching and learning models which, with the help of digital tools, foster critical reflection on the connections between local and global and on the relationship between individual and collective rights and responsibilities in order to co-create an equitable and sustainable society. The curricula, intended for teachers and educators of local associations, offer tools and methodologies to explore some of the Sustainable Development objectives of the 2030 Agenda in blended learning environments.

AUTHORS

Federica Antonelli, administrator of the CCI e-learning platform, expert in digital tools for teaching and tutor within the project "Capacity Building for Trainers and Teachers: Learning the Blended Way"

Martina Camatta, coordinator of the Global Teachers Centre, trainer in courses on Global Citizenship Education and on the development of transversal skills within the project "Capacity Building for Trainers and Teachers: Learning the Blended Way"

Marco Oberosler, administrator of the CCI e-learning platform, expert in distance learning and digital transformation, trainer within the project "Capacity Building for Trainers and Teachers: Learning the Blended Way"

Curriculum 1

“Global Connections for Teachers and Educators. Designing training paths on the great global challenges of the 2030 Agenda”

1.

TITLE OF THE CURRICULUM/TRAINING PROPOSAL

*Global Connections for Teachers and Educators.
Designing training paths on the great global challenges of
the 2030 Agenda.*

2.

CONTEXT AND VISION

The curriculum stems from the synergy between two projects that promote active and global citizenship:

[BeJetzt! – active youth for sustainable development 2030](#) and [Learning the Blended Way](#). As part of the Learning the Blended Way project, the curriculum was conceived as a training product delivered in blended mode for operators of local associations who implement Global Citizenship Education interventions with young people. The training planning was based on the fundamental hypotheses connected to the reflection on the learning process of Global Citizenship Education (GCE) around three thematic cores: conceptual and methodological dimensions, digital transformation and transformative learning.

3.

TARGET GROUP AND LEARNING NEEDS

This educational project targets trainers and educators of civil society organisations involved in educational actions with young people.

The curriculum responds to the need to strengthen the teaching/learning skills of educators to better perform classroom activities.

In particular, the curriculum aims to contribute to overcoming the following critical issues, collected by the [CSV Network](#) during the pre-course phase and cross-referenced with the evaluations analysed by the

[Centro Insegnanti Globali](#)

- solid knowledge of the topics vs. poor ability in training planning;
- use of “traditional” teaching and learning methodologies;
- lack of knowledge and use of digital tools for teaching;
- insufficient knowledge of the formal education system.

4.

GOAL/S

- Understand the role of Global Citizenship Education within the 2030 Agenda for the achievement of the SDGs
- Acquire the ability to deliver training through the blended approach, mixing learning environments, means, tools, thus responding to different skills, learning styles and needs
- Identify the best blended learning environments and tools to raise awareness and train young people on the great global challenges

5. TRAINING OBJECTIVES

- Support and implement skills in learning design with a blended and transformative approach
- Develop capacity to understand the positioning of organisations within the 2030 Agenda in relation to objective 4 target 4.7 ("By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development")
- Experiment with (blended) methods and tools in the design and implementation of global oriented training courses

6. LEARNING OUTCOMES

At the end of the course, participants will be more aware of the phases and tools of planning, implementing and evaluating a blended training path by adopting the Global Citizenship Education approach. They will know and be able to choose and organise specific tools to apply a blended approach both in the planning and implementation phases of a training intervention aimed at young people on the great global challenges.

Through the training the participants will consolidate their skills on training planning.

- They will be able to carry out a careful and structured analysis of the recipients taking into consideration the digital skills of the youth target
- They will be able to conduct a needs analysis and define training objectives and learning outcomes
- They will be able to select and integrate different learning tools and environments (both "traditional" and digital) for the design of their training

They will also consolidate their knowledge on global challenges with particular reference to:

- the pedagogical approaches of Global Citizenship and Sustainable Development Education;
- the role of organised civil society in achieving the SDGs;
- the role of educators and the educating community in transferring values to the new generations.

7. METHODOLOGY

The methodology that runs through all the phases of the curriculum refers to experiential pedagogy since it insists on the indispensable integration between theory and practice for learning purposes and on the action of facilitation and empowerment produced by group dynamics, in which learning arises from comparison between group experiences and theoretical knowledge. Experiential pedagogy encourages the use of active methodologies, which allow participants to gain experience during the training process itself, mainly within semi-structured or unstructured spaces and work

shops, alongside theoretical contributions in the form of lessons and dynamic moments through exercises, group work, simulations, role-playing games, or more innovative and experimental tools aimed at activating critical thinking and problem solving skills.

The learning environment in which the curriculum is located is the blended approach: moments in presence and moments of remote work alternate, supported by the use of the e-learning platform of the Centre for International Cooperation.

The face-to-face part involves different types of interaction: presentation, group work, spaces for dialogue and debate, use of digital tools for learning.

During the training, participants will be engaged in designing 4 hours of blended training with young recipients on an SDG.

Furthermore, an online consultancy desk (helpdesk) is offered to support participants in planning and reviewing the training proposal.

After the course, participants will complete the training with the experimentation of a 4-hour course, during which they will use the tools and methodologies learned/presented during the course within the BeJetzt project (youth training).

8. **TRAINING PROPOSAL DESCRIPTION/COURSE FORMAT**

The training path is divided into 3 sessions in blended form. Different learning environments are foreseen to develop specific working models:

- workshops in presence;
- individual distant learning through the CCI e-learning platform;
- group work;
- online tutoring service (helpdesk).

9. **COURSE ASSESSMENT**

The curriculum provides for the assessment of learning and the evaluation of the training process through different tools and at different stages.

During the training the following criteria are used to monitor the interest, engagement and learning of participants:

- attendance sheet;
- active participation;
- use of and feedback on proposed digital and other tools for learning;
- satisfaction;
- learning self-assessment;

carrying out the tasks of each module.

The evaluation also takes place through two tools:
observation grid
trainer diary

The phases of the evaluation

Pre-course: interview with the project coordinator of CSV No Profit network Trentino

Ongoing evaluation: Platform evaluation questionnaire. In addition to the assessment of learning at the end of each face-to-face module, the self-assessment tool "the Blob Tree" is used.

Final evaluation: Final self-assessment and satisfaction questionnaire.

Learning self-assessment section: aims to assess participants' perception of their improvements in terms of knowledge, skills and competences with respect to the design and management of "blended" training-learning processes using the Global Citizenship Education approach.

Satisfaction section: aims to collect feedback on the interest of the participants for the contents; the relevance of the contents and their applicability to the work of the participants; the integration of different learning environments; the active methodology adopted and the work in (national and mixed) groups; the time allotted for discussion; facilitation and interaction with trainers; clarity of the interventions; the general organisation.

The evaluation also takes place through two tools:

observation grid
trainer diary

The phases of the evaluation

Pre-course: interview with the project coordinator of CSV No Profit network Trentino

Ongoing evaluation

Platform evaluation questionnaire. In addition to the assessment of learning at the end of each face-to-face module, the self-assessment tool "the Blob Tree" is used.

Final evaluation. Final self-assessment and satisfaction questionnaire.

Learning self-assessment section: aims to assess participants' perception of their improvements in terms of knowledge, skills and competences with respect to the design and management of "blended" training-learning processes using the Global Citizenship Education approach.

Satisfaction section: aims to collect feedback on the interest of the participants for the contents; the relevance of the contents and their applicability to the work of the participants; the integration of different learning environments; the active methodology adopted and the work in (national and mixed) groups; the time allotted for discussion; facilitation and interaction with trainers; clarity of the interventions; the general organisation.

10.

DETAILED DESCRIPTION OF CURRICULUM

MODULE 1 SESSION 1		
Learning Environment	Face-to Face 2.5 h	
Title / Content overview:	Training design in the framework of the 2030 Agenda	
Learning Objectives	<ul style="list-style-type: none"> ● Learn about the 2030 Agenda ● Become aware of the positioning of one's organisation within the 2030 Agenda in relation to SDG 4.7 ● Learn the basic elements of training design 	
Learning Tool(s)	<p>Digital tools E-mail, IWB for screen and audio sharing, Slides, Moodle platform, SDG roulette, Google presentations</p> <p>Analogue tools Printed SDG, In their shoes activity sheet, copies of The Blob Tree assessment tool</p>	
Learning Contents	<p>The project Learning the blended way The programme, methodology and objectives of the course Presentation of the participants and their organisations The 2030 Agenda for Sustainable Development Sustainable Development and Global Citizenship Education The basic elements of training design</p>	
Teaching-Learning Activities	Description	Time
	Activity 1 - (Introduction) Presentation of the training path, the project and the online platform	15'
	Activity 2 - (Icebreaker) Group activity "What SDG am I?". Participants, free to move around the room, ask each other questions to find out what SDG they have on their forehead.	10'
	Activity 3 - (Presentation) Introduction to the 2030 Agenda for Sustainable Development	15'
	Activity 4 - (Focus) The SDGs roulette: positioning your organisation within the 2030 Agenda	20'

	Activity 1 - (Introduction) Presentation of the training path, the project and the online platform	15'
	Activity 2 - (Icebreaker) Group activity "What SDG am I?". Participants, free to move around the room, ask each other questions to find out what SDG they have on their forehead.	10'
	Activity 3 - (Presentation) Introduction to the 2030 Agenda for Sustainable Development	15'
	Activity 4 - (Focus) The SDGs roulette: positioning your organisation within the 2030 Agenda	20'
	Activity 5 - (Presentation) Education for Global Citizenship and Sustainable Development: topics, methods and learning objectives	15'
	Activity 6 - (Presentation) The basic elements of instructional design in blended learning environments and the design grid	15'
	Activity 7 - (Task) Analysis of recipients: compilation of the Walk in their shoes form. Work in groups on the creation of the ideal type of target participant of the training (high school students)	20'
	Activity 8 - (Debriefing) Find the elements common to the different groups regarding the characteristics of the recipients (activity 7) and develop a shared profile around the profile of the high school student	15'
	Activity 9 - (Presentation) Learning objectives in training design	10'
	Activity 10 - (Task) Group work within the organisation itself to identify the learning objectives to be pursued in working with students	20'
	Activity 11 – Wrap-up and next steps Assignment: Fill in the A B C D parts of the design grid and upload them to the Moodle platform by 6.2.2023 Final assessment: The Blob Tree	10'
Assessment	Evaluation criteria Attendance sheet, active participation, ability to use the proposed digital and analogue tools, satisfaction Evaluation tools Observation Grid, Trainer Diary, Blob Tree sheet	
Readings, Resources, Equipment To Go Further	Link Random questions generator (https://checkin.daresay.io/) Observation Grid, Trainer Diary, Blob Tree sheet	

MODULE 2 - SESSION 1		
Learning Environment	ONLINE	8 h
Title / Content overview:	Training design in the framework of the 2030 Agenda	
Learning Objectives	<ul style="list-style-type: none"> ● Consolidate and deepen knowledge of the 2030 Agenda and the pedagogical approach of Global Citizenship Education ● Apply tools for needs analysis and definition of learning objectives ● Be able to draw up the first part of the design grid 	
Learning Tool(s)	Digital tools E-mail, Moodle, digital publications in PDF, slides, Word design grid	
Learning Contents	The project Learning the blended way Thematic insights on the 2030 Agenda, Sustainable Development Education, Global Citizenship Education, Digital Transformation, the blended learning environment Training design tools	
Teaching-Learning Activities	Description	Time
	Activity 1 – Read materials uploaded on the platform	5 h
	Activity 2 - Fill in and upload the A B C D parts of the design grid	2 h
	Activity 3 – Fill in the evaluation questionnaire	1 h
Assessment	Evaluation criteria Platform time sheet, active participation, ability to use digital tools Evaluation tools Questionnaire, revision of design grid	
Readings, Resources, Equipment	Further readings ONU - Department of Economic and Social Affairs Sustainable Development https://sdgs.un.org/goals ASVIS - ALLEANZA ITALIANA PER LO SVILUPPO SOSTENIBILE https://asvis.it/# SPROSS - STRATEGIA PROVINCIALE PER LO SVILUPPO SOSTENIBILE IN TRENINO https://agenda2030.provincia.tn.it/Trentino-2030/Strategia-provinciale-SproSS RAPPORTO ASVIS 2022 - L'ITALIA E GLI OBIETTIVI DI SVILUPPO SOSTENIBILE https://asvis.it/rapporto-a-svis-2022/ SUSTAINABLE DEVELOPMENT IN THE EUROPEAN UNION — OVERVIEW OF PROGRESS TOWARDS THE SDGS IN AN EU CONTEXT — 2022 EDITION https://ec.europa.eu/eurostat/web/products-catalogues/-/KS-06-22-017 AGENDA 2030 SU FB https://www.facebook.c	

MODULE 1 - SESSION 2		
Learning Environment	Face-to-Face	2.5 h
Title / Content overview:	Tools and methodologies (I)	
Learning Objectives	<ul style="list-style-type: none"> ● Support and implement skills in instructional design with a blended and transformative approach ● Experiment with (blended) methods and tools in the design and implementation of global oriented training courses 	
Learning Tool(s)	Digital tools E-mail, IWB for screen and audio sharing, Slides, Moodle platform, Google presentations Analogue tools Posters, list of methodologies, methodology sheets, copies of The Blob Tree evaluation tool	
Learning Contents	The methodologies and principles of Global Citizenship Education Experiential learning methodologies The use of online and offline participatory methodologies	
Teaching-Learning Activities	Description	Time
	Activity 1 - (Introduction) Where we are, what we are going to do, objectives	10'
	Activity 2 - (Follow up) Work on the A B C D parts of the design grid	30'
	Activity 3 - (Peer review) Give each organisation 5 minutes to review and write the objectives on coloured post-its. Hang them on the flipchart. Each organisation has its own. The others have the role of critical friends and have 5 minutes at their disposal for questions/further insights/suggestions. Then return to the groups and allow time to reformulate the objective.	30'
	Activity 4 - (Presentation) The methodologies and principles of Global Citizenship Education	20'
	Activity 5 - (Focus) Experiential learning methodologies	20'
	Activity 6 – (Group work) Match Methodologies to objectives: "Which methodologies to achieve your objective?"	30'
	Activity 7 - Assignment: Revision of design grid in view of online tutoring (helkpdesk) Final evaluation: The Blob Tree	10'

Assessment	Evaluation criteria Attendance sheet, active participation, ability to use the proposed digital and analogue tools, satisfaction Evaluation tools Peer review, Observation Grid, Trainer Diary, Blob Tree sheet
Readings, Resources, Equipment	Link Random questions generator (https://checkin.dare-say.io/)

MODULE 2 - SESSION 2		
Learning Environment	ONLINE	8 h
Title / Content overview:	Tools and methodologies (I)	
Learning Objectives	<ul style="list-style-type: none"> ● Be familiar with different educational resources ● Strengthen the ability to select the appropriate methodologies in relation to the given objectives ● Be able to draw up the second part of the planning grid 	
Learning Tool(s)	Digital tools E-mail, Moodle, digital publications in PDF, slides, Word design grid	
Learning Contents	Teaching and learning methodologies Online and offline educational resources Training design tools	
Teaching-Learning Activities	Description	Time
	Activity 1 - Read materials uploaded on the platform	5 h
	Activity 2 - Fill in and email the E F parts of the design grid	2 h
	Activity 3 - Fill in the evaluation questionnaire	1 h
Assessment	Evaluation criteria Platform time sheet, active participation, ability to use digital tools Evaluation tools Questionnaire, revision of design grid	
Readings, Resources, Equipment	Further readings Guida pedagogica Unesco: L'ECG Temi e obiettivi di apprendimento IMAGINING AND PRACTISING GLOBAL CITIZENSHIP EDUCATION Centre for International Cooperation Trento, Italy	

	<p>Educational resources/toolkits</p> <p>Manuale per combattere i discorsi d'odio online attraverso l'educazione ai diritti umani</p> <p>Il cibo che scegliamo</p> <p>In Marcia con il Clima</p> <p>Giovani Narratori per la cooperazione internazionale</p> <p>Risorse Arcobaleno. Compasito specifico su genere e sesso</p> <p>Ingrid. Risorse per la formazione all'intersezionalità</p> <p>Global Education goes Pop</p> <p>Visioni Sostenibili PERCORSI DI EDUCAZIONE CIVICA E DI CITTADINANZA</p>
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MODULE 1 - SESSION 3

Learning Environment	Face-To-Face	2.5 h
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Title / Content overview:	Tools and methodologies (II)
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Learning Objectives	<ul style="list-style-type: none"> ● Support and implement skills in instructional design with a blended and transformative approach ● Strengthen the ability to select the appropriate methodologies in relation to the given objectives ● Experiment with (blended) methods and tools in the design and implementation of global oriented training courses 	
Learning Tool(s)	<p>Digital tools</p> <p>E-mail, IWB for screen and audio sharing, Slides, Moodle platform, Google presentations</p> <p>Analogue tools</p> <p>Posters, copies of The Blob Tree evaluation tool</p>	
Learning Contents	<p>Global oriented educational resources</p> <p>The use of online and offline participatory methodologies</p> <p>The basic elements of training design (in-depth analysis)</p>	
Teaching-Learning Activities	Description	Time
	Activity 1 - (Introduction) Where we are, what we are going to do, objectives	10'
	Activity 2 - (Follow up) Work on the e F parts of the design grid	30'
	Activity 3 - (Debriefing on follow-up activities) Were you able to find the activities to achieve your goals? What skills are needed to carry out your activities? For those who could not find the activities, what would you need?	20'

	Activity 4 - (Methodological experimentation)	40'
	Activity 5 - (Consolidation) Group discussion and collective reflection in plenary; final remarks	30'
	Activity 6 - Wrap-up and next steps Assignment: Revision of design grid in view of online tutoring (helkpdesk) Final evaluation: The Blob Tree	20'
Assessment	Evaluation criteria Attendance sheet, active participation, ability to use the proposed digital and analogue tools, satisfaction Evaluation tools Guided discussion, Observation Grid, Trainer Diary, Blob Tree sheet	
Readings, Resources, Equipment	Link Random questions generator (https://checkin.daresay.io/)	

MODULE 2 - SESSION 3		
Learning Environment	ONLINE	18 h
Title / Content overview:	Tools and methodologies (II)	
Learning Objectives	<ul style="list-style-type: none"> ● Strengthen the ability to select the appropriate methodologies in relation to the given objectives ● Be able to to correctly compile a design grid 	
Learning Tool(s)	Digital tools E-mail, Moodle, digital publications in PDF, slides, Word design grid	
Learning Contents	Teaching and learning methodologies (in-depth analysis) Training design tools	
Teaching-Learning Activities	Description	Time
	Activity 1 - Read materials uploaded on the platform	5 h
	Activity 2 – Revision of design grid	2 h
	Activity 3 - Fill in the evaluation questionnaire	1 h
	Activity 4 - Online tutoring (helpdesk): 10 hours are foreseen for each organisation	2 h

Assessment	Evaluation criteria Platform time sheet, active participation, ability to use digital tools Evaluation tools Questionnaire, revision of design grid
Readings, Resources, Equipment	Further readings La strategia Anti-rumours Manuale di progettazione formativa Educational resources/toolkits Anti rumour handbook Manuale Compass Collection of icebreaker activities

MODULE 1 - SESSION 4		
Learning Environment	Face-To-Face	2.5 h
Title / Content overview:	Helpdesk	
Learning Objectives	● Consolidate training design skills	
Learning Tool(s)	Digital tools E-mail, IWB for screen and audio sharing, Slides, Moodle platform, Google presentations Analogue tools Design grid	
Learning Contents	The training design cycle	
Teaching-Learning Activities	Description	Time
	Activity 1 – revision of design grid	1 h
	Activity 2 - (Follow-up) consultancy and Q&A	1,5 h
Assessment	Evaluation criteria Qualitative analysis of the design grid Evaluation tools Guided discussion, Observation Grid	
Readings, Resources, Equipment	Link Random questions generator (https://checkin.daresay.io/)	

MODULE 2 - SESSION 4		
Learning Environment	ONLINE	5 h
Title / Content overview:	Helpdesk	
Learning Objectives	● Validate training design skills	
Learning Tool(s)	Digital tools E-mail, Moodle platform, digital publications in PDF, slides, Word design grid	
Learning Contents	The training design cycle	
Teaching-Learning Activities II	Description	Time
	Activity 1 – individual report on experimental activity with students	3 h
	Activity 2 - (Follow-up) Metacognition and self-assessment through NARRATIVE	2 h
Assessment	Evaluation criteria Qualitative analysis of the experimental activity with students Evaluation tools Guided discussion, Observation Grid	

Curriculum 2

Global Connections. Supporting teachers in tackling the topics of the 2030 Agenda in the classroom with participatory methodologies

- 1.**
TITLE OF THE CURRICULUM/TRAINING PROPOSAL

Global Connections. Supporting teachers in tackling the topics of the 2030 Agenda in the classroom with participatory methodologies
- 2.**
CONTEXT AND VISION

The curriculum stems from the synergy between two projects that promote active and global citizenship: BeJetzt! – young people active for sustainable development and Learning the Blended Way. As part of the Learning the Blended Way project, the curriculum was conceived as a training product delivered in blended mode for upper secondary school teachers and aims to promote teaching models in blended learning environments by fostering critical reflection on the connections between local and global within the 2030 Agenda for Sustainable Development. The training design was based on the fundamental hypotheses connected to the reflection on the learning process of **Global Citizenship Education (GCE)** around three thematic cores: conceptual and methodological dimensions, digital transformation and transformative learning.
- 3.**
TARGET GROUP AND LEARNING NEEDS

The participants are secondary school teachers. Since 2020, the Italian law on civic and citizenship education includes Sustainable Development as a core of learning. At the end of the school year, citizenship skills are assessed as a separate subject.

Teachers' needs have been identified through discussions with teachers who have followed courses promoted by the Global Teacher Centre, summarised below:

 - interest in learning more about the topics of the 2030 Agenda;
 - need for new teaching tools to promote citizenship education;
 - lack of knowledge of digital tools for teaching;
 - difficulty in designing in blended learning environments.
- 4.**
GOAL/S

The overall objective of the training is to help teachers address the challenges and take advantage of the opportunities of the digital transition to promote global citizenship education themes and approaches.

 - Foster reflection on teaching in blended learning environments through Global Citizenship Education
 - Support student learning by introducing global challenges as curriculum teaching topics
 - Design and experiment thematic workshops on the topics of the 2030 Agenda
 - Acquire skills to promote pathways in blended mode

5. **TRAINING OBJECTIVES**

- Understand how Global Citizenship Education fits within the 2030 Agenda (SDG 4.7)
- Understand how Global Citizenship Education is essential for achieving Sustainable Development Goals (SDGs)
- Identify the most suitable teaching and learning practices to implement Global Citizenship Education activities in blended learning environments
- Become aware of the implications of digital transformation for learning processes
- Being able to evaluate the most appropriate tools (digital and otherwise) to achieve the set learning objectives

6. **LEARNING OUTCOMES**

At the end of the course, participants:

- will be aware of the opportunities, limitations and challenges posed by the increasing use of digital tools in educational practice, especially the potential of digital technologies in pursuing cognitive, socio-emotional and behavioural goals of Global Citizenship Education;
- will be able to integrate global perspectives and challenges into their specific teaching programme;
- will be able to structure and organise a lesson on some of the crucial topics of Global Citizenship Education (global health, education, gender equality, environment, peace and non-violence).

7. **METHODOLOGY**

The methodology used refers to experiential pedagogy since it insists on the indispensable integration between theory and practice for learning purposes and on the action of facilitation and empowerment produced by group dynamics, in which learning stems from dialogue between group experiences and theoretical knowledge. Experiential pedagogy encourages the use of active methodologies, which allow participants to gain experience during the training process itself, mainly within semi-structured or unstructured spaces and workshops, alongside theoretical contributions in the form of lessons and dynamic moments through exercises, group work, simulations, role-playing games or more innovative and experimental tools aimed at activating critical thinking and problem solving skills.

The learning environment in which the curriculum is located is the blended approach: face-to-face moments and remote work alternate, supported by the use of the e-learning platform of the Centre for International Cooperation.

The face-to-face part involves different types of interaction: presentation, group work, dialogue and debate, use of digital tools for learning.

Furthermore, an online consultancy desk (helpdesk) is offered to support teachers in the design and revision of citizenship paths.

After the course, participants will complete the training with the experimentation of one or more lessons, during which they will use the tools and methodologies learned/presented during the course.

8. TRAINING PROPOSAL DESCRIPTION/COURSE FORMAT

The training is divided into 3 sessions in blended form. Different learning environments are used to carry out specific activities:

- face to face workshops;
- individual distance learning through the CCI e-learning platform;
- experimentation with digital and analogue tools;
- online tutoring (helpdesk).

9. COURSE ASSESSMENT

The curriculum includes the assessment of learning and the evaluation of the training process with different tools and at different stages.

During the training the following criteria are used to monitor the interest, engagement and learning of participants:

- attendance;
- active participation;
- questionnaires at the end of each session on digital and other learning tools used.

The evaluation also takes place through two tools:

observation grid

trainer diary

The phases of the evaluation

Pre-course: collection of information through the registration questionnaire

Ongoing evaluation

Platform evaluation questionnaire. At the end of each session, a questionnaire is administered to evaluate the tools and contents proposed.

Final evaluation

The final evaluation takes into consideration different aspects of the training process: at the end of the training course, a "Final self-assessment and satisfaction questionnaire" is submitted to the participants.

Learning self-assessment section: aims to assess participants' perception of their improvement in terms of knowledge, skills and competences with respect to the design and management of "blended" training-learning processes using the Global Citizenship Education approach.

Satisfaction section: aims to collect feedback on the interest of participants for the contents; the relevance of the contents and their applicability to the work of participants; the integration of different learning environments; the active methodology adopted and the work in groups; the time allotted for discussion; facilitation and interaction with trainers; clarity of the interventions; the general organisation.

10. DETAILED DESCRIPTION OF CURRICULUM

MODULE 1 - SESSION 1		
Learning Environment	Face-To-Face	2.5 h
Title / Content overview:	"Let's explore the 17 Sustainable Development Goals"	
Learning Objectives	<ul style="list-style-type: none"> ● Create positive dynamics within the group that allow the achievement of objectives ● Learn about the 2030 Agenda and blended methodologies to develop global skills ● Experiment with teaching strategies to introduce the macro theme of Sustainable Development into the classroom 	
Learning Tool(s)	Digital tools E-mail, IWB for screen and audio sharing, Slides, Moodle platform, SDG roulette, Jigsaw puzzle Analogue tools Prints of the 2030 Agenda without icons, copies of the Unesco publication "GCE Learning topics and objectives", copies of the publication "Learning the digital"	
Learning Contents	The project Learning the blended way The programme, methodology and objectives of the course Presentation of the participants and their organisations The 2030 Agenda for Sustainable Development Sustainable Development and Global Citizenship Education The basic elements of training design	
Learning Contents	Global Citizenship Education and Digital Transformation: the Learning the blended way project The programme, methodology and objectives of the course Global Citizenship Education and Sustainable Development Education Blended experiential learning The 2030 Agenda for Sustainable Development	
Teaching-Learning Activities	Description	Time
	Activity 1 - (Introduction) Presentation of the training path, the project and the online platform	15'
	Activity 2 - (Icebreaker) Introduction of participants	10'
	Activity 3 - (Presentation) Global Citizenship and Sustainable Development Education: pedagogical approaches and theoretical framework of reference	15'

	Activity 4 - (Focus) The 6 pedagogical principles of Global Citizenship Education	20'
	Activity 5 - (Presentation) Experiential methodologies to develop global skills	15'
	Activity 6 - (Debriefing) Comparing experiential and traditional methods	15'
	Activity 7 - (Task) Let's build the 2030 Agenda together! Activity to develop deductive logic reasoning starting from the icons of the 2030 Agenda	20'
	Activity 8 - (Task) Jigsaw puzzle on the 2030 Agenda. The application of the jigsaw methodology	15'
	Activity 9 - SDGs roulette. Our common responsibility. Application of the tool to promote responsibility and commitment through the reading of the map of the actors involved in achieving the SDGs	10'
	Activity 10 - (Debriefing) Shared reflections on the usability of tools in the classroom	10'
	Activity 11 - Conclusion and next steps Assignment: experiment in your own class at least one of the proposed Activities Final evaluation: a word on the satisfaction about the F-2-F session	20'
Assessment	<p>Evaluation criteria Attendance sheet, active participation, ability to use the proposed digital and analogue tools, satisfaction</p> <p>Evaluation tools Observation grid, trainer's diary, closing word</p>	
Readings, Resources, Equipment	<p>Bibliography Pensare il futuro. I 17 obiettivi dell'agenda 2030 visti dai giovani e raccontati dai giornalisti di M. P. Piccini, P. Springhetti (a cura di), LAS Edizioni L'Agenda 2030 in classe. Percorsi per la cittadinanza scientifica sostenibile, di Aa.Vv., Pearson</p> <p>Sitography https://asvis.it/l-agenda-2030-dell-onu-per-lo-sviluppo-sostenibile/# https://www.globalcitizen.org/en/</p>	

MODULE 2 SESSION 1		
Learning Environment	ONLINE	8 h
Title / Content overview:	"Let's explore the 17 Sustainable Development Goals"	
Learning Objectives	<ul style="list-style-type: none"> ● Consolidate and strengthen knowledge of the 2030 Agenda and the pedagogical approach of Global Citizenship Education ● Apply the teaching tools to introduce the 2030 Agenda in the classroom 	
Learning Tool(s)	Digital tools Email, Moodle platform, Digital PDF publications, Slides, Moodle platform, Word design grid, Jamboard	
Learning Contents	The project Learning the blended way Thematic insights on the 2030 Agenda, Sustainable Development Education, Global Citizenship Education, Digital Transformation, the blended learning environment The teaching tools of the 2030 Agenda	
Teaching-Learning Activities	Description	Time
	Activity 1 - Reading the materials uploaded on the platform	5 h
	Activity 2 - Fill in the "My best learning experience" Jamboard. Think about your learning path, about all your experiences from childhood to today...go back in memory and identify the most significant situation or experience that allowed you to learn, discover and grow.	2 h
	Activity 3 - Fill in the evaluation questionnaire	1 h
Assessment	Evaluation criteria Platform time sheet, active participation, ability to use digital tools Evaluation tools Questionnaire, feedback on topics	
Readings, Resources, Equipment	Further readings The Centre for International Cooperation ¡BeJetzt! young people active for sustainable development 2030 UNESCO pedagogical guide: GCE Topics and learning objectives IMAGINING AND PRACTISING GLOBAL CITIZENSHIP EDUCATION Centre for International Cooperation Trento, Italy	

MODULE 1 - SESSION 2		
Learning Environment	Face-To-Face	2.5 h
Title / Content overview:	Is global health a universal concept?	
Learning Objectives	<ul style="list-style-type: none"> ● Learn about SDGS 3 and blended methodologies to develop global competences ● Improve teaching and learning skills 	
Learning Tool(s)	Digital tools E-mail, IWB for screen and audio sharing, Slides, Moodle platform, Google presentations, pictures Analogue tools Images on global healthcare contexts, Healthcare country factsheet, Methodology factsheets, Copies of	
Learning Contents	The educational methodology of the Theatre of the Oppressed The right to health SDG 3 "Health and well-being" Testimony on international cooperation in the heal-	
Teaching-Learning Activities	Description	Time
	Activity 1 - (Introduction) Where we are, what we will do, goals	10'
	Activity 2 - (Icebreaker) The game of fish through images of global healthcare contexts	20'
	Activity 3 - (Debriefing) Sharing the interpretation of the image in plenary and group discussion	10'
	Activity 4 - (Groupwork) Tableau vivant on global health (I round) and well-being (II round)	20'
	Activity 5 - (Debriefing) What did you want to represent? Why did you choose this still image?	10'
	Activity 6 - (Presentation) The Theatre of the Oppressed: an educational methodology and a tool for social transformation	20'
	Activity 6 - (Presentation) SDG 3 Health and well-being	10'
	Activity 7 – (Task Theatre of the Oppressed) HEALTH AND WELLNESS... ACTION! Experimentation of the improvisation technique on healthcare contexts in Zambia, Italy, Brazil	20'

	Activity 8 (Debriefing) What country do you think they are in? What kind of healthcare system are they dealing with? How do you rate access to healthcare and assistance?	
	Activity 9 - (Testimony) An experience of international cooperation in the healthcare sector in Africa	20'
	Activity 10 - Conclusion and next steps Assignment: experiment in your own class at least one of the proposed Activities Final evaluation: closing with a word on the satisfaction about the Face-To-Face session	10'
Assessment	Evaluation criteria Attendance sheet, active participation, ability to use the proposed digital and analogue tools, satisfaction Evaluation tools Peer review, observation grid, trainer's diary, closing word	
Readings, Resources, Equipment	Bibliography La salute globale, Walter Ricciardi-Stefano Vella (a cura di), Edizioni Laterza La salute globale. Determinanti e disuguaglianze, di Gavino Maciocco e Francesca Santomauro, Carrocci Editore Salute globale. InFormAzione per cambiare. 4° Rapporto dell'Osservatorio Italiano sulla salute globale, A. Cattaneo (a cura di), ETS Edizioni	

MODULE 2 - SESSION 2		
Learning Environment	ONLINE	8 h
Title / Content overview:	Is global health a universal concept?	
Learning Objectives	<ul style="list-style-type: none"> ● Consolidate and strengthen knowledge of SDG 3 ● Study the techniques of the Theatre of the Oppressed in education ● Apply digital and analogue teaching tools to introduce the topic of global health in the classroom 	
Learning Tool(s)	Digital tools E-mail, Moodle platform, Digital tools for experimentation, Slides, Moodle platform, Youtube	
Learning Contents	The educational methodology of the Theatre of the Oppressed Thematic insights on SDG 3	
Teaching-Learning Activities	Description	Time
	Activity 1 - Reading the materials uploaded on the platform	5 h

	Activity 2 - Select an activity to try out in class	2 h
	Activity 3 - Fill in the evaluation questionnaire	1 h
Assessment	Evaluation criteria Platform time sheet, active participation, ability to use digital tools Evaluation tools Questionnaire	
Readings, Resources, Equipment	Further readings SDG 3 targets Global health in a comparative perspective between Brazil and Italy Health and Wellness tools for school Global Health Card 2022 The governance of the global health system. The map of the actors GLOBAL HEALTH AND DETERMINANTS Video https://www.youtube.com/watch?v=38zfwKh-TFA	

MODULE 1 - SESSION 3		
Learning Environment	Face-To-Face	2.5 h
Title / Content overview:	Head in the cloud and feet on the ground	
Learning Objectives	<ul style="list-style-type: none"> ● Consolidate and strengthen knowledge of SDG 4 ● Educate in the conscious use of technology and the media ● Develop digital citizenship and critical thinking skills 	
Learning Tool(s)	Digital tools E-mail, IWB for screen and audio sharing, Slides, Moodle platform, Google presentations, link to generate QR code; bigbluebutton platform, YouTube Analogue tools Posters, sheets, pens, set of cards Activity Guess who?	
Learning Contents	GCE and digital transformation: the value added of the blended approach Thematic insights on SDG 4 with a focus on target 4.7 The impact of digitisation in teaching	
Teaching-Learning Activities	Description	Time
	Activity 1 - (Introduction) Where we are, what we will do, goals	10'

	Activity 2 - (Icebreaker) Think of an object that represents your first contact with the digital world. Which? What was its function? What sphere of your life did it concern? How old were you when you had this encounter?	10'
	Activity 3 - (Presentation) GCE and digital transformation: the value added of the blended approach	20'
	Activity 4 - (Ongoing evaluation) Quick feedback on the session	10'
	Activity 5 - (Focus) SDG 4 and target 4.7	20'
	Activity 6 - (Tasks) Who am I on the web? The digital footprint This person does not exist	30'
	Activity 7 (Follow-up) Profiling on the web: What is your positioning with respect to digital technologies?	10'
	Activity 8 - (Tasks) Guess who? Understanding AI biases Stagram toi	20'
	Activity 9 - (Focus) Dopamine and algorithmic bias	10'
	Activity 10 - Conclusion and next steps Assignment: experiment in your own class at least one of the proposed Activities Final evaluation: closing with a word on the satisfaction about the F-2-F session	10'
Assessment	Evaluation criteria Attendance sheet, active participation, ability to use the proposed digital and analogue tools, satisfaction Evaluation tools Discussion on the effectiveness of digital tools for teaching, Observation grid, Trainer's diary, closing word	
Readings, Resources, Equipment	Link Project: DiGIT-AL. Digital Transformation in Adult Learning for Active Citizenship	

SESSION 3 - MODULE 2		
Learning Environment	ONLINE	8 h
Title / Content overview:	Head in the cloud and feet on the ground	
Learning Objectives	<ul style="list-style-type: none"> ● Consolidate and strengthen knowledge of SDG 4 ● Reflect on the importance of digital transformation in teaching ● Apply digital literacy tools to the conscious use of technology and media 	
Learning Tool(s)	Digital tools E-mail, Moodle platform, Digital PDF publications, Digital tools for experimentation	
Learning Contents	Thematic insights on digital transformation Thematic insights on SDG 4 Digital tools for teaching	
Teaching-Learning Activities	Description	Time
	Activity 1 - Reading the materials uploaded on the platform	5 h
	Activity 2 - Select an activity to try out in class	2 h
	Activity 3 - Fill in the evaluation questionnaire	1 h
Assessment	Evaluation criteria Platform time sheet, active participation, ability to use digital tools Evaluation tools Questionnaire	
Readings, Resources, Equipment	Further readings Handbook for educators - Learning the digital Work in transformation ITA- ENG The impact of digitisation on media and journalism ITA-ENG The digital self ITA- ENG E-governance ITA-ENG Internet, big data and platforms ITA - ENG Education and learning ITA - ENG Activism and participation ITA - ENG Culture, art, digitisation ITA - EN Set of digital tools for experimentation in the classroom	

MODULE 1 - SESSION 4		
Learning Environment	Face-To-Face	2.5 h
Title / Content overview:	Helpdesk	
Learning Objectives	<ul style="list-style-type: none"> ● Consolidate and strengthen knowledge of SDG 5 ● Promote empathy ● Raise awareness of the lack of equal opportunities in society by experiencing situations of multiple and intersectional discrimination 	
Learning Tool(s)	Digital tools E-mail, IWB for screen and audio sharing, Slides, Moodle platform, Google presentations, Link to ISTAT quiz; videos Analogue tools Posters, sheets, pens, prints of "The molecule of identity", character cards for the role-playing game "One step forward"	
Learning Contents	Data on gender inequality in Europe Thematic insights on SDG 5 The intersectional approach The teaching tools of the SDG 5	
Teaching-Learning Activities	Description	Time
	Activity 1 - (Introduction) Where we are, what we will do, goals	10'
	Activity 2 - (Pairwork) Knowledge challenge on how women and men live, work and spend their free time in Europe	20'
	Activity 3 - (Presentation) SDG 5 Gender equality	20'
	Activity 4 - (Focus) The education of girls in the world, women and the media, violence against women	10'
	Activity 5 - (Task) "The molecule of identity"	20'
	Activity 6 - (Roleplay) "One step forward"	20'
	Activity 7 (Debriefing) What rights are denied in the game? Reflection on the educational potential of the Activity	10'
	Activity 8 - (Presentation) The intersectional approach	10'
	Activity 9 - The classroom as a community in miniature: reading the classroom through the lens of intersectionality	20'

	Activity 10 - Conclusion and next steps Assignment: experiment in your own class at least one of the proposed Activities Final evaluation: closing with a word on the satisfaction about the F-2-F session	10'
Assessment	Evaluation criteria Attendance sheet, active participation, ability to use the proposed digital and analogue tools, satisfaction Evaluation tools Discussion on the effectiveness of the intersectional	
Readings, Resources, Equipment To Go Further	Link INGRiD – INtersecting GRounds of Discrimination in Italy	

MODULE 2 - SESSION 4		
Learning Environment	ONLINE	8 h
Title / Content overview:	"Inclusion and Exclusion: Choice or Fate?"	
Learning Objectives	<ul style="list-style-type: none"> ● Consolidate and strengthen knowledge of SDG 5 ● Reflect on the intersectional approach in teaching ● Improve teaching and learning skills to promote gender equality 	
Learning Tool(s)	Digital tools E-mail, Moodle platform, Digital publications in PDF, digital tools for experimentation in the classroom, videos	
Learning Contents	Thematic insights on SDG 5 Thematic insights on intersectionality in the sociological and legal fields Digital tools for teaching	
Teaching-Learning Activities	Description	Time
	Activity 1 - Reading the materials uploaded on the platform	5 h
	Activity 2 - Select an activity to try out in class	2 h
	Activity 3 - Fill in the evaluation questionnaire	1 h
Assessment	Evaluation criteria Platform time sheet, active participation, ability to use digital tools Evaluation tools Questionnaire	

<p>Readings, Resources, Equipment</p>	<p>Further readings Intersectionality in pills Current anti-discrimination practices in Italy Intersectionality as a legal approach</p> <p>Teaching resources Activity - biographies on women SDGs5 The molecule of identity Rainbow Resources Ingrid Teachers Toolkit Female toponymy Activity One step ahead: questions - characters Activity on TV series: Skam Italia</p> <p>Video https://www.google.com/search?q=goal+5+agenda2030&tbm=vid&ei=34nPY8i4M_KV9u8PgrQl&start=30&sa=N&ved=2ahUKEwilpK_M2N_8AhXyiv0HHQJaCQA4FBDy0wN6BAgPEAk&biw=1800&bih=813&dpr=0.8#fpstate=ive&vld=cid:c46db7e4,vid:ha2y0gETLhg</p>
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MODULE 1 - SESSION 5		
Learning Environment	Face-To-Face	2.5 h
Title / Content overview:	"The Protection of Biodiversity"	
<p>Learning Objectives</p>	<ul style="list-style-type: none"> ● Learn about SDG 15 of the 2030 Agenda ● Learn more about biodiversity ● Focus "Citizen Science" an approach and a tool to promote active citizenship ● Foster reflection on the theme of memory and the role of civil society ● Experiment with (blended) methods and tools to practice lessons on SDG 15 	
<p>Learning Tool(s)</p>	<p>Digital tools E-mail, IWB for screen and audio sharing, Slides, Moodle platform, Google presentations, videos, App Inaturalist, MUSE website</p> <p>Analogue tools Posters, sheets, pens, prints of the SDGs, ID cards for the Activity on environmental activists, copies of The Blob Tree</p>	
<p>Learning Contents</p>	<p>SDG 15 Biodiversity Citizen Science The history of environmental movements Environmental activism</p>	

Teaching-Learning Activities	Description	Time
	Activity 1 - (Introduction) Where we are, what we will do, goals	10'
	Activity 2 - (Icebreaker) How other SDGs relate to SDG 15 (position goals according to the interconnections they have with SDG 15)	10'
	Activity 3 - (Presentation) Introduction to SDG 15 + video	10'
	Activity 4 - (Study) Biodiversity from its origins to the present crisis; why biodiversity matters and why we need to protect it	40'
	Activity 5 - (Focus) Biodiversity in the classroom and citizen science: introduction to CS; learning and educational potential of citizen science; the iNaturalist APP and MUSE projects for schools	30'
	Activity 6 - (Task) The environmental movements and environmental activists	20'
	Activity 7 - (Presentation) Educational resources for practising SDG 15 in the classroom	20'
	Activity 10 - Conclusion and next steps Assignment: experiment in your own class at least one of the proposed Activities Final evaluation: The Blob Tree	10'
Assessment	Evaluation criteria Attendance sheet, active participation, ability to use the proposed digital and analogue tools, satisfaction Evaluation tools Observation grid, Trainer's diary, The Blob Tree sheet	
Readings, Resources, Equipment	Links on biodiversity and citizen science https://www.museonaturalemaremma.it/csi/ https://www.ecsa.ngo/projects/ https://www.zooniverse.org/ App https://www.inaturalist.org/ Bibliography The Sixth Extinction - Elizabeth Kolbert Half-earth: Our Planet's Fight for Life - Edward O. Wilson Antropocene. Una nuova epoca per la Terra, una sfida per l'umanità - Emilio Padoa-Schioppa	

MODULE 2 - SESSION 5		
Learning Environment	ONLINE	8 h
Title / Content overview:	"The Protection of Biodiversity"	
Learning Objectives	<ul style="list-style-type: none"> ● Consolidate and strengthen knowledge of SDG 15 ● Reflect on the learning and educational potential of citizen science ● Improve teaching and learning skills to promote environmental education 	
Learning Tool(s)	Digital tools E-mail, Moodle platform, Digital publications in PDF, digital tools for experimentation in the classroom,	
Learning Contents	Thematic insights on SDG 15 Thematic insights on Citizen Science Digital tools for teaching	
Teaching-Learning Activities	Description	Time
	Activity 1 - Reading the materials uploaded on the platform	5 h
	Activity 2 - Select an activity to try out in class	2 h
	Activity 3 - Fill in the evaluation questionnaire	1 h
Assessment	Evaluation criteria Platform time sheet, active participation, ability to use digital tools Evaluation tools Questionnaire	
Readings, Resources, Equipment	Projects for Trento schools School of Ants Mosquito alert X-Pollination Website https://www.education21.ch/it/Kit-ESS-1024 Learning resources The European toolkit for nature protection Paths of biodiversity 170 daily actions Ocean education for everyone Activity: transnational environmental movements	

MODULE 1 - SESSION 6		
Learning Environment	Face-To-Face	2.5 h
Title / Content overview:	"Nonviolent Communication Strategies"	
Learning Objectives	<ul style="list-style-type: none"> ● Learn about SDG 16 of the 2030 Agenda ● Introduce the theme of Human Rights in class ● Strengthen the capacity to counter hate speech online and offline using nonviolent forms of communication 	
Learning Tool(s)	Digital tools E-mail, IWB for screen and audio sharing, Slides, Moodle platform, Google presentations, videos Analogue tools Posters, sheets, pens, copies of the quiz, copies of the Anti-rumours Strategy rules, copies of the Online	
Learning Contents	SDG 16 The Anti-rumours strategies Hate speech and nonviolent communication online	
Teaching-Learning Activities	Description	Time
	Activity 1 - (Introduction) Where we are, what we will do, goals	10'
	Activity 2 - (Icebreaker) Human Rights Bingo	20'
	Activity 3 - (Presentation) Introduction to SDG 16	10'
	Activity 4 - (Study) SDG 16 targets	10'
	Activity 5 - (Focus) What is the Anti-rumours strategy?	20'
	Activity 6 - (Task) Challenging rumours to show their inconsistency by applying the rules of the Anti-rumours strategy	20'
	Activity 7 - (Debriefing) What are some of the rumours (gossip, stereotypes, prejudices) present among students today?	10'
	Activity 8 - (Presentation) Hate speech and nonviolent communication online	10'
	Activity 9 - (Task) Problem tree. Identify some aspects that can lead to online hate speech (the 'roots' of the tree) and some effects of hate speech (the 'branches')	20'

	Activity 10 - (Debriefing) Have you found any roots or branches that have correspondences in the 'real' world? What does this tell us about online hate speech?	10'
	Activity 11 - Conclusion and next steps Assignment: experiment in your own class at least one of the proposed Activities Final evaluation: closing with a word on the satisfaction about the F-2-F session	10'
Assessment	<p>Evaluation criteria Attendance sheet, active participation, ability to use the proposed digital and analogue tools, satisfaction</p> <p>Evaluation tools Discussion on the use of social media among students, Observation grid, Trainer's diary, closing word</p>	
Readings, Resources, Equipment	<p>Bibliography BALDUCCI, Ernesto, L'uomo planetario, Giunti, Firenze 2005 (1985) CAPITINI, Aldo, Le ragioni della nonviolenza. Antologia degli scritti, a cura di Mario Martini, ETS, Pisa 2004 DOLCI, Danilo, Una rivoluzione nonviolenta, a cura di Giuseppe Barone, Terre di Mezzo, Milano 2007 GALTUNG, Johan, Pace con mezzi pacifici, Esperia, Milano 2000 (Peace by Peaceful Means, 1996) GANDHI, Mohandas K., Teoria e pratica della non-violenza, antologia a cura di Giuliano Pontara, Einaudi, Torino 2006 (1973) MANDELA, Nelson, Lungo cammino verso la libertà. Autobiografia, Feltrinelli, Milano 1996 (Long Walk to Freedom, 1994) MILANI, Lorenzo, Lettere di don Lorenzo Milani priore di Barbiana, a cura di Michele Gesualdi, San Paolo, Cinisello Balsamo 2007 (1970) PONTARA, Giuliano, La personalità nonviolenta, Gruppo Abele, Torino 1996 THOREAU, Henry, La disobbedienza civile, La Vita Felice, Milano 2002 (Resistance to Civil Government, 1849)</p>	

MODULE 2 - SESSION 6		
Learning Environment	ONLINE	8 h
Title / Content overview:	"Nonviolent Communication Strategies"	
Learning Objectives	<ul style="list-style-type: none"> ● Consolidate and strengthen knowledge of SDG 16 ● Learning through nonviolence ● Improve teaching and learning skills to promote peace education 	
Learning Tool(s)	Digital tools E-mail, Moodle platform, Digital publications in PDF, digital tools for experimentation in the classroom	
Learning Contents	Thematic insights on SDG 16 The methods of nonviolence applied to teaching The tools and techniques of peace education	
Teaching-Learning Activities	Description	Time
	Activity 1 - Reading the materials uploaded on the platform	10 h
	Activity 2 - Select an activity to try out in class	30 h
	Activity 3 - Fill in the evaluation questionnaire	1 h
Assessment	Evaluation criteria Platform time sheet, active participation, ability to use digital tools Evaluation tools Questionnaire	
Readings, Resources, Equipment	Rete delle Città del Dialogo https://www.retecittadel-dialogo.it/ Activity Card: The Bingo of Rights Card: The tree of problems Learning resources Anti-rumours Strategy Manual (handbook) The Anti-rumours Strategy I think I speak I post: a short guide to non-hostile communication Bullying and cyberbullying: how to intervene in school contexts. An operational guide for teachers and principals Social networks in education: theoretical foundations, application models and guidelines	

MODULE 1 - SESSION 7		
Learning Environment	ONLINE	2.5 h
Title / Content overview:	Helpdesk	
Learning Objectives	<ul style="list-style-type: none"> ● Apply training planning methods and tools ● Consolidate the skills of the global teacher ● Develop evaluation grids in line with Unesco indicators 	
Learning Tool(s)	Digital tools E-mail, IWB for screen and audio sharing, Slides, Moodle platform, Google presentations, design grid, digital learning materials	
Learning Contents	The training planning cycle (design, experimentation, evaluation)	
Teaching-Learning Activities	Description	Time
	Activity 1 – revision of design grid	2 h
	Activity 2 - (Follow-up) individual consultancy and Q&A	30'
Assessment	Evaluation criteria Qualitative analysis of the design grid and of the tools for evaluating the activities in the classroom Evaluation tools Guided discussion, observation grid	
Readings, Resources, Equipment	Link Random questions generator (https://checkin.dare-say.io/)	

MODULE 2 - SESSION 7

Learning Environment	ONLINE	8 h
Title / Content overview:	Helpdesk	
Learning Objectives	● Validate blended training design skills	
Learning Tool(s)	Digital tools E-mail, Slides, Moodle platform, Digital publications in PDF, Word design grid	
Learning Contents	The training design cycle	
Teaching-Learning Activities	Description	Time
	Activity 1 – individual report on experimental activity with students	4 h
	Activity 2 - (Follow-up) Metacognition and self-assessment through NARRATIVE	4 h
Assessment	Evaluation criteria Qualitative analysis of the experimental activity with students Evaluation tools Guided discussion, Observation Grid	



Romania



"Let's Go Blended: facilitation with digital instruments in mixt contexts of training"

1. TITLE OF THE CURRICULUM/TRAINING PROPOSAL

Let's Go Blended: facilitation with digital instruments in mixt contexts of training

2. CONTEXT AND VISION

The Let's Go Blended Curriculum describes the experience of national courses organized in Romania as part of the Erasmus+ project, KA2-Adults, Learning the Blended Way. This curriculum is intended for a group of approximately 8-16 trainers with diverse experiences in training trainers, VET teachers, social workers, managers, or other educational roles - both in formal and non-formal educational sectors - regarding the design, delivery, and evaluation of training processes and activities using digital tools.

These refer to blended learning contexts, including the concepts of global citizenship education (GCE) and the promotion of human rights, thus seeking to integrate their approach towards a mixed (i.e., digital and analog) training perspective. Basic knowledge about training processes and/or some training experience is required.

3. TARGET GROUP AND LEARNING NEEDS

The curriculum is the result of a training needs analysis to shape the perceptions, competencies, and expectations of the target group, and to pilot some courses. Thus, among the participants, it was observed that the level of preparation and use of "digital tools" is rather beginner to intermediate, although some people are more confident, there is clearly a distinct need for learning or deepening the use of digital elements and framework in training.

At the same time, this course was applied to two different groups of participants from the humanitarian organization Concordia Romania: 1. A group of trainers and community coordinators from Academia Concordia and 2. A group of teachers and support staff from Edu Campus. Different learning needs were identified:

- On the digital and/or blended dimension: the need to change perspective, to "capitalize" and recognize the potential of digital tools ("why do we continue to use digital tools if there is no longer a pandemic?"), to be encouraged to approach and deepen knowledge (basic) about digital tools and resources and how to use them;
- On the training process (design, delivery, and evaluation of

training): the need for a general review or an overview of the training process, especially the design phase, with a focus on training with the use of digital tools;

- On the link between training and digital: the need to understand how to combine the two, to create their own way of working, to understand how someone's role changes (as a trainer, facilitator, teacher, or educator).

The training explored how a mixed learning framework can be used to improve training and teaching. Therefore, it intends to promote the inclusive dimension of training processes designed and delivered in formal and informal educational contexts, in accordance with the GCE approach.

The approach in this curriculum refers to the mixed approach of training processes as being particularly useful for exposing participants to different environments, means, tools, thus responding to different competencies, learning styles, and needs.

4. **GOAL/S**

The development of skills in using digital tools, methods, and techniques in blended learning contexts and the integration of global citizenship education principles into training programs.

5. **TRAINING OBJECTIVES**

1. Developing digital skills and creating a blended learning course design adapted for 12 trainers and 10 VET teachers (two different groups).
2. Enhancing participants' abilities in applying digital tools, methods, and learning techniques.
3. Improving skills for integrating specific elements of global education and human rights.

6. **LEARNING OUTCOMES**

At the end of the course, participants will be more aware of the phases and tools for planning, implementing, and evaluating a blended learning course through the use of digital tools and by adopting the principles of global citizenship education. They will be able to choose and organize specific (digital) tools to apply a blended approach both in the planning and implementation phases of a training intervention aimed at participants from diverse backgrounds and with different levels of preparation.

Rezultatele învățării

1. They will be able to use digital technology (using intermediate functions of laptops, computers, mobile phones, intermediate use of Office, how to upload documents on the online platform - AcademiaConcordia and Padlet)
2. They will know and use at least 1 mixed learning platform for online communication interaction (e.g. Zoom)
3. They will use the main digital tools and applications to build exercises (Wordwall, Jamboard/ Padlet, Miro/ Mural, Menti/ Kahoot, Canva/ Lumen5, etc.)
4. They will test mixed sessions

They will apply an efficient combination of online and face-to-face sessions, distance learning, and group work in their courses in the future
They will know the broader context of global education and human rights and how to integrate proactive behavior in their work, as well as apply various exercises in these areas with their participants.

7. **METHODOLOGY**

The methodology of this curriculum focuses on experiential education with an approach that blends theory with practice in order to accelerate learning, while emphasizing the different rhythms of the participants. It offers them diverse frameworks for development and improvement of facilitation skills. Additionally, we focused on leveraging the interaction between groups of participants, their experiences, and the knowledge they have. Non-formal education and experiential frameworks have led to a great freedom of integration and assimilation of knowledge, with dynamic exercises, group work, missions to accomplish, simulations, or piloting activities that activate collaboration, creativity, critical thinking, and finding new solutions. At an attitudinal level, participants were motivated by novelty and the way they could revitalize learning processes, as well as increase their self-confidence that they can implement exercises using digital tools.

For both courses, we used platforms that collected all the resources and experiences from the training course: <https://online.concordia-academia.ro/> and <https://pad-let.com/ConcordiaAcademia/cursul-de-forma-re-let-s-go-blended-educampus-524c4yccqc4esix>

The face-to-face modules involve various types of interaction: facilitated teaching and discussions, group or individual work, moments of debate, and the use of digital tools for learning and simulation.

Moreover, between modules 1 and 2, and between modules 2 and 3, participants had the opportunity to use a Helpdesk, a short 1-hour online meeting in which they could bring up questions they had about what they learned during the module or with reference to the distance theme they had.

For the last module, participants had to prepare a session that they would organize for their colleagues, and they were asked to use the tools and methodologies learned/presented during modules 1 and 2.

8. **TRAINING PROPOSAL DESCRIPTION/COURSE FORMAT**

The learning format is a blended one, alternating between in-person and online moments with individual or group distance learning assignments.

The two courses followed the following schedule:

- Module 1: 2 days in-person + assignment
- Module 2: 2 days online + assignment
- Module 3: 2 days in-person
- Helpdesk

9. METHODOLOGY

The curriculum includes both learning evaluation and training process evaluation through various tools and stages. During the courses, several criteria are used to monitor participants' interest, involvement, and learning:

- regular attendance
- active participation
- use and feedback on digital and other learning tools proposed
- level of satisfaction
- self-evaluation of their own involvement in the learning process
- completion of the tasks of each module, including the assignment

The evaluation stages are: Pre-course: google form questionnaire (https://docs.google.com/forms/d/1YCuUHQjvXuOjjHFqoJXxfk-ZEfxNTKSJ2Pa3doIDE_aM/edit) In-course evaluation: through various evaluation methods (Blob Tree, Menti, Jamboard) Final evaluation: discussion on aspects of the training process, including:

- participants' interest in the content covered and their involvement
- relevance of the content and its applicability to the participants' workplace
- integration of different learning environments
- facilitation and interaction with trainers
- overall organization.

10.
CURRICULUM 1 – Academia Concordia
DAY 1

MODULE 1 - SESSION 1		
Learning setting / environment	In presence and hybrid training (online team from Chişinău)	1h30min
Title / Content overview:	Knowing each other and introduction in the subject	
Learning Objectives	<ul style="list-style-type: none"> ● Knowing each other participants and trainers, course objectives/agenda (module breakdown) ● Familiarizing participants with the activities and outcomes of the Learning the Blended Way project 	
Learning Tool(s)	Email and Whatsapp group for communication Actionbound	
Learning Contents	The training objectives Presenting the project Experimenting the Actionbound	
Learning Contents	Description	Time
	Ambiental music, welcome, verifying camera and microphones for hybrid training	10'
	Knowing each other: Participants are invited to present telling "I am.....and most of the people know me"	20'
	Presenting the trainers, short project presentation and training objectives, intentions for the training on behalf of participants and rules during the training in presence and during the modules	15'
	Participants had to accomplish more tasks scanning QR code for Actionbound Participants from Chişinău are grouped in teams and communicate on Whatsapp with video call. Debrief about the tasks and about using Actionbound application.	45'

MODULE 1 - SESSION 2		
Learning setting / environment	In presence and hybrid training (online team from Chişinău)	1h30min
Title / Content overview:	Global Citizenship Education and Human Rights	
Learning Objectives	<ul style="list-style-type: none"> ● Exploring the concepts of Global Citizenship Education and Human Rights ● Motivating participants to discover the potential of Global Citizenship Education and Human Rights 	
Learning Tool(s)	Bingo, debate, presentation	
Learning Contents	General and specific information about the concepts: Global Citizenship Education and Human Rights Methodology for Global Citizenship Education and Human Rights	
Teaching-Learning Activities	Description	Time
	BINGO Human Rights (adapted from Compass - https://www.coe.int/en/web/compass/home) Printing the BINGO handouts / participants from ZOOM do a reflection moment and discuss in a breakout room	30'
	Debate/ Positioning exercise: I agree/ I do not agree/ I cannot decide Each affirmation will be written/shown in ZOOM (adapted from Manual for Global Education Facilitators: https://artfusion.ro/wp-content/uploads/2020/12/Manual-for-Global-Education-Facilitators_romanian.pdf)	45'
	Teaching-Learning Activities	10'

MODULE 1 - SESSION 3		
Learning setting / environment	In presence and hybrid training (online team from Chişinău)	1h30min
Title / Content overview:	Applying principles from Global Citizenship Education and Human Rights in trainings	
Learning Objectives	<ul style="list-style-type: none"> ● Exploring the concepts of Education for Global Citizenship and Human Rights and integrating them into training experiences ● Analysis and adoption of some working principles from ECG and DO in the training scheme 	
Learning Tool(s)	Flipchart, flipchart sheets, markers	
Learning Contents	Elements and principles of Human Rights and Education for global citizenship that are already integrated in the training process or would like to adopt them in the training schemes	
Teaching-Learning Activities	Description	Time
	<p>Depending on the profile of the group and the preferences of the trainers, the exercise will take the form of:</p> <ul style="list-style-type: none"> ● plenary discussion ● division into 2/3 groups and smaller group approach with one trainer each ● World Cafe (approx. 15 min / subject) ● 3 groups, each one approaches a topic and then presents it in plenary. <p>In the case of the self-facilitated options, it will be necessary to designate 1 facilitator/-group from among the participants, who will ask the questions one by one and encourage communication and the collection of answers. For the group work options, the most relevant conclusions will be presented in plenary.</p>	60'
	Conclusions: GCE and HR's principles to be adopted for Concordia Academia	30'

MODULE 1 - SESSION 4		
Learning setting / environment	In presence and hybrid training (online team from Chişinău)	1h30min
Title / Content overview:	Digital Transformation	
Learning Objectives	<ul style="list-style-type: none"> ● Motivating participants to discover potential Digital transformations in training ● Sharing experiences on how they feel/apply digital transformation ● Analysis of terms used to describe training experiences using digital tools, online platforms. 	
Learning Tool(s)	Flipchart, flipchart sheets, markers, laptop, video projector	
Learning Contents	Digitization, digitalization, digital transformation, digital skills, digital wellbeing, online, face to face, in person, hybrid, blended, synchronous, asynchronous	
Teaching-Learning Activities	Description	Time
	Participants are asked to continue the following sentences on the flipchart: When I say digital transformation I mean..... When I say digital transformation the most important thing is to.....	20'
	<ol style="list-style-type: none"> 1. Explanation of terms with facilitated discussion in which to make the connections between these concepts and what each means. 2. Digitization, digitalization, digital transformation, digital skills, digital wellbeing, online, face to face, in person, hybrid, blended, synchronous, asynchronous 3. PPT on terms 	30'
	"Onion Model" pair reflection and plenary debrief	20'
Assessment	Participants will write in Menti what is valuable to them on the first day of the course.	
Readings, Resources, Equipment	Laptop, video projector, projection screen, internet connection, music speakers, room sound recording microphone, flipchart, papers, markers, pens, etc.	

MODULE 1 – SESSION 1
DAY 2

SESSION 1		
Learning setting / environment	In presence and hybrid (and the remote team from Chisinau online)	1h30min
Title / Content overview:	Digital tools and their use in training	
Learning Objectives	<ul style="list-style-type: none"> ● Knowledge of digital tools used in training ● Experimenting with digital tools 	
Learning Tool(s)	Digital tools presented throughout the day	
Learning Contents	Knowledge of digital tools used in training	
Teaching-Learning Activities	Description	Time
	Morning Circle: First thing that made you smile this morning? We propose that they find a representative image and upload it to Padlet (which we later integrate into the work platform) 3 minutes of individual reflection & parallel upload in Padlet Free discussion, everyone shares with others in voluntary order	20'
	Facilitated discussion: What are the needs related to interaction with participants? / What is missing from the interaction with the participants in the online sessions? / What would you like to transfer from f2f interaction to online?	30'
	Brief presentation of digital tools: 1st cat: creating presentations (canva, beekast, mentimeter, ppt, prezzi *best prezzi presentation ever*); a brief introduction with advantages and disadvantages	20'
Assessment	Participants will write in Menti what is valuable to them on the first day of the course.	
Readings, Resources, Equipment	Laptop, video projector, projection screen, internet connection, music speakers, room sound recording microphone, flipchart, papers, markers, pens, etc.	

MODULE 1 - SESSION 2		
Learning setting / environment	In presence and hybrid (and the remote team from Chisinau online)	1h30min
Title / Content overview:	Digital tools and their use in training	
Learning Objectives	<ul style="list-style-type: none"> ● Knowledge of digital tools used in training ● Experimenting with digital tools 	
Learning Tool(s)	Digital tools presented throughout the day	
Learning Contents	Knowledge of digital tools used in training	
Teaching-Learning Activities	Description	Time
	2nd cat: collaborative tools (mentimeter, padlet, jamboard, miro) 3rd cat: audio&video (canva, lumen5, loom) 4th cat: entertainment (kahoot, actionbound, wordwall) https://www.g2.com/products/mentimeter/competitors/alternatives	1h15'
	Overview feedback and debrief	15'

MODULE 1 - SESSION 3		
Learning setting / environment	In presence and hybrid (and the remote team from Chisinau online)	1h30min
Title / Content overview:	Digital tools and their use in training	
Learning Objectives	<ul style="list-style-type: none"> ● Knowledge of digital tools used in training ● Experimenting with digital tools 	
Learning Tool(s)	Digital tools presented throughout the day	
Learning Contents	Knowledge of digital tools used in training	
Teaching-Learning Activities	Description	Time
	Groups of 2 participants use two digital tools to create a learning sequence related to the courses in which they are trainers. The participants are assisted by the course trainers.	1h30'

MODULE 1 - SESSION 4		
Learning setting / environment	In presence and hybrid (and the remote team from Chisinau online)	1h30min
Title / Content overview:	Digital tools and their use in training	
Learning Objectives	<ul style="list-style-type: none"> ● Motivating participants to discover ways of using digital tools ● Choosing the digital tools that the participants will use to complete the tasks of mode 1 	
Learning Tool(s)	Digital tools presented throughout the day	
Learning Contents	Knowledge of digital tools used in training	
Teaching-Learning Activities	Description	Time
	Presentation of results and feedback, consolidation of the day and evaluation of the module	60'
		10'
Assessment	Participants share what they have learned, what they find the most useful apps/digital tools they will use	
Readings, Resources, Equipment	Laptop, video projector, projection screen, internet connection, music speakers, room sound recording microphone, flipchart, paper, markers, pens, etc.	

DAY 1

MODULE 2 - SESSION 1		
Learning setting / environment	Online (ZOOM)	1h30min
Title / Content overview:	Digital tools and their use in training	
Learning Objectives	<ul style="list-style-type: none"> ● Familiarizing participants with digital tools to use in training and blended learning ● Sharing experiences on using multiple digital tools 	
Learning Tool(s)	ZOOM, digital tools for creating video content	
Learning Contents	Knowledge of digital tools used in training	
Teaching-Learning Activities	Description	Time
	recap and reconnect/energizer	20'
	peer-evaluation about digital tools (group activity on Jamboard)	30'
	presentation of digital tools (for creating video content)	40'

MODULE 2 - SESSION 2		
Learning setting / environment	Online (ZOOM)	1h30min
Title / Content overview:	Digital tools and their use in training	
Learning Objectives	<ul style="list-style-type: none"> ● Experimenting with new digital tools ● Motivating participants to discover digital tools they have not worked with before or used very little 	
Learning Tool(s)	ZOOM, digital tools for creating video content	
Learning Contents	Knowledge of digital tools used in training	
Teaching-Learning Activities	Description	Time
	Practical exercise (production of videos with a maximum length of 1-2 minutes)	20'
	product presentation and feedback	30'
	Tips and tricks - online engagement	40'
Assessment	Assessment – what did you learn today?	
Readings, Resources, Equipment	Laptop, internet connection, digital handouts	

DAY 2

MODULE 2 - SESSION 1		
Learning setting / environment	Online (ZOOM)	1h30min
Title / Content overview:	Debate about the stages and activities of a training	
Learning Objectives	<ul style="list-style-type: none"> ● Improving the training scheme that participants use ● Analysis of terms and stages in training 	
Learning Tool(s)	ZOOM, digital tools for collaboration (Mural)	
Learning Contents	Stages of a training	
Teaching-Learning Activities	Description	Time
	check-in/ energizer	20'
	info about virtual meetings	30'
	the blended approach in courses: the phases of a training to be put in a table (work in groups in breakout rooms using Mural)	40'
MODULE 2 - SESSION 2		
Learning setting / environment	Online (ZOOM)	115'
Title / Content overview:	Reflection in training	
Learning Objectives	<ul style="list-style-type: none"> ● Approaching reflection in training with digital tools ● Stimulating participants to find new ways of reflection ● Improving knowledge about experiential learning 	
Learning Tool(s)	Jamboard	
Learning Contents	Reflection in training	
Teaching-Learning Activities	Description	Time
	Experience teamwork with exercises created in Worldwall	30'
	Theory about facilitation and learning outcomes with presentation of experiential learning model – D. Kolb model) and learning styles	30'
	Theory about facilitation and learning outcomes with presentation of experiential learning model – D. Kolb model) and learning styles	30'

	Reflection (also online) – collective drawing	30'
	Introducing the topic for module 3	30'
	Assessment	15'
Assessment	Participants share what their mood is at the end of the module and why they choose the little man in Blobe tree	
Readings, Resources, Equipment	Laptop, internet connection, digital handouts	

**MODULE 3 – SESSION 1
DAY 1**

MODULE 3 - SESSION 1		
Learning setting / environment	In presence and hybrid (and the remote team from Chisinau online)	2h
Title / Content overview:	Session laboratory with digital tools	
Learning Objectives	<ul style="list-style-type: none"> ● Implementation of sessions in hybrid format by participants using digital tools ● Encouraging participants to use digital tools in facilitation 	
Learning Tool(s)	The exercises proposed by the participants	
Learning Contents	Wellbeing (in the session presented by team 1)	
Teaching-Learning Activities	Description	Time
	Music in the background, welcome, checking cameras and microphones for the hybrid	5'
	Reconnecting: what does everyone's rose look like: what have we done lately that made us happy (petals) and what troubles us (thorns)?	15'
	Introduction to the laboratory: each team has 1 hour for the prepared session	10'
	Team 1 delivers the session	1 h
	Individual reflection on the session	20'
	Feedback for the team from the participants	20'

MODULE 3 - SESSION 2		
Learning setting / environment	In presence and hybrid (and the remote team from Chisinau online)	1h30min
Title / Content overview:	Reflection in training	
Learning Objectives	<ul style="list-style-type: none"> ● Implementation of sessions in hybrid format by participants using digital tools ● Encouraging participants to use digital tools in facilitation 	
Learning Tool(s)	The exercises proposed by the participants	
Learning Contents	Personal development(in the session presented by team 2)	
Teaching-Learning Activities	Description	Time
	Team 2 delivers the session	1 h
	Individual reflection on the session	10'
	Feedback for the team from the participants	20'

MODULE 3 - SESSION 3		
Learning setting / environment	In presence and hybrid (and the remote team from Chisinau online)	1h30min
Title / Content overview:	<p>Implementation of sessions in hybrid format by participants using digital tools Encouraging participants to use digital tools in facilitation</p> <p>Implementation of sessions in hybrid format by participants using digital tools Encouraging participants to use digital tools in facilitation</p>	
Learning Objectives	● The exercises proposed by the participants	
Learning Tool(s)	The abuse(in the session presented by team 3)	
Learning Contents	Description	Time
	Team 3 delivers the session	60'
	Individual reflection on the session	30'
	Feedback for the team from the participants	

MODULE 3 - SESSION 4		
Learning setting / environment	In presence and hybrid (and the remote team from Chisinau online)	1h30min
Title / Content overview:	Feedback	
Learning Objectives	● Receiving and giving feedback	
Learning Tool(s)	Feedback, facilitated discussion	
Learning Contents	Feedback	
Teaching-Learning Activities	Description	Time
	Feedback and sharing of teamwork experience: facilitated discussion	1h30'
Assessment	The participants use the hand method and choose to say what they found most important, what they will use, things they did not like, details observed during the day.	
Readings, Resources, Equipment	Laptop, video projector, projection screen, internet connection, music speakers, room sound recording microphone, flipchart, papers, markers, pens, etc.	

DAY 2

MODULE 3 - SESSION 1		
Learning setting / environment	In presence and hybrid (and the remote team from Chisinau online)	1h30'
Title / Content overview:	Concordia Academy course platform	
Learning Objectives	<ul style="list-style-type: none"> Familiarization of participants with the characteristics pConcordia Academy course platform Practice uploading content in the Let's Go Blended course 	
Learning Tool(s)	Concordia Academy course platform	
Learning Contents	Creating courses on the Concordia Academy platform	
Teaching-Learning Activities	Description	Time
	Presentation of the Concordia Academy platform	30'
	and practical exercise loading session	1h30'

MODULE 3 - SESSION 2		
Learning setting / environment	In presence and hybrid (and the remote team from Chisinau online)	1h30min
Title / Content overview:	Learning in the future, trends in training	
Learning Objectives	<ul style="list-style-type: none"> Stimulating participants to apply what they have learned Familiarizing participants with other course formats 	
Learning Tool(s)	PPT, facilitated discussions	
Learning Contents	Global trends	
Teaching-Learning Activities	Description	Time
	Presentation of research, trends in training (elearning, MOOCs, platforms), VR and free discussions	1h30'

MODULE 3 - SESSION 3		
Learning setting / environment	In presence and hybrid (and the remote team from Chisinau online)	1h30'
Title / Content overview:	Personal Development	
Learning Objectives	● Development of personal development plans	
Learning Tool(s)	Personal development plan	
Learning Contents	Personal Development	
Teaching-Learning Activities	Description	Time
	Presentation of a scheme to create a personal development plan with the task of choosing the skills they want to develop in the next year	10'
	Choosing abilities from exposed cards	10'
	Personal development plan using skill cards	30'
	Sharing personal development plans	50'
MODULE 3 - SESSION 4		
Learning setting / environment	In presence and hybrid (and the remote team from Chisinau online)	1h30min
Title / Content overview:	Evaluation and closing ceremony of the course	
Learning Objectives	<ul style="list-style-type: none"> ● Evaluation of the course by the participants ● Encouraging participants to use digital tools in the future 	
Learning Tool(s)	Evaluation in plenary	
Learning Contents	evaluation	
Teaching-Learning Activities	Description	Time
	Evaluation and follow-up (what other opportunities are there for them)	1 hour
	Closing ceremony with awarding of diplomas	30'
Assessment	Participants share what taking this course has meant to them and how facilitation will change as a result of experiencing a large number of digital tools	
Readings, Resources, Equipment	Laptop, video projector, projection screen, internet connection, music speakers, room sound recording microphone, flipchart, papers, markers, pens, etc.	

MODULE 1 - SESSION 2		
Learning setting / environment	In presence and hybrid (and the remote team from Chisinau online)	1h30min
Title / Content overview:	In presence and hybrid (and the remote team from Chisinau online)	
Learning Objectives	Knowledge of digital tools used in training Experimenting with digital tools	
Learning Tool(s)	Digital tools presented throughout the day	
Learning Contents	Knowledge of digital tools used in training	
Teaching-Learning Activities	Description	Time
	Canva, Padlet, Kahoot presentation	1h15'
	Overview feedback and debrief	15'
MODULE 1 - SESSION 3		
Learning setting / environment	In presence and hybrid (and the remote team from Chisinau online)	1h30min
Title / Content overview:	Digital tools and their use in training	
Learning Objectives	Knowledge of digital tools used in training Experimenting with digital tools	
Learning Tool(s)	Digital tools presented throughout the day	
Learning Contents	Knowledge of digital tools used in training	
Teaching-Learning Activities	Description	Time
	Groups of 2 participants use Canva to create a learning sequence related to the courses in which they are trainers. The participants are assisted by the course trainers.	1h30'

MODULE 1 - SESSION 2		
Learning setting / environment	Face-To-Face	1h30min
Title / Content overview:	Education for global citizenship and Human Rights	
Learning Objectives	<ul style="list-style-type: none"> Exploring the concepts of Education for Global Citizenship, Human Rights and Inclusion Motivating participants to discover potential Education for global citizenship, Human Rights 	
Learning Tool(s)	Bingo, debate, presentation	
Learning Contents	General and specific things about the concepts: Human Rights and about Education for global citizenship Methodology on Human Rights and about Education	
Teaching-Learning Activities	Description	Time
	Brainstorming: what is inclusion	10'
	BINGO Human Rights (adapted from Compass - https://www.coe.int/en/web/compass/home) Prints with BINGO cards	20'
	Debate/ Positioning exercise: I agree/ I disagree/ I can't decide Reading and displaying on the screen or sticking some A3s on the wall. Each statement read. (Adapted from the Manual for Global Education facilitators: https://artfusion.ro/wp-content/uploads/2020/12/Manual-for-Global-Education-Facilitators_romanian.pdf)	30'
MODULE 1 - SESSION 3		
Learning setting / environment	Face-To_Face	1h30min
Title / Content overview:	Applying the principles of Education for global citizenship and Human Rights in training courses	
Learning Objectives	<ul style="list-style-type: none"> Exploring the concepts of Education for Global Citizenship and Human Rights and integrating them into training experiences Analysis and adoption of some working principles from ECG and DO in the training scheme 	
Learning Tool(s)	Flipchart, flipchart sheets, markers	
Learning Contents	Elements and principles of Human Rights and Education for global citizenship that are already integrated in the facilitation or would like to adopt them in the training schemes	

Teaching-Learning Activities	Description	Time
	<p>Depending on the profile of the group and the preferences of the trainers, the exercise will take the form of:</p> <p>led discussion in plenary</p> <p>division into 2/3 groups and smaller group approach with one trainer each</p> <p>World Cafe (with approx. 15 min / subject)</p> <p>3 groups, each one approaches a topic and then presents it in plenary.</p> <p>In the case of the self-facilitated options, it will be necessary to designate 1 facilitator/-group from among the participants, who will ask the questions one by one and encourage communication and the collection of answers. For the group work options, the most relevant conclusions will be presented in plenary.</p>	45'
	Presentation on GCE and Human Rights	20'
	Conclusions: Principles to be adopted by GCE and DO for Edu Campus	25'

MODULE 1 - SESSION 4		
Learning setting / environment	Face-To-Face	1h30min
Title / Content overview:	Digital Transformation	
Learning Objectives	<ul style="list-style-type: none"> ● Motivating participants to discover potential Digital transformations in training ● Sharing experiences on how they feel/apply digital transformation ● Analysis of terms used to describe training experiences using digital tools, online platforms. 	
Learning Tool(s)	Flipchart, flipchart sheets, markers, laptop, video projector	
Learning Contents	Digitization, digitization, digital transformation, digital skills, digital wellbeing, online, face to face, in person, hybrid, blended, synchronous, asynchronous	
Teaching-Learning Activities	Description	Time
	<p>Participants are asked to continue the following sentences on the flipchart:</p> <p>When I say digital transformation I mean...</p> <p>When I say digital transformation the most important thing is to...</p>	20'

	<p>Explanation of terms with facilitated discussion in which to make the connections between these concepts and what each means.</p> <p>Digitization, digitization, digital transformation, digital skills, digital wellbeing, online, face to face, in person, hybrid, blended, synchronous, asynchronous</p> <p>PPT presentation on terms</p>	30'
	"Onion Model" pair reflection and plenary debrief	20'
Assessment	Participants will write in Menti what is valuable to them on the first day of the course.	
Readings, Resources, Equipment	Laptop, video projector, projection screen, internet connection, music speakers, flipchart, papers, markers, pens, etc.	

DAY 2

MODULE 1 - SESSION 1		
Learning setting / environment	Face-To-Face	1h30min
Title / Content overview:	Digital tools and their use in training	
Learning Objectives	<ul style="list-style-type: none"> ● Knowledge of digital tools used in training ● Experimenting with digital tools 	
Learning Tool(s)	Digital tools presented throughout the day	
Learning Contents	Knowledge of digital tools used in training	
Teaching-Learning Activities	Description	Time
	<p>Morning Circle: First thing that made you smile this morning? We propose that they find a representative image and upload it to Padlet (which we later integrate into the work platform)</p> <p>3 minutes of individual reflection & parallel upload in Padlet</p> <p>Free discussion, everyone shares with others in voluntary order</p>	30'
	<p>Facilitated discussion: What are the needs related to interaction with participants? / What is missing from the interaction with the participants in the online sessions? / What would you like to transfer from f2f interaction to online?</p>	30'
	<p>Brief presentation of the categories of digital tools:</p> <p>1st cat: creating presentations (canva, PPT)</p> <p>2nd cat: collaborative tools (mentimeter, padlet, jamboard, miro)</p> <p>3rd cat: audio&video (canva, lumen)</p> <p>4th cat: entertainment (kahoot, wordwall)</p>	30'

CURRICULUM 2 – EduCampus
DAY 1

MODULE 1 - SESSION 1		
Learning setting / environment	Face-To-Face	1h30min
Title / Content overview:	Knowledge and introduction to the subject matter of this course	
Learning Objectives	<ul style="list-style-type: none"> ● Knowing the participants, the trainers and the objectives/agenda of the course (division by modules) ● Familiarization of participants with the activities and results of the Learning the Blended Way project 	
Learning Tool(s)	Email and Whatsapp group for communication Team building	
Learning Contents	Course objectives Brief presentation of the course Experiencing a team building exercise	
Teaching-Learning Activities	Description	Time
	Background music, welcome	10'
	Knowledge exercise: The participants are invited to introduce themselves one by one, in the form: "I am ... from the type of course, I deal with ... and others know me best for ...". They give their word to each other, including people online.	15'
	Presentation trainers, brief presentation of the project, presentation of the course, intention for the course from the participants and rules during the course in presence and throughout the modules	20
	The participants have to complete a mission with several tasks that they find that they received on the Whataspp group. Debrief on how the tasks were done successfully.	45'

MODULE 1 - SESSION 4		
Learning setting / environment	Face-To-Face	1h30min
Title / Content overview:	Session laboratory with digital tools	
Learning Objectives	<ul style="list-style-type: none"> ● Putting exercises into practice by participants using digital tools ● Encouraging participants to use digital tools in facilitation 	
Learning Tool(s)	The exercises proposed by the participants	
Learning Contents	Kahoot, Padlet	
Teaching-Learning Activities	Description	Time
	Team 4 delivers the exercises	1 h
	Individual reflection on the session	10'
	Feedback for the team from the participants	20'
Assessment	The participants use the hand method and choose to say what they found most important, what they will use, things they did not like, details observed during the day.	
Readings, Resources, Equipment	Laptop, video projector, projection screen, internet connection, music speakers, flipchart, sheets, markers, pens, etc.	

DAY 2

MODULE3 - SESSION 1		
Learning setting / environment	Online (ZOOM)	1h30'
Title / Content overview:	Session laboratory with digital tools	
Learning Objectives	<ul style="list-style-type: none"> ● Putting exercises into practice by participants using digital tools ● Encouraging participants to use digital tools in facilitation 	
Learning Tool(s)	The exercises proposed by the participants	
Learning Contents	Kahoot, Wordwall	
Teaching-Learning Activities	Description	Time
	Team 5 delivers the exercises	30'
	Individual reflection on the session	10'
	Feedback for the team from the participants	20'

DAY 1

MODULE 2 - SESSION 1		
Learning setting / environment	Online (ZOOM)	1h30min
Title / Content overview:	Digital tools and their use in training	

Learning Objectives	<ul style="list-style-type: none"> ● Familiarizing participants with digital tools to use in training and blended learning ● Sharing experiences on using multiple digital tools 	
Learning Tool(s)	ZOOM, digital tools for creating video content	
Learning Contents	Knowledge of digital tools used in training	
Teaching-Learning Activities	Description	Time
	recap and reconnect/ energizer	20'
	peer-evaluation about digital tools (group activity on Jamboard)	30'
	presentation digital tools (for creating PPT presentation type content)	40'

MODULE 2 - SESSION 2		
Learning setting / environment	Online (ZOOM)	1h30min
Title / Content overview:	Digital tools and their use in training	

Training Objectives	<ul style="list-style-type: none"> ● Experimenting with new digital tools ● Motivating participants to discover digital tools they have not worked with before or used very little 	
Learning Tool(s)	ZOOM, digital tools for creating video content	
Learning Contents	Knowledge of digital tools used in training	
Teaching-Learning Activities	Description	Time
	practical exercise (making attractive ppts)	1h15'
	product presentation and feedback	15'
	Tips and tricks - online engagement	40'
Assessment	Assessment – what did you learn today?	
Readings, Resources, Equipment	Laptop, internet connection, digital handouts	

DAY 2

MODULE 2 - SESSION 1		
Learning setting / environment	Online (ZOOM)	1h30min
Title / Content overview:	Debate about the stages and activities of a training	
Learning Objectives	<ul style="list-style-type: none"> ● Improving skills using ZOOM, Jamboard and Wordwall 	
Learning Tool(s)	ZOOM, digital collaboration tools Jamboard,	
Learning Contents	Stages of a training	
Teaching-Learning Activities	Description	Time
	check-in/ energizer	10'
	info about virtual meetings	10'
	the blended approach in courses: how we use ZOOM	40'
	debrief/ processing	30'
MODULE 2 - SESSION 2		
Learning setting / environment	Online (ZOOM)	1h30min
Title / Content overview:	Wordwall	
Training Objectives	<ul style="list-style-type: none"> ● Approaching facilitation in training with digital tools ● Stimulating participants to find new ways of reflection ● Improving knowledge about experiential learning 	
Learning Tool(s)	Jamboard, Wordwall	
Learning Contents	Facilitation in training	
Teaching-Learning Activities	Description	Time
	Experience teamwork with exercises created in Worldwall	30'
	Theory about facilitation and learning outcomes with presentation of experiential learning model – D. Kolb model) and learning styles	30'
	How we facilitate online, tips and tricks about group dynamics	30'

	introducing the topic for module 3	10'
	ASSESSMENT	15'
Assessment	Participants share what their state is at the end of the module and why they choose “the little man” in Blobe tree	
Readings, Resources, Equipment	Laptop, internet connection, digital handouts	

DAY 1

MODULE 3 - SESSION 1		
Learning setting / environment	Face-to-Face	2 h
Title / Content overview:	Session laboratory with digital tools	
Learning Objectives	<ul style="list-style-type: none"> ● Putting exercises into practice by participants using digital tools ● Encouraging participants to use digital tools in facilitation 	
Learning Tool(s)	The exercises proposed by the participants	
Learning Contents	Capturing attention using Kahoot for general knowledge, Canva (video), Wordwall	
Teaching-Learning Activities	Description	Time
	Background music, welcome	5'
	Reconnecting: what does everyone's rose look like: what have we done lately that made us happy (petals) and what troubles us (thorns)?	15'
	Introduction to the lab: each person or team presents	10'
	Team 1 delivers the exercises	1 h
	Individual reflection on presentations	10'
	Feedback for the team from the participants	20'

MODULE 3 - SESSION 2		
Learning setting / environment	In presence and hybrid (and the remote team from Chisinau online)	1h30min
Title / Content overview:	Session laboratory with digital tools	
Learning Objectives	<ul style="list-style-type: none"> ● Putting exercises into practice by participants using digital tools ● Encouraging participants to use digital tools in facilitation 	
Learning Tool(s)	The exercises proposed by the participants	
Learning Contents	Kahoot, Padlet	
Teaching-Learning Activities	Description	Time
	Team 2 delivers the exercises	1 h
	Individual reflection on presentations	10'
	Feedback for the team from the participants	20'

MODULE 3 - SESSION 3		
Learning setting / environment	Face-To-Face	1h30min
Title / Content overview:	Session laboratory with digital tools	
Learning Objectives	<ul style="list-style-type: none"> ● Putting exercises into practice by participants using digital tools ● Encouraging participants to use digital tools in facilitation 	
Learning Tool(s)	The exercises proposed by the participants	
Learning Contents	Kahoot and Wordwall	
Teaching-Learning Activities	Description	Time
	Team 3 delivers the exercises	1 h
	Individual reflection on the session	10'
	Feedback for the team from the participants	20'

MODULE 3 - SESSION 2		
Learning setting / environment	Online (ZOOM)	1h30min
Title / Content overview:	Personal development and assessment	
Learning Objectives	<ul style="list-style-type: none"> ● Development of personal development plans ● Course evaluation 	
Learning Tool(s)	Personal development plan	
Learning Contents	Personal Development	
Teaching-Learning Activities	Description	Time
	Presentation of a scheme to create a personal development plan with the task of choosing the skills they want to develop in the next year	10'
	Choosing abilities from exposed cards	10'
	Personal development plan using skills	20'
	Sharing personal development planscards	20'
	Evaluation and follow-up (what other opportunities are for them)	20'
Assessment	Participants share what participantinf to this course has meant to them and how facilitation will change as a result of experiencing a large number of digital tools.	
Readings, Resources, Equipment	Laptop, internet connection, digital handouts	

ABOUT THE PROJECT

PROJECT TITLE	Capacity Building for Trainers and Teachers: Learning the Blended Way
PROJECT REFERENCE	Programma Erasmus+ 2020-1-RO01-KA204-080401
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DISSEMINATION LEVEL	Public
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The project aimed to increase the availability of quality blended learning offers (face to face and online) in Romania, Italy and Bulgaria, by developing new skills for teachers and trainers working in the educational and social field.

Main applicant:

Concordia Romania: <https://www.concordia.org.ro/>

Partners:

Concordia Bulgaria: <https://www.concordia.bg/>

International Cooperation Centre (CCI) Italy: <https://www.cci.tn.it/>



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Publication

Coordinated by:
Martina Camatta
Federica Antonelli

Designed by:
Monica Serra



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