BLENDED LEARNING A WAY TO DEVELOP YOUR ORGANIZATION

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ABSTRACT	This material is set up as a guide for organizations interested in the transition from traditional teaching/training models towards blended models that incorporates methods and activities in face to face and online settings with a strong emphasize on digital tools and digital transformation as an actual requirement for training providers to stay relevant in the field of education and training. It includes reflections on critical aspects to be considered, checklists and a library of digital tools with recommendations for the online use.
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Contents

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INTRODUCTION

A blended learning way to develop your organization

Dear explorer,

Welcome to a unique journey in the world of Blended learning as we, the project team and participants, have experienced through the project Learning the Blended Way. This is the story that reveals how we build a route to a more structured and organized way of developing training schemes involving blended learning. 3 teams from Romania, Italy and Bulgaria worked together, met and discussed many times online or face-to-face, having different discoveries and revelations on how blended learning could become a part of the organizational training strategy.

Step into our innovative project focused on blended learning, digital tools and global citizenship education. This brochure provides an overview of our project, highlighting its goals, benefits, and the key features that make it unique, what were the relevant experiences for all partners involved and the learning points. We are excited to share how this initiative can revolutionize the way we learn and engage with technology and at the same time how we enhance the principles of global citizenship education in learning processes.

Our project combines the power of blended learning with cutting-edge digital tools to bring closer to you and to us the learning experience. Blended learning refers to a holistic approach that combines traditional face-to-face instruction with online learning activities, sincron and asynchronous tasks. By incorporating digital tools in training, we aimed to create a dynamic and engaging learning environment that caters to diverse learning styles and maximizes learner outcomes.

Shortly our project had two important means of travelling to "Blended learning realm":

1. Delivering trainings - one international training of trainers and national trainings

2. Developing materials to support transformative learning: international and national curriculums, trainers book, project roadmap

Imagine all our experience like a journey of explorers who had individual and group discoveries at the end of this meaningful project. Our 4 powerful guides for this journey were:

Promoting Global Citizenship Education and Human Rights: Global Citizenship Education (GCE) aims to cultivate the knowledge, skills, and values necessary for individuals to engage as responsible and active global citizens. It emphasizes critical thinking, empathy, cultural awareness, and sustainable development, fostering a sense of belonging to a global community.

Digital Transformation in Blended Learning linked to GCE: Our project harnesses digital transformation to enrich and expand the boundaries of global citizenship education. By integrating digital tools and online platforms, we created immersive, collaborative, and cross-cultural learning environments that empower learners to become global change-makers.

Blended Learning:

Our project embraces the concept of blended learning, which combines traditional face-to-face instruction with online and digital learning components. By integrating the best of both worlds, we create a dynamic and flexible learning experience that caters to different learning styles and preferences.

Digital Tools:

At the core of our project lies a suite of cutting-edge digital tools designed to enhance the learning process. These tools leverage technology to deliver engaging content, foster collaboration, and provide individual and group learning experiences.

THE BLENDED JOURNEY

We will guide you through Blended project journey, with ups and (sometimes) downs, in order to point out the training great discoveries and we will refer to the Training of Trainers and to the national trainings.

The Blended approach can be highly beneficial for organizations as it allows employees to receive training and development that is personalized and tailored to their needs and learning styles. Additionally, this approach can save time and resources for the organization by enabling employees to continue their development.

We conducted a survey among the colleagues present during the training, including those in managerial positions, with the aim of examining the attitude towards implementing the Blended Approach in our organization and how this would happen at an organizational level.

We asked ourselves how our organizations can combine different methods and tools for employees' training and development and how we can support the supplementary education of the children and youth we work with, using both traditional and online formats.

Our goal is to understand how to achieve maximum training efficiency while meeting the needs of all employees and the people we work with, reaching out the best mix of online, face-to-face, synchronous and asynchronous, individual and group distance work, helpdesk and other formats of learning processes.

An important aspect is the shared vision of the future, where people see a new opportunity for interaction between social services and their clients, which will save time and resources.

ON THE INTERNATIONAL TOT TRAINING

The main contribution of the TOT training step (and the related IOs) can probably be summarised as a combination of :

- The emergence of implicit assumptions (questioning individual and organisational experiences and perspectives) related to the link / connection between GCE and blended approach within the overall training design process. In fact, it (working on the TOT) forced/urged professionals and experts in training design and training processes to gather in a group and together reflect on those connections in order to let implicit assumptions to be discovered and communicated and from there to converge towards a shared understanding to be tested during the training.

- The consequent formalisation of a possible "practice" (conceived as a step-by-step process with specific entry points for a blended approach), especially thanks to the "meta" effort required by the development of IO2.

- The contamination and spontaneous alignment of groups (of professionals) at national and international level as the premise for further possible organisational impacts, in terms of learning, positioning and change.

- At a more micro level, the focus on specific patterns pertaining to the training design process (as for example the light put on the "self-paced learning environment").

An important aspect is the shared vision of the future, where people see a new opportunity for interaction between social services and their clients, which will save time and resources. This is a significant achievement for the social sphere. We work with people who do not have financial means, and each visit to a social service incurs costs for them. This way, they have the opportunity to benefit from some services online, whereas before this was only possible in person.

On the other hand, for its being an experiment, the TOT training suffered a sort of lack of clarity, here and there, in the attempt of developing the main reasoning that sometimes shifted from the blended perspective to a "simple" design-process-centred perspective. This shift was perceived by both facilitators and participants and probably generated some bias that found a recomposition in both the IO2 and the developing of the national training.

In short, the TOT training can be considered somehow necessary to experience the assumptions developed, about the possible connections between training-GCE-digital, in order to have (rough) "material" enough upon which to develop the meta reflection that allowed a first systematising of the knew knowledge (through the IO2) starting from of the evidences acquired. The next phase around the design and delivery of national training, allowed for the application and settling of the knowledge around the practice. A process that is perfectly consistent with the experiential learning approach.

Some of the biggest achievements of being part of the Blended TOT from participants

- Structuring information better for sessions which are taking place in mixed formats

- Delivering trainings differently depending on the participants experience or group profiles

- The international context and the different European perspectives helped participants understanding more about the intercultural learning, concrete stages of learning cycle, clear structure

- Most of the participants learned for the first time about Global Citizenship Education in a structured manner

- It was much appreciated the Holistic approach to the use of Global Citizenship Education and digital transformation (the ethical filter for the use of digital tools)

- Approaching GCE as a concrete training experience from the Italian partners

- The practical part: homework, teamwork and national helpdesk for the Romanian team

- Advantage that it was online and that more people could participate

- The possibility to observe more the team of trainers

- Practicing for real a blended training by having online and face-to-face sessions and other.

Here is what the participants actually shared and where they encountered difficulties based on their survey responses:

- They mentioned the possibility of future difficulties expressed as resistance from some employees to apply the method in their work, as well as potential lack of interest. This would stem from the belief that this methodology would not be effective specifically for the target group we work with, as some colleagues think that users do not have sufficient resources to work in an interactive online environment. They also believe that organizing the users would be challenging due to limited time availability and lack of consistency on their part. This relates to finding ways to motivate and generate interest among the people we work with.

- Regarding the difficulties faced by the participants, they shared that the main problem was actually the technical aspect – the quality of internet connection and access to modern technologies and software that meet the necessary parameters for conducting online training sessions.

- Overall, there is an understanding that resistance to change is possible. Some employees may not be ready to use new training methods.

- All participants shared that it was a new experience for them and that they acquired new knowledge and skills in digital competencies, but the levels of understanding were very different.

- They shared that this approach is an ideal tool for creating a new environment for formal and informal education, as well as for building a good relationship between learners and trainers. They emphasize that the flexible approach offered by this training will help achieve all of this.

- The length of the Training of Trainers was too long – 5 months (mostly online) and because of that we had to split the experience into many smaller sessions

- They also mentioned that facilitating communication through technology is a significant achievement, especially when there are colleagues who do not work in the same location but are geographically distant from each other. Also a difficult point was the level of English for some of the participants at the international training.

All participants shared that they would apply what they have learned in their work. They have the desire to expand access to education and training in the social sphere by using online platforms and resources.

ON THE NATIONAL TRAININGS

All partners had the task to develop and deliver national trainings with a focus on blended learning and based on the needs of their target groups.

Concordia Academia from Romania had 2 main target groups: trainers or professionals from the social field and teachers from the VET field. The training hd the main focus on using digital tools in learning environments, whether there are trainings or classes for VET. It was an amazing journey and a mix of different levels of using and understanding the benefits of using digital tools in learning schemes and definitely was a big step forward for all the participants and for the Concordia Academia and EduCampus.

Although overall everyone liked the experiences from blended trainings, they had different feedbacks. Because some of the colleagues had just a few experience in using computers and digital tools it was much difficult to stay connected and to take such a big step in using technology. However, everyone learned something new, there was no one who said "I knew everything or I didn't learn anything."

All participants shared that they would apply what they have learned in their work. They have the desire to expand access to education and training in the social sphere by using online platforms and resources. This can be useful for people who cannot participate in traditional on-site educational activities due to various reasons such as distance, occupation, or health issues.

Thinking of when organisation started to move towards digital or blended training, intentionally or unintentionally, some of the participants mentioned there were some small steps done a couple of years ago using application like Wordwall, kahoot, zoom or tools like video, ppt in order to facilitate the learning to our students in more attractive way, responding to different needs of learning, involving gadgets – that attract them. It was obvious that the youngsters are more attracted to learning using technology.

Colleagues from CONCORDIA Bulgaria pointed out the following advantages of using digital tools in trainings:

- **On-site training approach:** It creates an opportunity for face-to-face training where interaction between participants occurs. This can be beneficial when practical work is required or when skills need to be demonstrated live.

- **Interactive training methods:** They can be extremely effective when using the Blended Approach. They can include the use of various games and interactive technologies for exercises in small groups.

- Participants provided the good idea of involving them in the selection of educational materials and training methods.

- Getting awareness about what we already apply into our scheme of trainings no matter to whom we deliver: other trainers, teachers, students, social professionals.

The main suggestion coming from the national training experience, at least as far as the local ICC experience is concerned, could probably be expressed as an invitation to reflect on a possible "different receptivity" of different educational sectors/actors (formal, non formal, informal) towards a blended learning approach, that suggests to carefully evaluate as to whether or not the organisational educational/training offerings should be oriented toward the blended.

What emerges in fact is that the expected resistance (when not closure) by teachers from the local high schools has actually manifested in an under-adherence (under-answering) to the training proposal, that forced the training designers to redefine some structural and organisational aspects (for example introducing the form of a modular training path with a common introductory session and further sessions that could be chosen by participants according to their thematic interests).

A very important and decisive element in conveying / bringing the training proposal closer to the schools seems to have been the presence / the inclusion of the third sector (represented here by the local organisations involved in international cooperation processes) creating a link between them and the schools and involving them as well, as participants, in a second training specifically designed for them (with a focus on the blended as a more effective mean to introduce and develop "their" themes with/in the schools). Which somehow seems to confirm a greater "openness" of these non formal educational actors compared to teachers.

The reasons for this experienced resistance from the formal educational sector could rely in what is perceived to be a common and comfortable way of working on learning (traditional, daily, in presence, structurally and institutionally recognised and legitimised teaching) which does not require any particular change (if not questioned in terms of effectiveness and inclusion). Another hypothesis refers to a general resistance of the school system to the "technology issue" seen rather as a "distraction" and therefore to be removed from the classrooms instead of being promoted and valued. But all these should be necessarily further investigated to become funded hypotheses.

The development of new practices, and the growth and learning of individual human resources has enabled a virtuous mechanism to be put in place regarding the development of a blended strategy.

THE HORIZON OF BLENDED TRAINING IN ORGANIZATIONS
(FURTHER STEPS) - ON ORGANISATION PERSPECTIVE

Based on the conducted studies to create IO5, CONCORDIA Humanitarian Organization Romania and CONCORDIA Humanitarian Organization Bulgaaria, we have reached the conclusion that in order to implement such a hybrid model, we need to meet the following criteria:

- Assess the training and development needs of the staff. This can be done through surveys, interviews, or other methods of gathering employee opinions. The mentioned study we referred to helped us in completing this step.

- Identify the topics and skills that are most important for the organization and develop a training and development plan for the staff that aligns with those priorities. This plan should also address the needs of the children and youth we work with, in order to effectively meet their needs.

- Select suitable training and development methods, including traditional approaches such as lectures, workshops, and trainings, as well as online formats such as webinars, online courses, and interactive games that involve all participants. The goal is to avoid passive participation during online meetings.

- Create a schedule for training and development that reflects when and where the trainings will take place, as well as who will participate in them.

- Provide a clear structure and clarity on the covered topics. The schedule should be adapted to the participants' work processes to ensure their presence.

- Ensuring suitable conditions for conducting the trainings, both in-person and online. This includes addressing the issue of quality and fast internet connection, as well as the availability of technology. Many colleagues have shared that their biggest challenge during training has been the use of devices such as phones and computers, as well as problems with internet connectivity.

- Obtain feedback on the conducted trainings in order to understand how we are performing and what the participants need. This will allow us to be flexible in our implementation and adapt our approach to facilitate the integration of the Hybrid Model into the organization.

- The organization should provide quality, interactive, and accessible training to its staff, enabling them to integrate the Blended Approach into their work with clients or beneficiaries.

- The approach should be tailored to the needs of the staff. Implementing the Blended Approach should include organizing trainings targeted at specific groups of employees with specific needs. For example, training for beginner employees could consist of a series of online courses to familiarize them with the basic concepts, followed by more specialized traditional trainings.

- Utilize the experience of employees from other organizations who have already undergone such training and successfully applied it in their work as best practices.

- Challenges in integrating online and offline materials. Organizations need to integrate online and offline materials to create a smooth and effective training process. This can be challenging, especially if the organization has older learning management systems or lacks suitable software.

- Difficulties in maintaining and updating materials. Maintenance and updating can be challenging, especially when using various sources for materials. If the materials are not up-to-date or well-maintained, it can reduce the effectiveness of the training and its application.

- Consider existing cultural and language barriers. In some cases, they may hinder the implementation of the Blended Approach. If there are employees or users with different cultures and languages, it may be difficult to integrate online materials that meet all needs and interests.

- Consider data protection and information security issues. The Hybrid Approach requires the use of online systems and software to store personal data and information about the participants. Consider the issues related to the protection of personal data and information. The hybrid approach requires the use of online systems and software that store personal data and information about the participants. To ensure that the information is protected and used correctly, additional training and maintenance of security systems may be necessary.

- The pandemic context contributed a lot in reinforcing the need of blended, behind the reasons listed above. It is like a „must" to adapt to a new life style: meeting on zoom, school on-line, conferences on-line etc. The plan for CONCORDIA Humanitarian Organization Romania is to develop new curriculums for: vocational training that includes a blended learning approach and to develop methods and tools to be used constantly in our classes and for clients to CONCORDIA Academia.

The ICC (the developer of the blended learning approach in this project) ingredients of development a blended training approach are:

- **THE DECISION TO DEVELOP AN E-LEARNING TRAINING OFFER** as part of the overall training strategy of the organisation and to invest time and resources in equipping a sustainable tool to deliver online training - Moodle Platform - that every person in the organisation can access and use. Moreover, having a person/team coordinating the performance of the Moodle platform facilitated the well-functioning itself, both at technical and content level, and that other people in the organisation could easily approach the opportunity to use it.

- **BEING AN ORGANISATION COLLABORATING IN SEVERAL NATIONAL, EUROPEAN AND INTERNATIONAL NETWORKS** promoted the use of online tools for the design, coordination and implementation of projects and training. Moreover, having a global horizon and the focus on international cooperation related topics played an important role in the need of developing digital tools in order to reach possible participants far from the headquarter of the organisation and on the topic of the effects of digital transformation and technologies on international cooperation processes and ECG/HRE.

- **HAVING A STRATEGY IN THE PARTICIPATION IN PROJECTS** as a factor that allowed CCI to develop specific competences, products and tools at individual level – e.g. trainers, researcher and PMs – and organisation level – to pursue the new project design in specific topic/frame. For example, the choice to participate in projects focused on the relationship between digital transformation and global citizenship education, the development of increasingly structured projects of educational pathways with partners in other parts of the world for the development of communities and territories are just two examples that have enabled the development and integration of a digital approach and tools into daily professional practice. Consequences and causes of these dynamics are the improvement and development of knowledge, awareness and competences of the human resources.

- **BEING A LEARNING ORGANISATION OPEN TO LOCAL, NATIONAL AND INTERNATIONAL CONTEXTS AND ABLE TO ADAPT TO CULTURAL AND SOCIAL CHANGES AND TARGETS' NEEDS** led to search for new strategy to be more "competitive" in the frame of training organisations. In addition, having developed organisational thinking about digital tools prior to the arrival of an "urgent contingency" - the COVID-19 pandemic - made it possible to respond to the new conditions fairly quickly and consciously. For example, CCI searched for solutions that:

o led give participant to follow the content of the training even in case of absence during a training meeting (recording of each learning session and make it available for all the participant);

- the need to have the opportunity to discuss with the trainer beside the trainer meeting and feedback on project work or other tools for professional skills development (TALETE);

- the need to consolidate and enhance a training experiences with participant of different part of the world beside the training intensive session of two weeks, adding the opportunity to share knowledge and participants exchange before and after the session throughout digital tools (Summer School);

- the desire to offer courses that could integrate basic and specific knowledge for large groups and give opportunity to participants of deciding autonomously if having self-paced learning sessions or not (Africa Inside out).
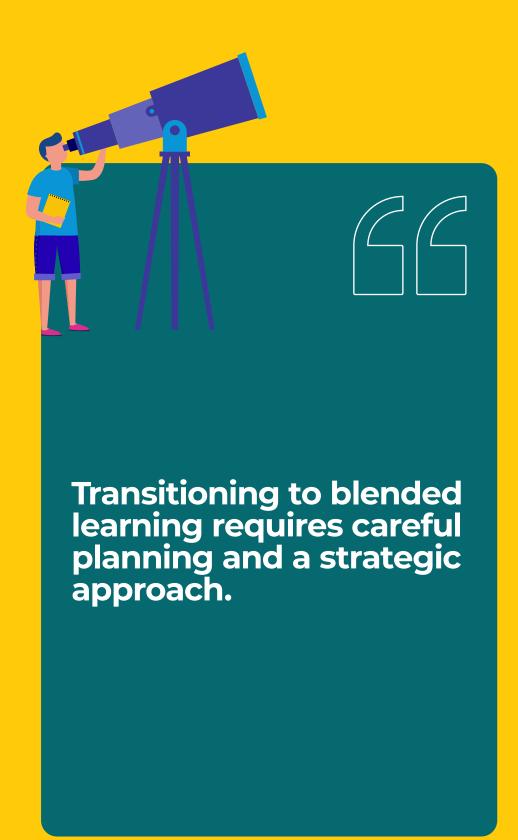
The combination of a strategic look at the organisation, the development of new practices, and the growth and learning of individual human resources has enabled a virtuous mechanism to be put in place regarding the development of a blended strategy for the training offer of the ICC.

The "Learning the Blended Way" project made it possible to explicate this path and develop a greater awareness of the skills present in the organisation, the use of the approach itself, digital tools and how these could and should be thought of differently according to the target audience - international cooperation workers, university students, local associations and teachers.

Although no decision has been made to bring reflection at organisational level regarding the adoption of a blended approach in the ICC's training offer, from the bottom up - among professionals working in the designing and implementation of project and trainings - there has been a movement of contamination through the knowledge and skills exchange among peers, especially among trainers.

It would be important at this stage that coordination level captures the richness of the reflection and learnings developed in order to transmit them, for example, to those in project writing roles - so that they can integrate this approach and new knowledge into future projects in a more structural way, if appropriate. Listening to practices from below, structuring and systematising them and then building an explicit strategy – or positioning - would enable the achievement of organisational learning that becomes the heritage of the whole organisation and does not remain exclusively in the professional practice of individuals or work groups.

Transitioning to blended learning requires careful planning and a strategic approach.

PREPARE FOR A BLENDED ADVENTURE IN 10 STEPS

Let's explore more how to put into practice blended learning settings based on the experience of our project. Transitioning to blended learning requires careful planning and a strategic approach. Here are some steps and considerations to help you navigate the process effectively:

1

Assess your needs and goals: Identify the specific learning outcomes you want to achieve through blended learning. Consider the subject matter, the needs of your students, and any existing resources or infrastructure available to you.

2

Determine how to blend: Decide on the combination of online and offline components that best suits your goals and resources. This could include online lectures, discussions, quizzes, assignments, and in-person activities, such as group work or practical demonstrations.

3

Set up the online platform: Choose a suitable online learning management system (LMS) if possible to host your course materials and a platform (such as ZOOM, Teams) to facilitate online interactions. Ensure that the platform provides features for content delivery, discussion forums, assessments, and tracking student progress. We chose to use ZOOM for online sessions, but also Padlet and Moodle to store all our experiences, homework and resources.

4

Adapt content for online delivery: Modify your existing content or develop new materials that are suitable for online delivery. Break down complex concepts into manageable modules or lessons, and ensure they are accessible, engaging, and interactive. Utilize multimedia resources, such as videos, simulations, or interactive quizzes, to enhance learning.

5

Establish a routine: Clearly communicate the schedule and expectations to your students. Outline how often they should engage with online of offline content, participate in discussions, and complete assignments. Ensure that students understand the importance of both online and offline components and how they complement each other.

6

Start sessions with engagement: Begin each online session with an engaging activity to grab students' attention and set the tone. This could include posing a thought-provoking question, sharing a relevant real-life scenario, or providing a short video clip to stimulate discussion. Encourage active participation from students through polls, breakout rooms, or collaborative activities.

EXAMPLES for engagement

- All participants must bring as fast as they can the colour indicated by the trainer on the screen (might be an object they we show with a certain colour). The fastest participant will choose another colour and will show, and we go on a few rounds like this to bring the focus and energy at the same level.

- All participants share ideas how an International Day will be named based on their hobbies, interest or wishes to celebrate. Participants can be very specific: The International Hammock Day, The International Noodle Soup

- Movement exercises, one could be moving their heads to the left, right, up and down with slow and safe movements. After exercises a bit the trainers announce that left changed with right and up changes with down, so they will gave to pay more attention.

7

Maintain dynamics through interaction: Foster an interactive learning environment by encouraging students to participate actively. Facilitate online discussions by posing open-ended questions, encouraging diverse perspectives, and providing timely feedback. Consider using synchronous video conferencing tools for live discussions or virtual office hours to maintain a sense of connectedness.

8

Evaluate participants progress: Use a combination of formative and summative assessments to evaluate participants learning. Online quizzes, assignments, group projects, and reflective journals can help gauge understanding and progress. Monitor participants' engagement in online discussions and provide timely feedback to encourage continuous improvement.

EXAMPLES for evaluation

- Use a Menti to collect what the participants considered the AHA moments of the training and what they would like to improve or how they put into practice some of the things they learned.

- Use electronic or hard-copy cards, if in presence, to evaluate how they feel about their progress or about the training course.

9

Gather feedback and adapt: Regularly seek feedback from students to understand their experience with blended learning. Use surveys, polls, or focus groups to collect their input and make necessary adjustments to optimize the learning process. Adjust the balance between online and offline components based on student needs and feedback.

10

Continuous improvement: Blended learning is an iterative process. Regularly reflect on your own teaching practices, assess the effectiveness of the blended approach, and make refinements as needed. Stay updated with emerging technologies and pedagogical approaches to enhance the learning experience.

Integrating blended learning, digital tools, and global citizenship education can greatly enhance the learning journey for participants.

DIGITAL TOOLS - THE FUEL TO TRAVEL TO NEW DISCOVERIES

Digital Transformation (DT) is considered one of the most important challenges that contemporary societies must face in order to build a more just society and prevent the increase of social inequality. Digital Transformation is the re-organisation of the society made possible by Information and Communication Technology (ICT). It is an undergoing process which impacts the present and future of the individual and collectivities, in the private and the public spheres: as well known, technology is not neutral and has risks, challenges and opportunities to analyse, understand, reflect on and contribute to create. It implies the revision of communication patterns, economic and cultural practices, infrastructures and services and in broader sense the whole functioning of the political communities including nation states. It is important, then, to: i. look at both the technology and the nature of economic, social and cultural activities - for example, what we do in different social roles as digital customers, digital actors, digital workers and digital citizens; ii. take an interest in the difference and changes that digitalisation brings to such activities.

Selecting the appropriate digital tool when design the learning process in online is the most crucial task of the trainer. Depending on the use, familiarity, usability we recommend a few digital tools that can be used during a training program.

JAMBOARD

Jamboard is a collaborative digital whiteboard tool developed by Google. It allows users to create, share, and collaborate on virtual boards.

1. Collaboration: Jamboard enables real-time collaboration, allowing multiple participants to work together on a shared virtual canvas. This is particularly useful for group activities, brainstorming sessions, and problem-solving exercises during training sessions. Participants can contribute ideas, sketches, and annotations simultaneously, fostering teamwork and creativity.

2. Visual Representation: Jamboard provides a visual platform where trainers can illustrate concepts, create diagrams, or organize information. It enhances the presentation of complex ideas by leveraging visual elements, making it easier for participants to understand and retain information.

3. Accessibility: Jamboard is accessible from various devices, including computers, tablets, and smartphones. Participants can access and contribute to Jamboard sessions using their preferred devices, regardless of their physical location. This makes it suitable for both in-person and remote training scenarios.

4. Integration with Other Tools: Jamboard integrates with other Google Workspace applications, such as Google Docs, Google Sheets, and Google Slides. Trainers can easily import and incorporate content from these applications into Jamboard, providing a seamless experience and leveraging existing resources.

5.Media and Content Sharing: Jamboard allows users to import images, videos, and other media files directly into the boards. Trainers can integrate multimedia elements into their training materials, making the sessions more engaging and interactive for participants.

6. Easy-to-Use Interface: Jamboard has an intuitive and user-friendly interface. Trainers and participants can quickly grasp the tools and features, minimizing the learning curve and maximizing productivity during training sessions.

7. Cloud Storage and Accessibility: Jamboard automatically saves the boards to the cloud, ensuring that the content is securely stored and accessible at any time. Trainers can revisit and reuse boards for future training sessions or share them with participants as post-training resources.

8. Mobile App: Jamboard offers a mobile app, allowing trainers and participants to access, contribute, and collaborate on boards using their smartphones or tablets. This adds convenience and flexibility for users on the go.

All the above are definitively advantages, but still this digital tool has some limitations such as 20 slides for one Jamboard, a few features, it does not permit to much text and sometimes participants would like to offer more details.

EXAMPLES:

1. Create a mission impossible exercise on the topic of the training, split the participants in 2 groups in different breakout rooms and give them a Jamboard for each group with the same task. Participants will have limited time to solve all the task and they will have to collaborate to be on time. All the results will be collected in the Jamboard and shared when time expires.

2. Collect ideas upon a subject and ask participants to discuss in breakout rooms and put all the ideas using post-its, text or photos related to their answers.

MENTIMETER

Mentimeter is a popular digital tool used for interactive presentations, workshops, and meetings. It allows presenters to engage their audience through live polls, quizzes, word clouds, Q&A sessions, and more. Participants can use their smartphones or other devices to respond and provide real-time feedback.

Here are some use cases and examples of how Mentimeter can be used in training:

1. Pre-training assessment: Trainers can use Mentimeter to gather information about participants' knowledge, expectations, or learning goals before the training session. This helps trainers tailor the content to meet the participants' needs effectively.

2. Icebreakers and warm-ups: Mentimeter can be used to start the training session on an engaging note. Trainers can create interactive icebreaker activities, such as word clouds where participants share one word to describe their expectations or feelings about the training.

3. Interactive quizzes and knowledge checks: Trainers can use Mentimeter to create quizzes and knowledge checks throughout the training session. This helps reinforce key concepts, assess understanding, and keep participants actively involved.

4. Feedback and reflection: Mentimeter's open-ended question feature allows trainers to gather feedback and reflections from participants. Trainers can ask participants to share their thoughts on the training content, what they found most useful, or areas they would like to explore further.

5. Group discussions and prioritization: Mentimeter's word cloud and prioritization features can be used to facilitate group discussions and decision-making. Trainers can ask participants to share ideas or opinions and visualize the collective input in real-time.

6. Live polls and surveys: Trainers can use Mentimeter to conduct live polls and surveys during the training session. This can be used to gauge opinions, gather preferences, or gather data on specific topics.

Participants have to engage in Menti.com and trainers use Mentimeter.com

Advantages
- *Interactivity*
- *Real-time feedback*
- *Audience engagement*
- *Data visualization and reporting*
- *Remote collaboration*

Disadvantages
- *The free version has just a few options to use*

EXAMPLES:

1. Use Mentimeter for an intercultural quiz especially when you have participants from different context and be prepared with a virtual prize: a diploma they can upload.

2. You can mix presentations you need in the training with slides that interact with the participants. For instance you can start with fill in the blanks: Global Citizenship Education means/ is related to…..Participants answer and everybody can see easily on the screen, trainers are reading and linking to the subject. After all answers are collected, trainers go on in Menti with the presentations of content.

PADLET

Padlet is a digital tool that serves as a virtual bulletin board or canvas where users can collaborate, organize ideas, and share various types of content.

1. Content Organization: Padlet provides a structured and visually appealing platform for organizing and presenting content. Trainers can create different sections or "walls" on a Padlet board to categorize and arrange information, making it easier for participants to navigate and access specific resources or discussions.

2. Collaborative Engagement: Padlet encourages collaboration and engagement among participants. Users can post text, images, videos, links, and documents to the board, allowing for interactive discussions, resource sharing, and collaborative activities. Participants can comment on and react to each other's posts, promoting dialogue and knowledge exchange.

3. Flexibility in Content Creation: Padlet offers flexibility in how trainers can create and customize content. They can choose from a variety of formats, such as text-based posts, multimedia uploads, quizzes, or polls. This versatility allows trainers to tailor the content to meet specific training objectives or learning styles.

4. Accessible Anytime, Anywhere: Padlet is a cloud-based tool accessible from any device with an internet connection. This makes it convenient for participants to access and contribute to Padlet boards regardless of their location or time zone. It is particularly beneficial for remote or asynchronous training sessions.

5. Reflection and Feedback: Padlet provides a space for participants to reflect on their learning or provide feedback on the training. Trainers can create dedicated sections for participants to share their thoughts, ask questions, or provide suggestions. This helps trainers gauge participant understanding and address any concerns or areas that require clarification.

6. Multimedia Integration: Padlet supports multimedia integration, allowing trainers to embed videos, audio clips, interactive content, or external links directly into the board. This enhances the richness of the training materials and facilitates varied learning experiences.

7. Privacy and Security: Padlet offers privacy settings that enable trainers to control access and permissions for participants. Trainers can choose to make a Padlet board public, restricted to specific users, or password-protected. This ensures that sensitive information or discussions remain secure.

8. Archiving and Reference: Padlet allows trainers to save and archive boards for future reference. Trainers can revisit and reuse boards in subsequent training sessions or share them as post-training resources for participants. This helps maintain continuity and provides a valuable knowledge base.

Advantages
- *Ease of Use*
- *Collaboration and Engagement*
- *Versatility*
- *Organization and Structure*
- *Accessibility*
- *Multimedia Integration*

Disadvantages
- *Limited Formatting Options*
- *Cost for Advanced Features*
- *Data Ownership and Privacy*
- *Reliance on Internet Connectivity*
- *Learning Curve for Participants*

EXAMPLES:

1. Create a board for the entire training and have columns such as: welcome, info about the training, info about the trainers, session 1/ day 1, resources, evaluation and collect all the presentations and the handouts after delivered.

2. Create a board for knowing each other before starting the training using a Map where participants can pin themselves where they live and give short information about their background. It help engagement.

WORDWALL

Wordwall is a digital platform that offers a wide range of interactive learning activities and games for educators. It allows teachers to create, customize, and share interactive resources to support student engagement and learning.

1. Learning Activities: Wordwall provides a variety of learning activities and games, such as quizzes, word searches, matching games, interactive flashcards, and more. These activities can be easily customized to suit different subjects, grade levels, and learning objectives.

2. Engaging and Interactive: The interactive nature of Wordwall activities makes learning more engaging for students. The platform incorporates gamification elements, such as timers, leaderboards, and rewards, to motivate and challenge students while they learn.

3. Easy Creation and Customization: Wordwall offers an intuitive interface that allows teachers to create and customize activities without advanced technical skills. Educators can add their own content, images, and audio, making it adaptable to specific curriculum requirements and instructional preferences.

4. Accessibility and Remote Learning: Wordwall can be accessed online, making it suitable for both in-person and remote learning environments. It allows teachers to share activities with students through direct links, learning management systems, or screen sharing tools, facilitating seamless integration into virtual classrooms.

5. Student Progress Tracking: Wordwall provides tools for teachers to track and monitor student progress and performance. Educators can view individual or class-level data, including completion rates, scores, and responses, to assess student understanding and tailor instruction accordingly.

6. Resource Sharing and Collaboration: Wordwall offers a community platform where educators can share and discover activity templates created by other teachers. This fosters collaboration, allowing teachers to exchange ideas, gain inspiration, and save time by leveraging pre-existing resources.

7. Differentiation and Personalization: With Wordwall, teachers can create activities that cater to diverse learning needs. They can differentiate instruction by adjusting difficulty levels, providing hints or scaffolding, or adapting activities to accommodate different learning styles and abilities.

8. Immediate Feedback: Wordwall activities provide instant feedback to students, reinforcing learning and enabling them to self-assess their understanding. This immediate feedback helps students identify areas of strength and areas that may require further practice or review.

Advantages
- *Interactive Learning*
- *Customization and Adaptability*
- *Time-saving and Resource Sharing*
- *Student Progress Tracking (if needed)*
- *Accessibility and Online Learning*

Disadvantages
- *Cost and Pricing*
- *Reliance on Internet Connectivity*
- *Limited Offline Usage*

EXAMPLES:

1. Use the fortune wheel to know each other better, write questions for knowing each other and let participants spin the wheel and answer to the questions in breakout rooms in smaller groups.

2. Use the matching pairs to match different concepts and definitions or any words or sentences that are linked.

KAHOOT

Kahoot is a popular digital tool used for creating and playing interactive quizzes, surveys, and discussions. It is designed to engage and assess learners through a game-based learning approach.

1. Gamified Learning: Kahoot incorporates game elements, such as points, leaderboards, and timers, to make learning more engaging and interactive. It creates a competitive and fun atmosphere that motivates participants to actively participate and strive for high scores.

2. Active participation: Kahoot encourages active participation from learners. Participants use their own devices to answer questions, which promotes individual thinking and engagement. The interactive nature of Kahoot keeps learners focused and involved throughout the training session.

3. Real-time feedback: Kahoot provides immediate feedback to participants after each question. Learners can see their scores and rankings, allowing them to gauge their understanding and progress. Trainers can also use this feedback to assess participant comprehension and adjust the training content accordingly.

4. Collaboration and teamwork: Kahoot offers team-based game modes, which foster collaboration and teamwork among participants. Learners can work together to answer questions, discuss options, and strategize as a group. This encourages peer learning and communication during the training session.

5. Easy creation and customization: Kahoot provides a user-friendly interface for trainers to create quizzes and surveys. Trainers can easily customize the questions, add images or videos, and tailor the content to align with specific learning objectives and topics.

6. Accessible anytime, anywhere: Kahoot is a web-based platform that can be accessed from various devices, including computers, tablets, and smartphones. Participants can join Kahoot sessions remotely or in-person, making it suitable for both traditional and virtual training environments.

7. Reporting and Analytics: Kahoot offers reporting and analytics features that allow trainers to review participant performance and progress. Trainers can access data on individual and group responses, identify knowledge gaps, and gain insights into the effectiveness of the training content.

8. Shared Learning Resources: Kahoot allows trainers to share quizzes and surveys with other trainers and educators through its public database. This resource-sharing feature provides access to a wide range of pre-existing Kahoot activities that trainers can use or modify for their own training sessions.

Advantages

- Engagement and motivation for active learningretention and understanding.
- Assessment and Feedback
- Collaborative Learning
- Data and Analytics
- Resource Sharing

Disadvantages

- Time constraints
- Limited assessment ccope

CANVA

Canva is a graphic and video design platform that allows users to create a wide range of visual content, including presentations, social media graphics, posters, flyers, infographics, and more.

1. User-friendly interface: Canva has a user-friendly interface that makes it easy for both beginners and experienced designers to create professional-looking designs. The drag-and-drop functionality, pre-designed templates, and intuitive design tools simplify the design process.

2. Customization options: Canva provides a vast library of templates, graphics, fonts, and stock photos that can be customized to suit individual needs. Users can add their own text, images, and branding elements to create personalized designs that align with their specific training requirements.

3. Design flexibility: Canva offers a wide range of design elements and tools, allowing users to create visually appealing and engaging training materials. Users can choose from different layouts, backgrounds, color schemes, fonts, and shapes to create unique and eye-catching designs.

4. Collaboration and sharing: Canva allows for easy collaboration and sharing of designs. Multiple users can work together on a design project, making it convenient for trainers to collaborate with their team or gather feedback from stakeholders. Designs can also be easily shared with others through direct links or by downloading and exporting them in various formats.

5. Time and cost efficiency: Canva provides a cost-effective solution for creating professional designs without the need for advanced design skills or expensive design software. The pre-designed templates and drag-and-drop functionality help save time, allowing trainers to quickly create visually appealing training materials.

6. Mobile accessibility: Canva offers a mobile app, making it accessible on smartphones and tablets. This allows trainers to create or edit designs on the go, providing flexibility and convenience in designing training materials.

7. Integration with other platforms: Canva integrates with other popular tools and platforms, such as Google Drive, Dropbox, and social media platforms like Facebook and Instagram. This makes it easy to import and export content, share designs, and streamline the workflow.

8. Learning resources and community: Canva provides a wealth of learning resources, tutorials, and design inspiration to help users improve their design skills. Additionally, Canva has a community where users can share their designs, get feedback, and find inspiration from other designers.

Advantages
- *User-Friendly Interface*
- *Customization Options*
- *Design flexibility*
- *Collaboration and sharing*
- *Cost and Time Efficiency*
- *Mobile accessibility*

Disadvantages
- *Dependence on internet connectivity to develop*
- *Limited control over design elements*
- *Costs for advanced use*
- *Branding restrictions in free version*

EXAMPLES

1. Ask participants to make a short video to review the content they learned during the training.

2. Ask participants to present themselves by creating a personal brand starting from their strong points.

MIRO

Miro is a collaborative online whiteboard platform that allows teams to work together and share ideas in a visual and interactive way. It offers a wide range of features and tools that make it useful for various purposes, including training.

1. Collaboration: Miro is designed for collaborative work, allowing multiple users to work together in real-time on a shared virtual whiteboard. This promotes teamwork and facilitates group activities during training sessions, such as brainstorming, ideation, and problem-solving.

2. Visual thinking and organization: Miro provides a canvas for visual thinking and organizing information. Trainers can use it to create mind maps, flowcharts, diagrams, and other visual representations to present and explain complex concepts in a visual and structured manner.

3. Interactive Presentations: Miro allows trainers to create interactive presentations by incorporating images, videos, links, and other multimedia elements. Trainers can guide participants through the content and engage them in interactive activities directly on the board.

4. Remote collaboration: Miro is a web-based platform that can be accessed from anywhere with an internet connection. This makes it ideal for remote training sessions, enabling participants to collaborate and contribute regardless of their physical location.

5. Templates and frameworks: Miro provides a wide range of pre-designed templates and frameworks that trainers can use as a starting point for their training materials. These templates include flowcharts, SWOT analysis, Kanban boards, and more, saving time and effort in creating visual materials from scratch.

6. Integrations: Miro integrates with other popular collaboration and project management tools such as Slack, Trello, Google Drive, and Jira. This allows trainers to connect Miro with their existing workflows and easily share content between different platforms.

7. Accessibility: Miro is accessible from various devices, including computers, tablets, and smartphones. Participants can access the board using their preferred device, making it convenient for both trainers and participants.

8. Facilitation and engagement: Miro offers a range of interactive features, such as voting, sticky notes, and timers, that can be used to facilitate group discussions and engage participants. These features encourage active participation and make training sessions more interactive and dynamic.

Advantages
- *Visual Organization and collaboration*
- *Interactive Presentations*
- *Distance Collaboration*
- *Templates and Frameworks*
- *Accessibility*

Disadvantages
- *Internet dependency*
- *Interface complexity*

EXAMPLES:

1. Ask participants to discuss and match phases and descriptions which are already written in the Miro board. Keep this Miro to work for the whole training if possible.

2. Use Miro for a staff meeting or a project meeting to plan activities and pin responsibilities for each member.

ZOOM

Zoom is a widely used video conferencing and online meeting platform that allows users to connect remotely through audio and video communication. It offers a range of features and functionalities that facilitate virtual collaboration, online learning, and remote meetings.

1. Easy-to-Use Interface: Zoom provides a user-friendly interface that is intuitive and easy to navigate. Participants can quickly join meetings and access essential features without requiring advanced technical skills.

2. Video Conferencing: Zoom offers high-quality video and audio capabilities, allowing participants to engage in face-to-face interactions, regardless of their physical location. It supports large group meetings, webinars, breakout rooms, and screen sharing, making it suitable for various online learning and collaboration scenarios.

3. Screen Sharing and Content Collaboration: Zoom enables participants to share their screens, documents, presentations, and other content during meetings. This feature facilitates collaboration, allowing trainers and learners to share materials, provide real-time feedback, and engage in interactive discussions.

4. Recording and Playback: Zoom allows users to record meetings, including video, audio, and shared content. This feature is valuable for training purposes, as it enables participants to review the session later, access missed content, or share the recording with others who couldn't attend.

5. Chat and Polling: Zoom provides a built-in chat feature that allows participants to exchange messages during meetings. Trainers can use the chat for interactive Q&A sessions, group discussions, or to address participant questions. Additionally, Zoom offers polling features that enable trainers to gather instant feedback or conduct surveys during live sessions.

6. Virtual Backgrounds and Filters: Zoom allows users to customize their video backgrounds, providing a fun and professional appearance during meetings. Virtual backgrounds can be used to maintain privacy, promote branding, or create a more engaging and visually appealing experience.

7. Integration with Other Tools: Zoom integrates with various third-party tools, such as learning management systems (LMS), productivity apps, and calendar systems. This integration enables seamless workflows, simplifies scheduling, and enhances the overall productivity of trainers and learners.

8. Accessibility Features: Zoom includes accessibility features, such as closed captioning, screen reader support, keyboard accessibility, and sign language interpretation. These features ensure inclusivity and enable participants with diverse abilities to fully engage in meetings and online learning activities.

Advantages
- *User-Friendly Interface*
- *Video and Audio Conferencing*
- *Screen Sharing and Collaboration*
- *Recording and Playback*
- *Chat and Polling*
- *Integration with Other Tools*
- *Virtual Backgrounds and Filters*
- *Accessibility Features*

Disadvantages
- *Internet Connectivity*
- *Security and Privacy*
- *Fatigue of Engagement*
- *Cost and Limitations of Free Plan*

ACTIONBOUND

ActionBound is a platform that allows users to create and play interactive mobile-based scavenger hunts and educational games. It combines real-world activities with digital elements, providing an engaging and interactive learning experience.

Advantages

- Interactive and Engaging: *ActionBound promotes active learning by combining real-world tasks and challenges with digital elements. It encourages participants to explore their environment, interact with objects, and solve puzzles, fostering engagement and immersion in the learning process.*

- Customizable Content: *Users can create their own Bound, which is a collection of tasks and challenges, tailored to their specific learning objectives. ActionBound offers a variety of task types, including quizzes, geolocation-based challenges, image and video-based tasks, and more. This allows trainers to create interactive and personalized learning experiences.*

- Mobile Accessibility: *ActionBound is a mobile-based platform, accessible through smartphones or tablets. This mobility enables participants to engage with the content anytime and anywhere, making it suitable for both indoor and outdoor activities.*

- Collaboration and Competition: *ActionBound supports multiplayer functionality, allowing participants to collaborate or compete with others. This can enhance teamwork, communication, and problem-solving skills, making it ideal for group activities and team-building exercises.*

- Data Collection and Analysis: *ActionBound provides data collection features that allow trainers to gather and analyze participant responses, progress, and performance. This data can provide valuable insights for assessing learning outcomes, identifying areas for improvement, and personalizing future learning experiences.*

- Gamification Elements: *ActionBound incorporates gamification elements, such as point systems, leaderboards, and rewards. These elements can motivate participants, increase engagement, and add a fun and competitive aspect to the learning experience.*

Disadvantages

- Technical Requirements

- Content Creation Time

- Limited Offline Functionality

- Cost: While ActionBound offers a free plan, some advanced features, customization options, or larger participant capacities may be available only through paid subscriptions. Organizations and trainers should consider their specific needs and budget when opting for paid plans.

LOOM

Loom is a video recording and sharing platform that allows users to create and share videos quickly and easily. It is commonly used for creating instructional videos, presentations, tutorials, and video messages. Here are some advantages and disadvantages of using Loom:

Advantages

- **Easy-to-Use Interface:** *Loom offers a user-friendly interface with a simple and intuitive design. It allows users to quickly start recording videos without the need for extensive technical knowledge or video editing skills.*

- **Quick Video Creation:** *Loom enables users to create videos quickly by recording their screen, webcam, or both simultaneously. It eliminates the need for complex setups or additional equipment, making it accessible for anyone to create video content.*

- **Versatile Recording Options:** *Loom offers various recording options, including screen-only, camera-only, or a combination of both. Users can choose to record their entire screen or specific applications, making it suitable for demonstrations, tutorials, and presentations.*

- **Video Editing Tools:** *Loom provides basic video editing capabilities, allowing users to trim and crop their recorded videos. This feature enables users to refine their videos before sharing them with others.*

- **Easy Sharing and Collaboration:** *Loom simplifies the sharing process by providing users with a link to their videos that can be easily shared via email, chat, or embedded in websites or learning management systems (LMS). It facilitates collaboration by allowing users to comment on specific moments in the video, fostering discussions and feedback.*

- **Integration with Other Tools:** *Loom integrates with popular productivity tools, such as Google Drive, Slack, and Trello. This integration enables users to seamlessly upload and share their videos within their preferred platforms.*

- **Viewer Analytics:** *Loom provides basic analytics that allow users to track the number of views and engagement of their videos. This data can help users understand the effectiveness of their content and make informed decisions for future video creation*

Disadvantages

- *Limited Editing Features*
- *Internet Dependency*
- *Recording Limitations*
- *Storage Limitations*
- *Limited Privacy Settings*

LUMEN5

Lumen5 is a video creation platform that uses artificial intelligence and automation to transform text-based content into engaging videos. It is designed to help users create videos quickly and easily, making it accessible for both professional and non-professional video creators. Here are some advantages and disadvantages of using Lumen5:

Advantages

*- **Easy Video Creation:** Lumen5 simplifies the video creation process by providing pre-designed templates and a user-friendly interface. Users can easily upload their text content or enter a URL, and Lumen5 automatically generates video content based on that text.*

*- **AI-Powered Automation:** Lumen5 utilizes artificial intelligence (AI) technology to automate the video creation process. It analyzes the text input and selects relevant visuals, suggests suitable video clips, and synchronizes the text with the visuals, significantly reducing the time and effort required for video production.*

*- **Visual Customization:** Lumen5 allows users to customize the visuals, fonts, colors, and other design elements of their videos. This customization capability enables users to align the video's visual style with their branding or desired aesthetics.*

*- **Royalty-Free Media Library:** Lumen5 provides access to a vast library of royalty-free images, videos, and audio clips. Users can easily search for relevant media to enhance their videos, eliminating the need to source or purchase external media separately.*

*- **Text-to-Speech Functionality:** Lumen5 includes a text-to-speech feature that converts the text content into a voiceover. This feature is useful for creating videos with narration or for cases where users may not have access to professional voiceover talent.*

*- **Social Media Integration:** Lumen5 integrates with various social media platforms, making it convenient to publish and share videos directly to platforms like Facebook, Twitter, LinkedIn, and YouTube. This integration simplifies the distribution and promotion of videos to reach a wider audience.*

Disadvantages

- Limited Customization
- Dependence on AI
- Voiceover Limitations
- Limited Editing Features
- Subscription Plans

Blending learning, digital tools, and global citizenship education have the potential to transform the learning experience, empower students to become informed and responsible global citizens.

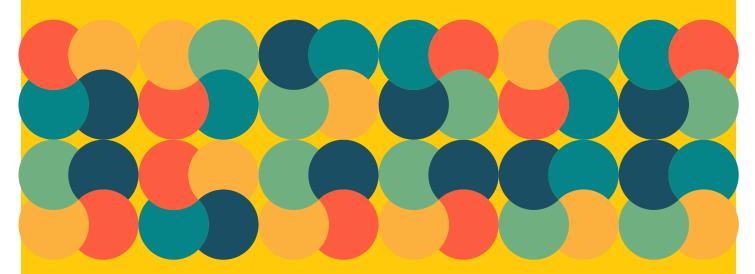# REVIEWS OF THE LEARNING JOURNEY

In conclusion, integrating blended learning, digital tools, and global citizenship education can greatly enhance the learning journey for participants. It was a challenging project and with a lot of work to develop relevant learning experiences. Looking back to all our blended learning and practicing intensively the use of digital tools we could say that this project was an exciting opportunity to revolutionize the way we learn and engage with technology. By combining the best of traditional and digital learning approaches, we create an inclusive and dynamic learning environment that benefits learners of all backgrounds.

However, it is important to consider the potential challenges and limitations of these tools, such as the learning curve, cost, internet dependency, and data security. Proper training and support should be provided to educators and students to maximize the benefits of these digital tools and address any potential barriers.

Blending learning, digital tools, and global citizenship education have the potential to transform the learning experience, empower students to become informed and responsible global citizens, and prepare them for the challenges and opportunities of a rapidly changing world. By leveraging these approaches, educators can create inclusive, engaging, and impactful learning environments that promote active participation, cultural understanding, and the development of 21st-century skills. We had the chance to make it possible and we know now it is possible for you, too. Join us on this transformative journey and unlock your full learning potential for a new way of training delivery!

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