



## IO2b - TOTs Training Toolkit

### Toolkit for the design, delivery and evaluation of blended training-learning paths

E+ Project “Learning the Blended Way”  
“Transformative training through a blended approach”

PROJECT TITLE	Capacity Building for Trainers and Teachers: Learning the Blended Way
PROJECT REFERENCE	2020-1-RO01-KA204-080401
INTELLECTUAL OUTPUT	<b>TOTs manual (a) and toolkit (b) - Transition towards blended learning IO2 b) TOTs Toolkit</b> Title: “Toolkit for the design, delivery and evaluation of blended training-learning paths”
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ABSTRACT	<p>This document collects some training tools to support the integration of a blended perspective within a training-learning process.</p> <p>Considering the specific TOTs perspective adopted in this Toolkit, training tools are conceived as all the instruments to perform training process related activities: from the design phase to its delivery, monitoring and evaluation. According to their function within and throughout the training process, tools are articulated and grouped in different ways for analytical purposes. In a blended perspective, all the suggested categories contain both analogue and digital tools, and the selection, use or categorisation of tools vary in terms of the learning environment they refer to or in which they are applied. Following the suggested articulation, some tools and activities are described in detail highlighting potentials and limitations when using them in specific learning environments.</p> <p>All the reasoning that animates the Toolkit is developed on the basis of the TOTs training (February-July 2022) piloted within the framework of the international Erasmus+ Project “Learning the Blended Way”.</p>
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## **Context and reasons for a Toolkit for Trainers on a “Blended Transformative Learning Approach”**

The “Learning the Blended Way” E+ Project overall objective is the development of competences of trainers, teachers and educators working in the educational and social fields to foster and support a transition towards a blended training-learning approach.

In order to reach this objective, the project foresees, among the others, 2 Intellectual Outputs (IOs) specifically devoted to support TOTs who already work (or intend to work) on the development of global citizenship competences and the promotion of human rights, integrating their approach towards a blended (i.e. digital *plus* analogue) training perspective.

These IOs are conceived as follows:

- IO1 TOTs Training Curriculum on Transformative blended training;
- IO2 a) TOTs Training Manual and b) TOTs Training Toolkit for blended training.

The mentioned Intellectual Outputs propose a path of reflection about the design, delivery and evaluation of blended training experiences conceived as transforming processes in line with the vision and mission of Global Citizenship (GCE) and Human Rights Education (HRE).

They function as an integrated set of conceptual and operational tools expected to support Trainers of Trainers integrating a blended approach into the training-learning process, accompanying them as they rethink the training design process (method and tools) integrated with digital elements (perspective, tools, technologies) and supporting them in training their target group accordingly.

### **Purposes and main objectives of the Toolkit**

The TOTs Toolkit (IO2b), together with the Curriculum (IO1) and the Manual (IO2a), intends to contribute to the definition of minimum coordinates to integrate a “blended learning approach” within a training process oriented to GCE and HRE.

In particular, the Toolkit:

- provides Trainers of Trainers with **conceptual and operational tools “piloted and tested” in a blended training environment** during the delivery of the TOTs training<sup>1</sup>. The proposed tools are seen as useful and effective in order to adopt and integrate a “blended” perspective in the training process (so that TOTs can in turn support educators and teachers in adopting and integrating this approach in their work);
- provides examples of how a blended perspective could be integrated in the training process (design, delivery, evaluation);
- helps build a common and shared set of “new” or “traditional revisited” training tools while, at the same time, fostering the development of personal and creative ways of integrating one’s own training and teaching practice.

GCE and HRE are considered here as conceptual and practical reference frameworks, since the training process is conceived as a transformative action (aimed at promoting individual, organisational and social change in line with the GCE approach). The training tools are therefore selected accordingly.

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<sup>1</sup> The TOTs Curriculum (see IO1) was piloted during the TOT Training course that took place between 11 February and 17 June 2022.

## **Target**

The Toolkit is targeted to trainers of trainers - including all the educational roles involved in formal and non formal education contexts - oriented towards the development of global citizenship competences and the promotion of human rights.

## **Structure and contents**

The Toolkit collects tools for the design, delivery and evaluation of a transformative blended training-learning process in line with a GCE approach.

The tools for training and learning are potentially infinite, new ones can always be created, and the use of digital further broadens the possibility of experimentation. The following collection is directly inspired by the TOTs training “Transformative training through a blended approach. A Training proposal for TOTs”. Tools are presented in their theoretical aspects as well as their application in specific learning environments and in specific learning activities according to the function they performed during the training process.

The tools presented were all used and tested during the mentioned training process, but not necessarily all the tools used are reported here. Selection was done according to:

- relevance with respect to the blended perspective;
- effectiveness shown during the training process;
- contribution to the creation of a more respectful and inclusive learning environment;
- for the tools or the activities tested in several forms, only the main version is reported. Other possible or suggested forms are indicated in the description.

The Toolkit is articulated into two Parts as follows.

### **PART A - Training tools: an overview and some useful groupings for understanding and using**

Part A suggests some definitions and groupings of tools according to the function performed and the use proposed during the TOTs training. Tools are therefore grouped into five different typologies referring to their function throughout the training process: a summary table displays specific tools for each typology and their function, highlighting potential and limits with respect to different learning environments.

### **PART B - Collections of tools**

Part B analyses two of the typologies introduced in Part A focusing on some concrete examples and their application in blended learning contexts. A large Section (Section 4) is dedicated to the in-depth analysis of the digital tools for training and learning and of the criteria orienting their selection and use in blended learning environments.

## **How to read the Toolkit**

The reasoning that is presented through the two Parts of this Toolkit comes from the reflection and the analysis developed during and after the TOTs training piloted in the first half of 2022 at international level. All considerations reported here are thus grounded in the situated experience, put into dialogue with the authors' previous experience in adult training and training design and with

the reference bibliography. In order to emphasise the contribution and coexistence of different cues and sources in the articulation of the reflection, the text includes Green boxes that refer to elements, facts, events directly experienced during the piloting of the TOT training.

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## PART A - Training tools: an overview and some useful groupings for understanding and using

### 1. Definition and use

Considering the specific TOTs perspective adopted in this Toolkit, training tools are here conceived as all the instruments to perform training process related activities: from its beginning - the design phase - to its delivery supported by the monitoring and evaluation.

According to their function within and throughout the training process tools can be articulated and grouped in different ways for analytical purposes. What experience suggests to us is the following articulation.

- A. Tools for the training process design
- B. Tools for the training process management: learning strategy management and documentation keeping
- C. Tools for the learning process assessment and evaluation
- D. Tools for the development of the training-learning process (long-term tools/activities)
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In a blended perspective, all those categories can contain both analogue and digital tools, and their selection, use or categorisation can vary in terms of the learning environment they refer to or in which they are applied (see the Manual - IO2a, Chapter 4, to deepen the relation between learning activity and learning environment).

The following table resumes the tools used in the TOTs training process (see the Curriculum - IO1) grouped with respect to their function and put in relation with the different learning environments.

#### Learning from experience: Tools and their function in different learning environments

FUNCTION LE	A. DESIGN	B. MANAGEMENT: STRATEGY & DOCUMENTATION	C. LEARNING ASSESSMENT & EVALUATION	D. PROCESS DEVELOPMENT (long-term tools)	E. PROCESS DEVELOPMENT (ad hoc training tools/activities)
<b>ONLINE WORKSHOP</b>	Onion model Learning Needs Assessment (LNA) tools Goal, objectives and outcomes tools Curriculum Template Training outline Training Programme Staff plan Detailed session design grid  <a href="#">Online video-conferencing platform</a>	Training outline Detailed session design grid Observation grid Final meeting feedback tool Post-meeting debriefing session Trainer(s) personal journal  <a href="#">Online presentations</a> <a href="#">Online doc</a> <a href="#">Online repository</a>	Final meeting feedback tool  Project work  Timeline SWOC  <a href="#">Online video-conferencing platform</a> <a href="#">Online presentations</a> <a href="#">Online doc</a> <a href="#">Online interactive whiteboards</a>	Training agreement (Creating a safe learning environment OR Netiquette) Peer-review technique (OR Advisory groups) Project work  <a href="#">Learning Management System - LMS</a> <a href="#">Virtual notice board</a>	Timeline Agenda Ice-breakers Energisers Team-building activities Warm-up activities Brainstorming Presentations (Slide/speech) Double interview with “experts” Group work and exercises Mind-maps Peer-review technique Debriefing in plenary

	<p>E-mail  <a href="#">Online presentations</a>  <a href="#">Online doc</a>  <a href="#">Online repository</a></p>	<p><a href="#">Learning Management System - LMS</a>  <a href="#">Virtual notice board</a></p>			<p>Discussion in plenary (Q&amp;A session)</p> <p><a href="#">Online video-conferencing platform</a>  <a href="#">Online presentations</a>  <a href="#">Online interactive whiteboards</a>  <a href="#">Virtual notice board</a>  <a href="#">Video-recordings</a></p>
<b>F-2-F WORKSHOP</b>	<p>Onion model  Learning Needs  Assessment (LNA) tools  Goal, objectives and outcomes tools  Curriculum Template  Training outline  Training Programme  Staff plan  Detailed session design grid</p> <p><a href="#">Online video-conferencing platform</a>  E-mail  <a href="#">Online presentations</a>  <a href="#">Online doc</a>  <a href="#">Online repository</a></p>	<p>Training outline  Detailed session design grid  Observation grid  Post-meeting debriefing session  Trainer(s) personal journal</p> <p><a href="#">Online presentations</a>  <a href="#">Online doc</a>  <a href="#">Online repository</a>  <a href="#">Learning Management System - LMS</a>  <a href="#">Virtual notice board</a></p>	<p>Reflective Individual tool  Reflective Group tool  Project work  Journey Booklet of Learnings</p> <p><a href="#">Online doc</a></p>	<p>Project work</p> <p><a href="#">Virtual notice board</a>  <a href="#">Online repository</a></p>	<p>Wrap up  Icebreakers  Socio-metric games  Energisers  Presentations (Slide/speech)  Group exercises  Project Work  Simulations  Image theatre  Advisory groups  Discussion in groups  Debriefing in plenary  Discussion in plenary</p> <p><a href="#">Online presentations</a>  <a href="#">Online forms</a></p>
<b>SELF-PACED L.</b>	<p>Onion model  LNA  Goal, objectives and outcomes  Curriculum Template  Training outline  Training Programme  Staff plan  Detailed session design grid</p> <p><a href="#">Online video-conferencing platform</a>  E-mail  <a href="#">Online presentations</a>  <a href="#">Online doc</a>  <a href="#">Online repository</a></p>	<p>Training outline  Detailed session design grid/ Instruction design</p> <p><a href="#">Online presentations</a>  <a href="#">Online doc</a>  <a href="#">Online repository</a>  <a href="#">Learning Management System - LMS</a>  E-mails</p>	<p>Pre &amp; Post training questionnaires</p> <p><a href="#">Online form</a></p>	<p>Upload a picture and a presentation on a virtual notice board  Collaborative concept map</p> <p><a href="#">Virtual notice board</a>  <a href="#">Online interactive whiteboard</a></p>	<p>Individual distant assignment  Presentation (Slide)  Readings  Exercises  Brainstorming  Self-reflection activities</p> <p><a href="#">Online doc</a>  <a href="#">Online presentations</a>  <a href="#">PDF documents</a>  <a href="#">Online interactive whiteboard</a>  <a href="#">Learning Management System - LMS</a></p>
<b>LONG TERM GROUP L.</b>	<p>Onion model  LNA  Goal, objectives and outcomes  Curriculum Template  Training outline  Training Programme  Staff plan  Detailed session design grid</p>	<p>Training outline  Detailed session design grid/ Instruction design</p> <p><a href="#">Online presentations</a>  <a href="#">Online doc</a>  <a href="#">Online repository</a>  <a href="#">Learning Management System - LMS</a>  <a href="#">Virtual notice board</a></p>	<p>Project work</p> <p><a href="#">Online doc</a>  <a href="#">Virtual notice board</a></p>	<p>Project work</p> <p><a href="#">Online doc</a>  <a href="#">Virtual notice board</a></p>	<p>Distant assignment  Project Work  Readings</p> <p><a href="#">Learning Management System - LMS</a>  E-mails</p>

	<a href="#">Online video-conferencing platform</a> <a href="#">E-mail</a> <a href="#">Online presentations</a> <a href="#">Online doc</a> <a href="#">Online repository</a>				
<b>HYBRID</b>	Onion model LNA Goal, objectives and outcomes Curriculum Template Training outline Training Programme Staff plan Detailed session design grid  <a href="#">Online video-conferencing platform</a> <a href="#">E-mail</a> <a href="#">Online presentations</a> <a href="#">Online doc</a> <a href="#">Online repository</a>	Training outline Detailed session design grid Observation grid Post-meeting debriefing session Trainer(s) personal journal  <a href="#">Online presentations</a> <a href="#">Online doc</a> <a href="#">Online repository</a> <a href="#">Learning Management System - LMS</a> <a href="#">Virtual notice board</a>	Final meeting feedback tool  Project work  <a href="#">Online video-conferencing platform</a> <a href="#">Online presentations</a> <a href="#">Online doc</a>	Creating a common glossary  Project work  <a href="#">Online doc</a> <a href="#">Virtual notice board</a>	Icebreakers Energisers Presentations Group exercises Individual exercises Project Work Discussion in groups Debriefing in plenary Online distant support  <a href="#">Online video-conferencing platform</a> <a href="#">Virtual notice board</a> <a href="#">Online presentations</a>
<b>HELPDESK</b>	Onion model LNA Goal, objectives and outcomes Curriculum Template Training outline Training Programme Staff plan Detailed session design grid  <a href="#">Online video-conferencing platform</a> <a href="#">E-mail</a> <a href="#">Online presentations</a> <a href="#">Online doc</a> <a href="#">Online repository</a>	Training outline Detailed session design grid Observation grid Post-meeting debriefing session Trainer(s) personal journal  <a href="#">Online presentations</a> <a href="#">Online doc</a> <a href="#">Online repository</a>	Final meeting feedback tool  <a href="#">Online video-conferencing platform</a>	Project work  <a href="#">Online doc</a>	Co-design technique  <a href="#">Online video-conferencing platform</a> <a href="#">Virtual notice board</a>

Table 1 - Tools used in the TOTs training process grouped with respect to their function and put in relation with the different learning environments

Some observations on tools and their use, coming from experience, can serve for orientation.

- In general terms, long-term functions (columns/groups A-D) can be distinguished from short-term functions (column/group E): while the former look through and beyond the various learning environments and require strategic thought (i.e. linked to the training strategy), the latter insist on the single learning environment, are highly contextualised and are defined and performed during the detailed design and delivery phases.
- Accordingly, tools associated with long-term functions tend to be recurrent and repeated, maintained throughout the process, while tools associated with short-term functions can vary a lot according to the learning environment.

- Considering the blended perspective, we can be more specific by saying that the choice of the tools pertaining to the strategic level needs to look at the blended strategy as a whole and to consider carefully the effect of their application in and/or with respect to different learning environments; on the other hand the choice of the tools pertaining to the *ad hoc* and short-term level needs to consider the effects deployed within the specific learning environment in which it is planned and its impact on the whole structure (see the Manual - IO2a, Chapter 4 on this last aspect).
- Moreover, since the strategy is blended (i.e. comprising analogue and digital learning environments), strategic thinking must also cover the “how” aspect from the point of view of technology (existing, available, accessible) and the selection and use of digital tools need to be done accordingly.
- More in detail, what experience suggests (in general terms) is that at least a “minimum set” of digital tools is needed to perform strategic functions (A-D), and, again, that a handful of a few practical digital tools is useful to perform the specific training action (E).
- One last tip on how best to harmonise the set of tools, especially in a blended strategy, is to clarify and specify as much as possible the function(s) of each of them.

## **2. Premises to the following sections of the Toolkit**

The following sections of the Toolkit will go deeper into some of the categories presented above listing and describing some tools for each category, with the aim of coming to the definition of a “minimum set” of tools (both, analogue and digital) to develop and implement a blended training strategy. Some premises need to be made explicit.

- Since the tools for the design and the management of the training process (groups A and B) have been described in the Manual (IO2a), they will be only cited here and the focus will be on the digital tools adopted to perform these functions.
- Due to the transversal role of technology and its link to the choice of digital tools, the latter will be grouped and presented and analysed in a specific section of the Toolkit.
- Because of the strong contextualisation (linked to a specific learning environment) of the short-term training-learning tools and activities (group E), and the fact that ultimately almost every tool can be used in both analogue and digital environments provided that its final effects are investigated in the design phase and fit the training strategy, it is not particularly relevant to discuss them here and one by one: the impact of different tools and learning activities with respect to different learning environments has already been analysed in the Manual (IO2a, Chapter 4), offering minimum coordinates for the development of a blended training strategy.

On the basis of these premises, the collection of tools is articulated in four main sections in the Toolkit.

Section 1: A summary of the tools for the design and the management of the training process (groups A and B)

Section 2: Tools for the learning process assessment and evaluation (group C)

Section 3: Tools for the development of the training-learning process (long-term tools or activities) (group D)

Section 4: Digital tools for training and learning (transversal to groups A-D)

## **PART B - Collections of tools**

### **Section 1. Tools for the design and management of training processes (groups A and B)**

The following lists refer to the tools presented in the Manual (IO2a) that can be applied for the design and the development of a blended training strategy.

#### *Tools for the training process design*

The Onion model ([link](#))

Tools for the Learning Needs Assessment ([link](#))

- Worksheets for profiling the Learning Needs
- Worksheet for drafting the Needs Assessment Plan

Tables for the definition of the training goal, objectives and outcomes

- Worksheets for drafting key assumptions on learning process and core issues ([link](#))
- Worksheets and checklists for checking the goal-objective-outcomes chain ([link](#))

The Curriculum Template ([link](#))

The training outline

- the training timeline ([link](#))
- the training flow ([link](#))

The Training Programme template ([link](#))

The team and training staff plan ([link](#))

The detailed session design grid ([link](#))

The control questions checklists ([link](#))

The summary grid of training design phases and steps ([link](#))

Looking at the relationship between these tools and the different learning environments (i.e. when they are used for the design of different learning environments), it emerges that virtually no change is required or made to adapt them: all the tools remain unchanged and can be applied to the design of the different environments.

What can change in this category, depending on the specific context in which the design is developed, are the digital tools that support and enable the application and development (and sharing and co-working) of the different design tools (see Section 4 of the Toolkit for more details on this).

*Some of the previous tools can find application also for process management and development purposes*

The training outline

- the training timeline ([link](#))
- the training flow ([link](#))

The detailed session design grid ([link](#))  
The Observation grid ([link](#))  
The Final meeting feedback tool  
The Post-meeting debriefing session

In the case of management and development tools, some small differences can be perceived moving through learning environments: these differences seem to be more related to the synchronous-asynchronous variable rather than to the analogue-digital one, in the sense that the presence or absence of the trainer(s) during the learning process marks the difference in the possibility of using specific tools (as for example the observation grid or the post-meeting debriefing session). Self-paced or distant group work sessions, for example, actually require to postpone observation which will then focus on the specific task completion or work advancement (or on feedback from the learners).

## **Section 2: Tools for the learning process assessment and evaluation (group C)**

Assessment and evaluation actions can be designed to take place before, at the beginning, during, at the end and after the training. A monitoring and evaluation plan is usually developed already in the overall design phase, as part of the strategic thinking leading the training process (see Manual, IO2a, Chapter 3), although some of the tools (and activities) can be detailed only immediately before the delivery and according to the actual group dynamics and learning process. The following Section will focus on assessment tools (types and examples) pertaining to the strategic level of the design process, thus conceived to keep track of the progress and evolution of the learning process as a whole. The following tools are analysed.

### **Pre and post-training tool(s)**

Individual distant task: [Pre-training Self-assessment and Expectations Questionnaire](#)

Individual distant task: [Post-training Self-Assessment and Satisfaction Questionnaire](#)

### **During the training**

Long-term final meeting feedback tool: [The Blob Tree](#)

Long-term group task: The Project work

Long-term individual task: [The Learning journal](#)

Long-term/Medium group task: [The Reflection Groups](#)

Medium-term/Spot individual and group exercise with debriefing: [The Timeline on Learnings](#)

Medium-term/Spot group exercise with debriefing: [The SWOC on Satisfaction](#)

### **Final**

Individual reflective tool: [Final Journey Booklet on personal Learnings](#)

### **Pre- and post-training**

Pre- and post-training assessment tools are useful to fix the baseline (on expectations and learnings) to be then compared after the training with target values (on satisfaction and learnings). Different tools respond to this purpose: individual or group surveys, exercises or tasks. Some of them value the experience over knowledge, others value the group as the subject of learning over individuals: for example, “real-life” tasks or group exercises can be proposed where competences are observed in action (by trainers and participants as well) and then debriefed and discussed together. These can turn out to be very useful ways to share expectations of individuals and of the group and to set the training agreement at the beginning of a training path.

However, despite the great variety of available tools, questionnaires are probably among the most widely used tools. These kind of surveys on participants’ knowledge and competences (before and after the training) can take the form of tests (with open or closed questions) where knowledge (above all) and competences are investigated against a quite objective pattern of information, or they can be presented as tools to train self-reflection and self-perception, taking the form of self-assessment grids with or without a final score. In the perspective of an experiential and transformative approach to adult training and learning, self-assessment tools are preferred.

They are mostly presented as individual tasks to be accomplished and, for this reason, they are well suited for use in self-paced learning environments.

### **Learning from experience: Pre and post training tools**

#### **[Pre-training Self-Assessment and Learning Needs Questionnaire](#)**

#### **Post-training Self-Assessment and Satisfaction Questionnaire**

**Phase/step:** (use) Delivery. Before training // Delivery. After training

**Learning environment:** Self-paced learning / Online Individual Work

**Typology (Form)/Function:** Online Questionnaire. Objective: to collect information and be aware of the profile of the actual group of participants and check if it matches the target assumptions. Develop self-reflection and self-perception on expectations and learnings.

**Description:** the pre-training Questionnaire is proposed to participants by an introductory and welcome email about 2 weeks before the training (together with an introductory team-building activity), and it is presented as one of the tasks to be accomplished by a specific date before the training so as to give the training team time to process the answers. The questionnaire is divided into two parts: the first is dedicated to the self-assessment of one’s own knowledge and competences in terms of the three main objects of the training (training processes, GCE, digital transformation), the second part refers to expectations and needs. The purpose of the questionnaire is explained to participants. The results of the questionnaire are presented in aggregate form at the first meeting using a Google presentation form.

The post-training Questionnaire link is sent by email to participants about 2 weeks after the end of the training. Its structure and contents echo those of the initial questionnaire and support participants develop awareness on changes that occurred in their knowledge and competences, on the basis of their perception, feelings and experience in the time between the initial and final questionnaire. Results from this questionnaire are very useful for training designer(s) when



compared with expected learning outcomes to check and validate initial assumptions, thus producing relevant evidence upon which to validate the overall training strategy.

**Time (expected):** 20' (each)

### **During the training**

During the training, different assessment tools can be used that usually respond to a long- or medium-term logic. Sometimes also short-term/spot tools can be planned at a strategic level from the beginning, especially in case of mid-term assessment sessions.

Among the long-term tools we can cite:

- the final meeting feedback tool (for example: [The Blob Tree](#));
- the Long-term reflective individual task (for example: [The Learning journal](#));
- the Long-term reflective group task (for example: The Project work or [The Reflection Groups](#)).

As long-term tools, they need to be devised and designed so as to be flexible enough to adapt to different learning environments (or their use needs to be planned for specific learning environments).

In general terms, final meeting feedback tools are usually very instant tools, they are intended to collect fast and “hot reactions” from participants and adapt well to both online and F-2-F workshops (differing only in the form or in the way they are applied). They are mostly linked to synchronous learning.

Long-term reflective tools (both individual or group) demand either an F-2-F or a self-paced environment, as the “right” time for concentration and self-positioning can be saved within the training-learning process.

Long-term tools such as project work are very flexible in terms of learning environments, because they are also well suited as group exercises helping participants consolidate the knowledge acquired. So they tend to be effective tools also in online workshops.

### **Learning from experience: During the training - Long-term tools**

A final meeting feedback tool: [The Blob Tree](#)

**Phase/step:** (use) Delivery. During the training (monitoring tool), ideally at the end of each training event.

**Learning environment:** Online workshops

**Typology (Form)/Function:** Online final feedback/self assessment tool. Objective: to collect reactions from participants and develop participants’ self-awareness of their perceptions, feelings, emotions, at the end of a training event.

**Description:** the Blob Tree is a tool that works mostly on an emotional, non cognitive level. In our experience it was meant to collect fast feedback from each participant and to have a picture of the group as a whole. The tool is developed around the image of a tree and a series of 20 characters personifying different emotions and situations, both positive and negative. Participants are invited to

choose one of the 20 characters in the tree whose attitude most closely reflects their state of mind and their feeling at the end of the training session/event. Then, after choosing the character, they have to write a sticky note with a few words that explain the reasons for this choice. The exercise was proposed using different digital boards in order to keep track of changes occurring during the training in terms of feelings expressed and positions taken. This way, at the end of the training, it is possible to rebuild and display the emotional and self-perceived “history” of each participant and of the group as a whole in relation to the different stages of the training process (flow).

**Time:** 5'-10'

A reflective individual tool: [The Learning journal](#)

**Phase/step:** (use) Delivery. During the training (monitoring tool), ideally at the end of each training event/session

**Learning environment:** F-2-F workshops

**Typology (Form)/Function:** Individual self-reflective tool. Objective: To help participants develop a self-reflexive attitude towards the learning process they experienced and their learnings.

**Description:** Learning Journals can take different forms. The one we proposed in the training was conceived as a tool to foster individual reflection first, and then to support the activity of the reflection groups (see below). The main characteristic of the tool is that it follows step by step (i.e. day-by-day, session-by-session) the learning process guiding participants through the same or different activities (it could be a set of questions or exercises, such as the use of metaphor or drawing) intended to resume the training experience they went through, take notes of important things and pattern of contents, keep track of the “movement” or of the “blocks” they are experiencing, thus encouraging them to adopt an active role in their learning process.

**Time:** 15'-30'

A reflective group tool: [The Reflection Groups](#)

**Phase/step:** (use) Delivery. During the training (monitoring tool), ideally at the end of each training event/session

**Learning environment:** F-2-F workshops

**Typology (Form)/Function:** Group self-reflective exercise. Objective: to help participants develop a self-reflexive attitude towards the learning process they experienced and their learnings.

**Description:** in the reflection group, awareness and self-perceptions benefit from the mutual learning that originates within the group. The reflective activity is developed in two steps.

Part 1) Participants are divided in small heterogeneous groups. Within the groups, they are first invited to individually read some questions previously prepared to help reflection. Part 2) In groups, they are invited to share, discuss and write down their answers or reflections referring to the different questions. They are asked to share something from their notes in the plenary at the opening of the new training session.

This activity can be paired with a Learning journal to collect questions and keep the notes.

**Time:** 30'-1 hour

A reflective group tool: **The Project Work**

**Phase/step:** (use) Delivery. During the training (monitoring tool). It is meant to be developed for the duration of the whole training path.

**Learning environment:** Online Workshop, F-2-F workshops, Long-term group learning, Hybrid, Helpdesk

**Typology (Form)/Function:** Group work. Objective: to help participants apply the knowledge they acquired during the training event and develop (or support) related competences.

**Description:** the project work is an active experimentation of the contents learnt during a training course. For this reason it can be considered not only as a tool for the assessment of the learnings, but also as the linking step between the learning environment and “real life”, the premise for the action to take place after the training. There is not a pre-ordered format, the project work usually develops from an idea, through the design and planning of one or more activities, to their delivery. In the TOTs training, it focused on the design of a blended training curriculum (in line with the project document).

**Time:** slots of max. 2-3 hours

During the training action, medium- to short-term/spot assessment tools also include:

- individual / group reflective exercises (for example [The Timeline](#) or [The SWOC](#)).

The value added of considering these tools as medium-term or even spot tools lies in the possibility to debrief on them collectively with the group of participants (while the reflective tools analysed before are rarely shared in their depth and function as personal tracking journals). But they can be proposed and used differently: especially timelines are very well suited for work throughout the training path.

### Learning from experience: During the training - Short-term tools

An individual and group reflective exercise on learnings: [The Timeline](#)

**Phase/step:** (use) Delivery. During the training (monitoring tool): within the mid-term assessment session.

**Learning environment:** Online workshops

**Typology (Form)/Function:** Online reflective and positioning tools.

**Objective:** to sum up and acknowledge learnings; to share different perspectives (...what others have learnt) and become aware of things participants have not thought about.

**Description:** timelines are very powerful tools used to represent graphically, by means of a line, processes, sequences, facts and contents that also cover long periods of time. Additionally, collective timelines are often used in broad social processes where conflicting dynamics risk undermining reconciliation or democratic processes: timelines help personal representation of facts emerge and be shared, while at the same time producing a collective version of the same fact (moving from a plurality of “stories” to a shared understanding). The Timeline tool is used here to work individually and collaboratively on the perception of learnings acquired throughout the training path: the timeline sums up the training strategy through its structure (in the sequence of modules, sessions, objectives and main contents). Since the activity was proposed during an online workshop, the

timeline was proposed on three different digital tools (jamboard, padlet, miro): this solution was meant not only to meet different skills but also to indirectly collect feedback on the degree of familiarity acquired by participants with some of the digital tools adopted during the training.

The trainer introduces the activity and divides participants into groups. Each group is invited to choose the digital support to work on. The activity proposed is divided into three parts.

Part A) Individually (10'-15') participants are asked to go back with their memory and recap the training journey gone so far, referring to the timeline. They are asked to sum up their main learnings and write them on the timeline.

Part B) In group (10'-15') participants are invited to look at the timeline with their collective learnings and to comment on it referring to the following questions: are your learnings similar/different? In what way? Is there something that surprised you or you did not think about?

Part C) In plenary (15') the debriefing is developed and a speaker from each group presents the main findings, comments, reflections emerged from the work.

**Time:** 45'

An individual and group reflective exercise on satisfaction: [The SWOC](#)

**Phase/step:** (use) Delivery. During the training (monitoring tool): within the mid-term assessment session.

**Learning environment:** Online workshops

**Typology (Form)/Function:** Online reflective and positioning tools.

**Objective:** to collect relevant and specific feedback from participants focusing on specific elements, selecting relevant elements, keeping both an evaluative and appreciative perspective and a glance on past and future training sessions.

**Description:** SWOCs are very popular and widespread analysis tools, especially in their original SWOT version where they are meant to focus on Strengths, Weaknesses, Opportunities and Threats. The SWOC version focuses on Challenges rather than on Threats. In the TOTs training the tool was used to investigate participants' satisfaction halfway through the training and the S-W-O-C dimensions were linked to the training process.

Strengths > Strong training points that you can point out for this training

Weaknesses > Weak points from the training that need to be worked on or you would like to avoid

Opportunities > What opportunities do you see inside the training such as resources, people, methods, concepts can you use to help you achieve your goal?

Challenges > What challenges might you encounter in the training such as upcoming obstacles or contextual factors and what solutions would you suggest to ensure you reach your goals?

The activity is divided into two parts.

Part A) Participants are divided into groups (30'): they are asked to fill in the SWOC on a prepared Jamboard (one for each group) considering different aspects of the training developed so far: structure, contents and themes, methods and materials. They are invited to discuss strengths, weaknesses, opportunities and challenges.

Part B) In plenary (30') the debriefing is carried out and a speaker from each group presents the main findings, comments, reflections emerged from the work.

**Time:** 1 hour

## End of training

End-of-training assessment tools can vary a lot depending on the kind of training (objectives, contents, target) and on the group dynamics developed during the process. But what will be needed for sure is a tool to help participants take a final position about their feelings and their learnings developed throughout the training path and to support them in moving (back) to their daily working contexts with the perception of taking something with them.

Among the available tools, we will analyse only a personal reflective tool on learnings because it features many interesting characteristics: it helps self-reflection and self-positioning at the same time sharing individual positions collectively to create a shared perception about the group as a whole. For this reasons, it is intended for synchronic environments:

- the Individual final reflective tool (for example: [The Final Journey Booklet on personal Learnings](#))

## Learning from experience: End of training

An individual final reflective tool: [The Final Journey Booklet on personal Learnings](#)

**Phase/step:** (use) Delivery. End of the training: last session

**Learning environment:** F-2-F workshops

**Typology (Form)/Function:** Reflective and positioning tool

**Objective:** to sum up and acknowledge learnings; to share different perspectives (...what others have learnt) and become aware of things participants have not thought about.

**Description:** the activity is divided into two parts.

Part A) Individual reflection (15'). The trainer invites participants to prepare the "booklet" made of a half A3 paper folded into 4. On each of the 4 "pages" of the folded booklet, looking at the process they went through (what happened), participants are invited to write a list or draw an image representing:

- 1) something that they take away from the training journey;
- 2) something that they would like to deepen;
- 3) something that they would throw away;
- 4) something that they will put in action.

Part B) In plenary (30'-45'). Participants are invited to show their booklet and present their reflections.

The booklets are pinned to the wall one below the other. After all participants have presented, answers on the same item are read in columns and compared.

**Time:** 45'-1 hour

The following table summarises the assessment tools presented in the Section in relation with the learning environments in which they were proposed during the TOTs training or in which they can reasonably be applied (in green).

LE TOOLS	ONLINE WORKSHOPS	F-2-F WORKSHOPS	SELF-PACED LEARNING	L-TERM GROUP LEARNING	HYBRID LEARNING	HELPDESK
Questionnaire			x			
Final meeting feedback	x	x			x	x
Reflective Ind.		x	x			
Refl. Group		x		x		
Project Work	x	x	x	x	x	x
Timeline	x	x				
SWOC	x	x				
Final booklet I.	x	x				

Table 2 - Assessment tools in different learning environments

### Section 3: Tools for the development of the training-learning process (long-term tools or activities) (group D)

In the training-learning process the selection of tools and learning activities responds mainly to the “how-question”: how to support the learning process? How to help learners acquire new knowledge or develop new competences? Tools and activities step asks the training designer to focus on and reflect upon training experiences to be proposed to learners in order to foster the learning as much as possible (given all the assumptions developed that far).

## STEPS IN THE TRAINING PROCESS DESIGN

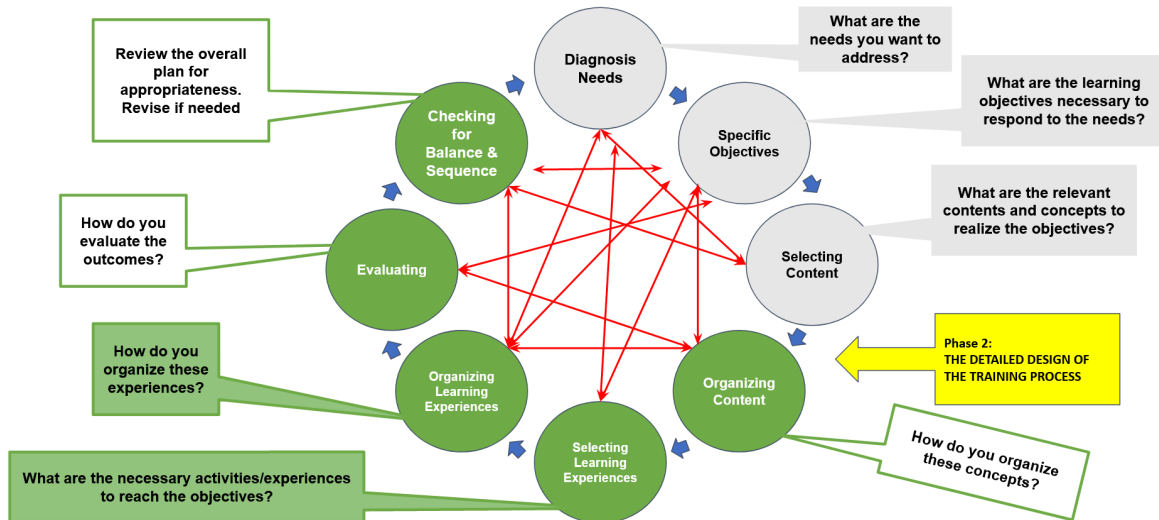


Figure 1 - Steps in the training process design

*Tools or learning activities?* We assume that learning activities occur when training tools are adapted and contextualised taking into account the learning environment and the stage of the learning process at a specific time. Learning activities can be considered as “opportunities” for learning: they need to be as useful and effective as possible (see Manual IO2a, Chapter 4 for more details on this and on the criteria upon which to select a proper learning activity).

Among the large variety of tools and activities that can be chosen and applied within a training path, some can be identified as useful tools to sustain specific dynamics and the learning process throughout all the training because of their characteristic of producing long-term effects: it is the case, for example, of some introductory activities (as the collective definition of rights and responsibilities for the group) or specific types of tools that foster group work and experience sharing (like peer review activities or collective concept maps). For their characteristics, these tools can be identified already during the overall design phase (becoming integral part of the strategic level of the training design, in being “ways of doing things”) and become reference tools or activities (i.e. “patterns”) throughout the training path.

This Section will present some examples of these types of tools, focusing on their relationship with different learning environments, and with reference to the core function they performed during the TOTs training. The tools presented are grouped into three main training-learning functions (that can be read also as the core phases of any typical learning event) as follows.

### Introductory and team-building tools

Individual pre-training activity: Upload a picture and a presentation on padlet

Collective exercise: [Creating a “safe” learning environment: let’s write our bill of rights and responsibility \(output\)](#) (Variation: [The Netiquette](#))

### **Tools and activities for exploring subjects, topics, experiences**

Collaborative concept maps: [Our ideas about “blended training-learning”](#)

Shared glossary: [Let’s play with words around the blended](#)

### **Tools and activities for consolidating knowledge and competences**

The peer review: [Consolidating the “results chain”](#)

### **Introductory and team-building tools**

Introductory tools are usually interactive games or exercises that prompt conversation and allow everyone to get to know a little more about each other, by sharing things from their personal lives. Planned introductory activities can help participants and trainers get acquainted with the atmosphere and establish a learning community from the beginning of the training process<sup>2</sup>. Among introductory activities, team-building can be considered as a particular set of activities aimed at reinforcing the group of participants as a team, thus strengthening the learning process<sup>3</sup>.

With respect to the focus of our reasoning here (long-term learning effects linked to different environments), it is probably relevant to focus on time and participation: introductory tools and activities can benefit from self-paced online learning environments (and related digital tools) to anticipate introductions and, at the same time, keeping those information stored and accessible throughout all the training path. Active participation and involvement, on the other hand, will benefit from synchronous and F-2-F environments (see Manual, Chapter 4), where sharing experiences and collective positioning is facilitated by more relaxed times.

Among the introductory and team-building activities we will cite:

- an individual pre-training activity - uploading a picture and a presentation on the padlet of the training;
- a collective exercise: [Creating a “safe” learning environment: let’s write our bill of rights and responsibility \(output\)](#).

### **Learning from experience: Introductory and team-building tools**

An individual pre-training activity: **Uploading a picture and a presentation on the padlet of the training**

**Phase/step:** (use) Delivery. Before the training start

**Learning environment:** Self-paced learning/ Online Individual Work

**Typology (Form)/Function:** Online Ice-breaker. Team-building. Getting to know each other.

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<sup>2</sup> You can find more on this here: <https://ctl.iupui.edu/Resources/Preparing-to-Teach/Using-Ice-Breakers>.

Another interesting collection of online ice-breakers is available here: <https://www.collaboard.app/warm-up-and-ice-breaker-games-to-play-with-online-whiteboard>

<sup>3</sup> You can find more about this here: [Team Building Toolkit - UC Berkeley HR](#)



**Description:** the activity is proposed to participants by an introductory and welcome email about 2 weeks before the training (together with the pre-training questionnaire), and it is presented as one of the tasks to be accomplished before the training. In the email participants are informed that during the training a PADLET board will be used as a logbook and that individual presentations (of participants and training team) will be one of the first materials. Participants are therefore invited to add a picture of them - or representing them - with a brief description and to pin the location they live in.

At the same time, they are invited to create their account on the Moodle platform that will work mainly as a repository for the training material. The link to enter the platform is shared.

**Time (expected):** 30'

A collective exercise: [Creating a “safe” learning environment: let’s write our bill of rights and responsibility \(output\)](#)

**Phase/step:** (use) Delivery. Introductory meetings

**Learning environment:** Online Workshop

**Typology (Form)/Function:** Team-building, reflective tool, group exercise.

**Objective:** shared construction of working rules (of a training space) that are satisfactory and respectful for the whole group.

**Description:** the activity aims at making participants debate and position around those conditions that allow for a safe (inclusive) open and effective learning environment. The activity develops in two parts.

Part 1) The facilitator introduces the activity and gives instructions (5'). Participants are divided into groups of 4-5 members and enter online rooms. In the groups, they have to discuss and select 3 main elements which ensure a safe learning environment: rules, attitudes, behaviours that everybody should observe during the work together or specific aspects related to the trainer/facilitator (15'-20'). Namely, they are invited to focus on possible uncomfortable situations and on how to deal with them:

- long silence after a question or task explanation;
- harmful or discriminatory statements/discourse by a participant or trainer;
- tensions and conflicts among participants.

They are invited to write the three selected “elements” in a shared document or on a collective board online.

Part 2) In plenary, participants read and explain their selection (30'-45'). The contributions of the various groups are compared and discussed until a final list is reached that satisfies all participants.

Agreement can be sought by using some questions like the following.

- Do we all feel comfortable with these guidelines?
- Do we all commit to respecting them?
- Have we forgotten any aspects that we feel are important to mention?
- Who should be responsible for monitoring compliance with agreed guidelines?
- Who should intervene when someone does not comply?
- What should we do if someone does not comply with any of the guidelines agreed upon?
- ...

Please note that [“Netiquettes”](#) can work in a similar way: they can be proposed by trainers but also developed and agreed upon directly by participants.

**Time:** 45'- 1 hour

### **Tools and activities for exploring subjects, topics, experiences**

These tools and activities are generally aimed at stimulating exchange of ideas and experiences among learners as a first step towards the collective creation of new knowledge and learnings. They include tools to investigate values, beliefs, assumptions and are oriented to make them explicit to the individual and to the group as a condition for a further analysis and reflection. They are tools intended to broaden common understanding, to help people move from their own position onwards, towards new areas of understanding built collectively.

These tools are likely to work quite well in different environments, also when intentionally articulated into different steps, each one taking advantage of a specific environment (for example starting the work individually as a distant task in a self-paced environment, then developing it further in group online live or in a F-2-F environment).

Among the tools and activities for exploration, we will focus on:

- collaborative concept maps to create wider understanding around concepts: [Our ideas about “blended training-learning”](#);
- shared glossary to develop common understandings about concepts [Let’s play with words around the blended](#).

### **Learning from experience: Tools and activities for exploring subjects, topics, experiences**

Collaborative concept maps: [Our ideas about “blended training-learning”](#)

**Phase/step:** (use) Delivery. In the first meetings. The tool can be proposed throughout the training path whenever new concepts/contents are introduced.

**Learning environment:** from Self-paced to Online workshop

**Typology (Form)/Function:** Concept-map, Mind-map

**Objective:** to deconstruct, integrate, make explicit, share existing assumptions on concepts. To create wider understanding around concepts.

**Description:** the tool is proposed to participants at the end of the first introductory meeting when basic training assumptions are introduced and further work on the core topics is anticipated. The activity is presented first as an individual task, then resumed and developed online live (online workshop) in group and/or collectively. It can therefore be divided into 2 or ideally 3 parts as follows. Part A) (30'-1 hour) The trainer introduces the distant task (objective and content) that will be further explained in detail by email and on the online storage platform. [Instructions](#) need to be prepared meticulously so as to allow participants to understand and develop the task. The concept map is intended to help learners recognise different points of view and representations (related to knowledge, experiences, assumptions, beliefs, fears, ...) about and around the defined core concepts. In order to develop the task, learners are invited to find a quiet place and a comfortable posture that

allow them to concentrate: specific digital and analogue aids<sup>4</sup> can also be specified (for example that they will need a PC or another device to connect online to do the task, paper, a pen, one or more coloured pencils...) and some technical information about the access and use of the digital tool proposed can be added. The concept map is already set on a digital board and the link to it is provided. They are invited to take 5 minutes alone to collect ideas on the topics highlighted: if they need, like or feel more comfortable, they can draw their map on their own sheets of paper first and then add their contributions (words and connections) on the online collective map, paying attention, while adding their words, if they are already on the map. The online activity of individual learners can be monitored through the history track usually provided by the tool.

Part B) (30'-45') During the online workshop the collective map is shown: participants can be divided into reflective groups on specific aspects rising from the map (elements or connection). Each group can be asked to concentrate on a specific topic or element of the map (for example connection) and reflection can be guided through questions prepared in advance.

Part C) (30'-45') A collective debriefing is carried out by the trainer, investigating the main findings coming out from the reflective groups.

**Time (expected):** 1.30'-2.30' hours

Shared glossary: [Let's play with words around "blended"](#)

**Phase/step:** (use) Delivery. In the first meetings. The tool can be proposed throughout the training path whenever new concepts/contents are introduced.

**Learning environment:** F-2-F workshop

**Typology (Form)/Function:** Glossary

**Objective:** to develop common understandings about concepts.

**Description:** the tool is an in-depth activity on some basic concepts related to core topics of the training/session (Digital Transformation and Blended Training). It is thought of as a group exercise. The activity is divided into two parts.

Part A) (1-1.30' hour) The trainer divides participants into groups and gives the instructions. Each group receives a list of (around 3-5) words it has to deepen and investigate to come up with definitions (for each word) that satisfy the members of the group. Depending on the topic and on the purpose (and on the number of participants as well), words can be differently distributed among the groups: some of the groups can receive the same list of words so that definitions can be compared, groups may receive words in pairs (words that are linked to one another) in order to investigate their relation, or, on the contrary, they can work on single words in order to have connections investigated collectively. The reflection can be helped thanks to the use of questions and participants can also have access to online resources to develop the task.

Part B) (1 hour) A collective debriefing is carried out by the trainer to investigate the main findings coming out from the reflective groups. Definitions are compared and discussed collectively: they can be integrated by the group to come to a final (though temporary) shared meaning.

**Time (expected):** 2-2.30' hours

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<sup>4</sup> By Training Aids we refer to all the supporting elements necessary for the use of the training tools. These are mostly materials or media, both physical and digital.

### **Tools and activities for consolidating knowledge and competences**

Consolidation in the learning process can be assumed to occur when new knowledge is created and made explicit as a product of the collective learning developed: when concepts have been shared and blended, stretched and chewed on a lot, individually and in group, since they tend to assume a different and quite renovated form (and meaning). Consolidation can be conceived also as a starting point for transfer of (new) knowledge and follow up actions.

Consolidating tools and activities are usually reflective tools. As such they tend to work best when the right amount of time is devoted to reflection and insights. It is therefore possible to state that F-2-F environments best satisfy this condition. In line with the methodological approach adopted so far, the tool proposed here values the group as the main learning subject involved in the consolidation process.

- The peer-review: [Consolidating the “results chain”](#)

### **Learning from experience: Tools and activities for consolidating knowledge and competences**

The peer-review: [Consolidating the “results chain”](#)

**Phase/step:** (use) Delivery. In the second module (intermediate sessions). The tool can be proposed throughout the training path whenever concepts/contents and new knowledge need to be consolidated.

**Learning environment:** Online workshop

**Typology (Form)/Function:** Peer review technique

**Objective:** to exchange perspectives and activate reflective thought on the work done; to integrate points of view, refine a “product”, come to “lessons learnt” or “points of attention” to take into consideration.

**Description:** in order to be effective and productive, this tool needs to be applied to a specific product made by learners in groups (for example a project work). The activity is in fact conceived as a monitoring and improvement action with respect to a document or a draft and it is based upon the cross-observation of “everyone on everything”. The products need to be accessible to all (uploaded on a platform and downloadable) in order to be revised. The work is articulated into three parts as follows.

Part A) (1 hour) Participants are divided into groups based on the group work done. Each group receives/accesses and reviews the product (or a part of it) of the other groups. Depending on the number of groups, this part can be organised also in pairs or triplets or material can be revised in one or more turn(s) of table (in this case each group will revise only one or more materials, not all of them). For the observation, groups can refer to a list of questions or checklist to analyse and give feedback on the product they are revising. Observations and comments can be noted on the checklist or directly on the revised document (possibly in a devoted space/column to keep track of notes). In any case, both need to be made available to all the others (uploaded).

Part B) (30') Each group receives the feedback from the others: they are asked to consider them, if/when useful integrate the comments and suggestions and further reflections raised through the peer review, take note of questions if something is not clear and adjust/finalise the proposal.

Part C) (30') A collective debriefing is carried out by the trainer to investigate the main reflections, points of attention, questions, thoughts groups want to share with others.

Note that the use of the **“advisory groups” tool** can be considered as a variation of the peer-review: the activity was proposed in a F-2-F workshop and groups were composed by one of the authors of the product discussing upon critical aspects with “consultants” (members of other groups) and receiving feedback from them, based on their knowledge and experience, on how to deal with those aspects.

**Time (expected):** 2 hours

The following table summarises the long-term learning tools presented in the Section in relation with the learning environments in which they were proposed during the TOTs training or in which they can reasonably be applied (in green).

LE TOOLS	ONLINE WORKSHOPS	F-2-F WORKSHOPS	SELF-PACED LEARNING	L-TERM GROUP LEARNING	HYBRID LEARNING	HELPDESK
Picture and presentation			x			
Bill of rights and responsibility (Netiquette)	x	x			x	
Collaborative concept map	x	x	x		x	
Common glossary	x	x				
Project work	x	x		x	x	x
Peer review (Advisory groups)	x	x				

Table 3 - Long-term learning tools in different learning environments

#### Section 4: Digital tools for training and learning (transversal to groups A-D)

##### Some premises

We are living in a digital age and, as stated in the premises and in the assumptions of the Project that stemmed this Toolkit and other training materials, digital transformation has a great impact on contemporary societies and on training and learning processes as well. Thinking about technology and the digital sphere becomes then inevitable in the designing and delivering of a training – in any kind of educational context (formal or non-formal) with any target groups (from children to adults) and about any contents (from very technical and specific subjects to soft skill or global citizenship related issues). Adopting a blended approach, to use conscientiously the (digital) technologies in different learning environments (in the continuum from F-2-F to online, from individual to collective,

from asynchronous to synchronous), specific attention is required on how the combination of the different tools works according to the objectives and contents of the training itself. It means that pedagogical reasons have the priority in guiding the choice of appropriate (digital and non-digital) tools in the design of learning strategies in training pathways.

- *The guiding reason for the choices is pedagogical*

As described throughout the Manual (IO2a), the integration of different learning environments increases the complexity of the definition of the learning strategy(ies) because it introduces new variables that must be taken into account, opening up new opportunities and new limitations or constraints associated with them. The most important thing is to build a clear training and learning strategy and to learn how to deal with the (new) opportunities and constraints.

The present Section will explain which kind of digital tools are (probably) needed in a blended training, but, before entering the different types and functions of the tools, it is important to underline that the crucial element in choosing them is the knowledge and expertise the trainers have to use them. It does not mean that trainers should be digital or technology experts, but that they need to properly use the selected tools, their potential and the eventual obstacles participants can face in using them.

- *The most important thing is to master the technology!*

Moreover, in defining the learning strategy and the use of technology and digital tools, we must consider the level of digital literacy, command and skills of the learners, their ability and willingness to learn new digital tools. Since technology and digital tools are a medium in the learning process, it is important to integrate them in a proper way in order not to lose the focus on the main objectives and contents of the training. However, digital skills, technology and digital transformation could be part of the contents of the training itself and challenging the knowledge of the participants could be part of the learning process (but this should be done intentionally and be explicitly communicated to the participants). It should also be considered that the choice of the tool (or medium) chosen to carry out a part of a training activity is not a neutral one. The characteristics of the medium allow us to give different relevance and form to the content we intend to communicate or the skills we want to develop. The choice of a medium, especially if digital, is an element that allows us to reflect and modify the contents of the training itself (Bates, 2018).

The investment of time and energy on the part of a trainer on the knowledge of the different digital tools available and on how to use them must be proportionate to the benefits that such a tool brings to the learning process. Digital tools are important elements in the construction of activities, learning tools and training strategies, but should not become the main concern when designing a training course – it is the function they absolve that is crucial.

- *Paying attention to the relationship between the time consumed in learning new digital tools and the benefits they can bring to the learning journey!*

Also, it is important not to fall into the dominant narrative that conflates innovation with the use of the latest or fanciest tool. Innovation comes from rethinking training and learning strategies and the original integration of different learning environments in an effective and appropriate manner.

- *New differs from innovative*

### **A blended approach to digital tools**

Thinking on a blended approach - and then technology within a training process - could start from some crucial questions that help focus on what is important in order to define the learning strategy(ies).

- What are the strengths (or affordances) and what are the limitations of technology in education?
- When should we use technology, and what technologies should we use for what purposes?
- What is best done face-to-face and what online, and in what contexts (learning environment)?
- What is the role of the trainer (teacher), and can/should/will the trainer (teacher) be ever replaced by technology?

In other words, it means to think about the function(s) required (as introduced in Part A of this Toolkit: strategy & documentation, learning assessment & evaluation, process development, *ad hoc* training tools or activities online) and if the chosen digital tool(s) fit a given learning environment and how it can be or is integrated with other digital tools. So, before focusing on the specific digital tools, it is important to consider in which way their use promotes learning. In essence, it means to think about how different modes of training and learning take place in oral communication (e.g. F-2-F speech), in written communication (e.g. texts, books), through the use of audio (e.g. podcast), video (e.g. TV broadcasting, YouTube), graphics (e.g. representation in shapes), through simulations, or on conducting experiments and experiences, in conversations (oral or written peer discussions). Once the setting is chosen, it is possible to focus on the type of digital tools needed and on the use of one or more specific tools. Digital tools allow in most cases for the integration of several functions and means, thus leaving some flexibility in the detailed construction of different learning environments along the training process.

The following figure represents the basic function that different tools perform considering different variable formalised in a continuum: from an objectivist (transmission: effective delivery of content) to a constructivist (developmental: cultivating ways of thinking) and a connectivist (nurturing: facilitating self-efficacy) approach in promoting knowledge or competences; from a prevalent control by the trainer to a learner control over the tool; from a full credit recognition of the tools to a no credit condition.



Figure 2 - Different tools for different functions along a continuum [Source: A.W. (Tony) Bates, Teaching in a Digital Age. Guidelines for designing teaching and learning, 2018, p. 284]

This is only an example of how tools can be organised and used in a training and learning setting, but it depends most on how the trainer understands and uses them in the learning process.

### Essential digital tools for management, development and documentation of the learning process

Looking at the functions identified in this Toolkit and focusing only on digital tools, it is possible to highlight some tools that can be effectively applied in a blended training process. In particular, the focus is here on digital tools useful to perform functions B) management of the strategy and documentation and D) development of the learning process.

As is well known, digital tools are constantly evolving, some have a rapid rise and fall, others significantly change their appearance and functions, others are overtaken despite their validity, and new tools become more widespread and popular. For this reason, individual tools are not referred to here, but rather types of tools that fulfil different functions.

The following list of the kind of digital tools that it is possible to use in a blended training is of course not exhaustive, but it is a result of the pilot training developed in the Blended project. This selection focuses on the most relevant tools.

- **Learning Management Systems (LMSs)<sup>5</sup>**

Learning Management Systems (LMSs) are softwares that enable trainers and learners to log in and work within a password-protected online learning environment. Most learning management systems allow the delivery and organisation of learning materials according to the programme of the course – creating units or modules based on content and on time and duration (weekly modules and amount of time in hours spent to fulfil the included materials). Moreover, the LSM could be used for administration, documentation, tracking and reporting. Several kinds of learning tools can be

<sup>5</sup> The description was elaborated drawing on Bate, 2018, p.125 and Wikipedia definition on [https://en.wikipedia.org/wiki/Learning\\_management\\_system](https://en.wikipedia.org/wiki/Learning_management_system)



integrated in a LMSs, for example: texts, video, audio, quizzes and forums. They are complex and integrated learning spaces in which the training can take place and that can be used to store and archive all the learning materials used during the training<sup>6</sup>.



Figure 3 - Example of functions and materials that LMSs can integrate [Source: <https://brilliantinfosys.com/ems-learning-management-system-lms/>]

### Learning from experience: Learning Management Systems (LMS)

The TOTs training was managed and developed throughout the **Moodle platform** of the International Cooperation Centre - ICC, Trento, Italy. The organisation was already using this platform for e-learning and blended training, so it decided to use the knowledge and good command developed also for this training. The LMS was used in particular to organise the learning material in modules (according to the sessions of the training programme), for self-paced learning (individual sessions) and for documentation.

The training was organised in an Introductory Session and 3 Modules (each of them developed through different sessions). Sessions and Modules use different tools: recorded videos, texts, books references, assignments, etc.

The LMS was used mostly as a long-term tool for learning process development in all the learning environments.

- **Cloud-based collaboration tools**

Cloud-based collaboration tools promote self-learners' organisation for group assignments and tasks. The learners can organise, manage and carry out collaborative work. These tools allow to

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<sup>6</sup> Many LMSs can be consulted at the following webpage:

[https://en.wikipedia.org/wiki/List\\_of\\_learning\\_management\\_systems](https://en.wikipedia.org/wiki/List_of_learning_management_systems)

More on LMSs can be found here:

[https://www.researchgate.net/publication/226521945\\_Possibilities\\_of\\_modelling\\_web-based\\_education\\_using\\_IF-THEN\\_rules\\_and\\_fuzzy\\_petri\\_nets\\_in\\_LMS/figures](https://www.researchgate.net/publication/226521945_Possibilities_of_modelling_web-based_education_using_IF-THEN_rules_and_fuzzy_petri_nets_in_LMS/figures)

communicate, manage projects and tasks, and share/store files among people located in different geographical places. In other words, they are online spaces in which folders and files can be stored and accessed from all the participants in a training. The single person and/or sub-groups can carry out their tasks and if required can read the contributions of other groups, give feedback and suggestions.

These tools are particularly relevant in a long-term learning process that includes the development of products in teams (text, graphics, database, project work) and fosters feedback loops among participants.

### **Learning from experience: The Cloud-based collaboration tool**

In the framework of the TOTs training **Google Drive** was used as a cloud-based collaboration tool in order to give learners the opportunity to carry out their group tasks remotely and to exchange feedback among groups. The tool was proposed and used in all the learning environments (online workshop, F-2-F workshop, self-paced learning, long-term group learning, hybrid learning, and helpdesk).

- **Online/Virtual boards**

Online/virtual boards are online spaces that can be used to collect training materials and learners' contributions and to promote communication among participants. Usually, they are visual tools in which all the resources are visible. They are places to collect group and individual work together, rather than in separate files and folders, enabling direct interaction and development of common products among all the learners. They can be integrated in a LMS or they can be used as LMSs themselves, depending on how the training was designed and how the trainers plan to use the tools in the overall process and in single sessions.

### **Learning from experience: Online/Virtual boards**

The TOTs training used **Padlet** as a place in which to collect the main materials used and created during the online workshops. It was considered a virtual place to store slides, texts, groups tasks and so on. The Padlet also collected the learner's presentations with their pictures and the pictures that recorded specific moments during the workshops both online and F-2-F – e.g. funny moments during energisers or wrap-up activities. It was also used as a tool to create emotional attachment to the training group (trainers and learners).

- **Web conferencing tools**

Finally, when planning online workshops it is necessary to choose a **web conferencing tool**: trainers should have a proper command of it, in order to take advantage of the different functions needed during the session – for example slide presentation, chat rooms for sub-group discussions, whiteboard and so on.

As mentioned before, the Toolkit does not focus on *ad hoc* training tools/activities used in the different learning environments for different purposes, since they are many and diverse and their use greatly varies according to the training and the learning objectives of a single activity in the

framework of a session and the learning strategy – for example, a video can be used in a self-paced environment to give specific and detailed knowledge about a topic or it can be used in workshops to promote discussion and develop common knowledge among the learners.

As said, digital tools that are created for training processes or that can be used within training are many and will continue to increase. The images below display the great variety of digital tools available (even these pictures are not exhaustive and, in some time, probably not even up-to-date) that can be used according to different learning objectives (image A) and learning environments or processes (image B). One more time, groupings cannot be considered as rigid and univocal as digital tools respond to pedagogical needs and the way they are used in specific training contexts.

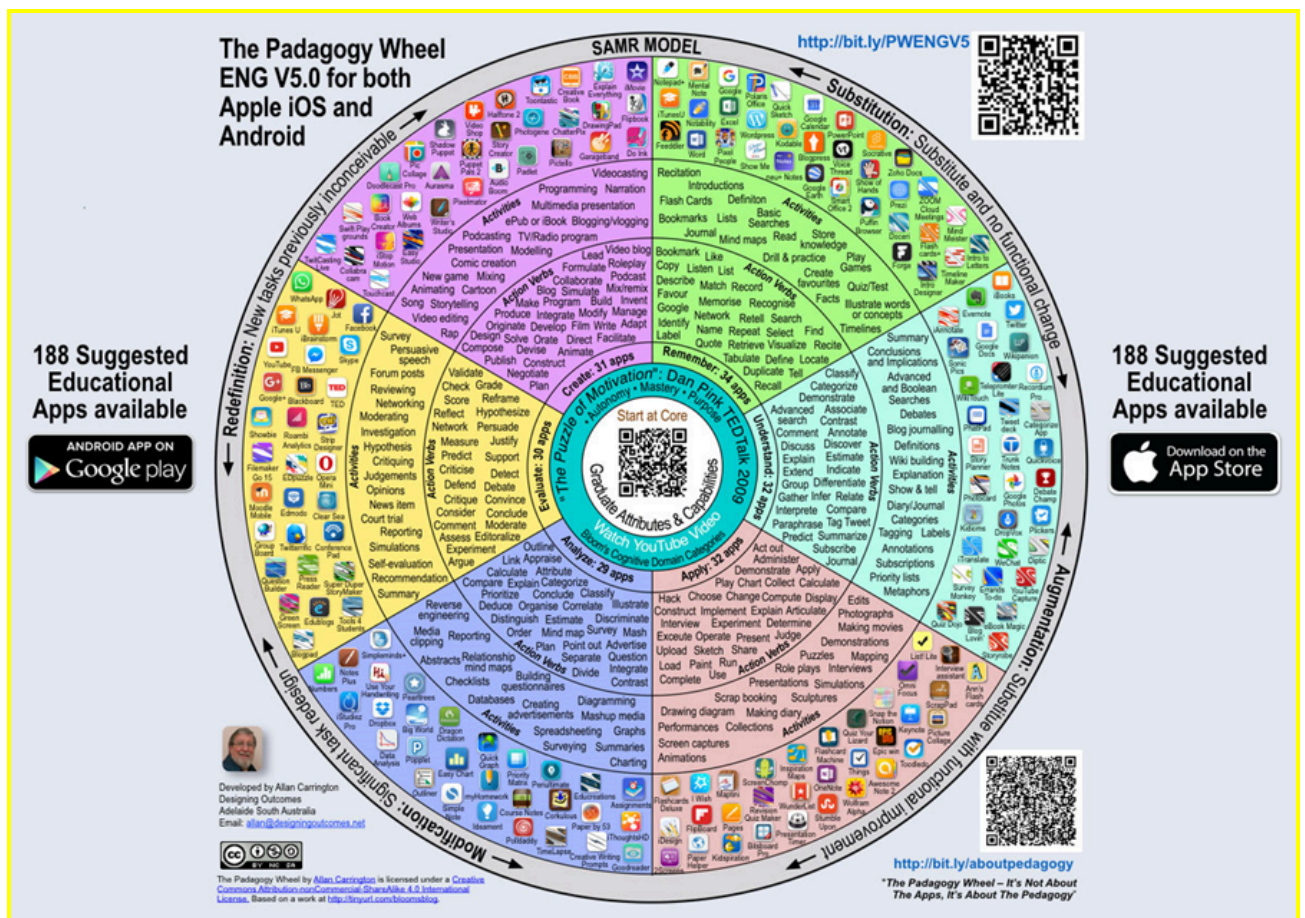


Figure 4 - Digital tools grouped according to their function



Figure 5 - Tools grouped according to different environments or processes (workplace learning could be understood as group learning environment) [Source: <https://www.toptools4learning.com/>]

### Essential digital tools for training design in team

The Manual (IO2a) already includes several training design tools: hence, design tools (group A) were not dealt with in detail in the previous Sections. Nevertheless, it is necessary to emphasise that these can be of crucial importance when the training is planned and managed by a group of trainers especially if they are also located in different geographical areas. The use of digital collaboration tools becomes fundamental to ensure the shared construction of training processes, exchange of feedback, exchange and elaboration of collective materials to be used during online or in-presence workshops. The organisation of the materials in shared online folders also makes it possible to keep track of the entire training design process, allowing for a single and shared place to reflect on the choices made and encourage continuity of thought in the various phases of training design.

**Cloud-based collaboration tools, online/virtual boards and web conferencing tools** are also useful for designing a training. The choice of the tools for the designing phase will probably affect the tools used for its delivery (management and development). In fact, it is during the design phase that the trainer team assesses and shares its digital competences and skills (and participants' as well), explores and exchanges specific digital tools and identifies, according to the training objectives and content, the digital tools to be used in the learning process and for specific sessions.

### Ethical issues: inclusion, privacy and credits

As mentioned, technology and the digital sphere are not neutral. Digital transformation and technological and digital development have, for example, tangible consequences in terms of environmental sustainability and social inequalities. Moreover, for a blended training, it is important

to think about digital tools in terms of accessibility, privacy and copyrighting according to the value orientation and the meta-competences that should be acquired to navigate in the digital sphere.

- **Inclusion: device and skills**

Digital tools can improve inclusion and participation in training and education for people with specific learning needs thanks to the multiple forms adopted in the training and learning processes. However, we should consider the access of participants to a proper device (laptop, mobile, tablet, etc.) and infrastructure (Internet connection) in order to be able to participate in online sessions and use digital materials. Moreover, participants should have the proper digital skills to take part in the learning process. The choice of the digital tools should consider the level of digital skills of participants, and if needed, include specific tools and sessions in order to fill in the possible gaps.

- **Privacy and use of personal data: open/free or property tools**

It is possible to distinguish at least two different kinds of digital tools according to the licence adopted: open source/ free software and property software. In any case it is very difficult to know how the personal data of users are collected, stored and used due to the complexity of web infrastructure and the blurry conditions in the terms of use of the digital tools. As a trend, it seems that “Open Software and applications that do not inappropriately and unconcernedly commercialise user data are better than others” (Competendo: [https://competendo.net/en/Apps\\_and\\_Tools](https://competendo.net/en/Apps_and_Tools)), so if trainers have adequate digital skills they can opt for these kinds of tools. On the other hand, using property tools paying the fee (subscription or purchase) should guarantee a proper use of personal data – according to the terms of use. The only wrong choice is the use of property digital tools for free since we learnt that in the online sphere when something is free it means that our data (or products) are being sold.

So, it is probably important and helpful to ask ourselves some questions in order to choose the proper digital tools.

- What student/participant information am I obliged to keep private and secure? What are my institution’s policies on this?
- What is the risk that by using a particular technology my institution’s policies concerning privacy could easily be breached? Who in my institution could advise me on this?  
(Bate, 2018 p.534)

- **Credits: copyright and creative commons**

The sea of Internet is full of training digital tools and materials – intellectual property - that can be easily used, transformed and exchanged. It is one of the most interesting and enriching features of the web. However, it is important to consider that these resources have different kinds of licence. When the resource (text, images, etc.) has a **©licence** it means it is a property resource and the owner sets the conditions for its use<sup>7</sup>.

On the web it is also possible to find a large number of resources under the **©© Creative Common licence**, which have different features in terms of use. “Creative Commons licences give everyone from individual creators to large institutions a standardised way to grant the public permission to use

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<sup>7</sup> For example, the academic review Encyclopaedia of Teacher Education edited by 2019 Springer Nature Singapore Pte Ltd (<https://link.springer.com/>) specifies what can or cannot be done with the article published in their website: <https://link.springer.com/termsandconditions>



their creative work under copyright law. From the reuser’s perspective, the presence of a Creative Commons licence on a copyrighted work answers the question, “What can I do with this work?”<sup>8</sup>. The following image summarises the code that defines the different kinds of use.

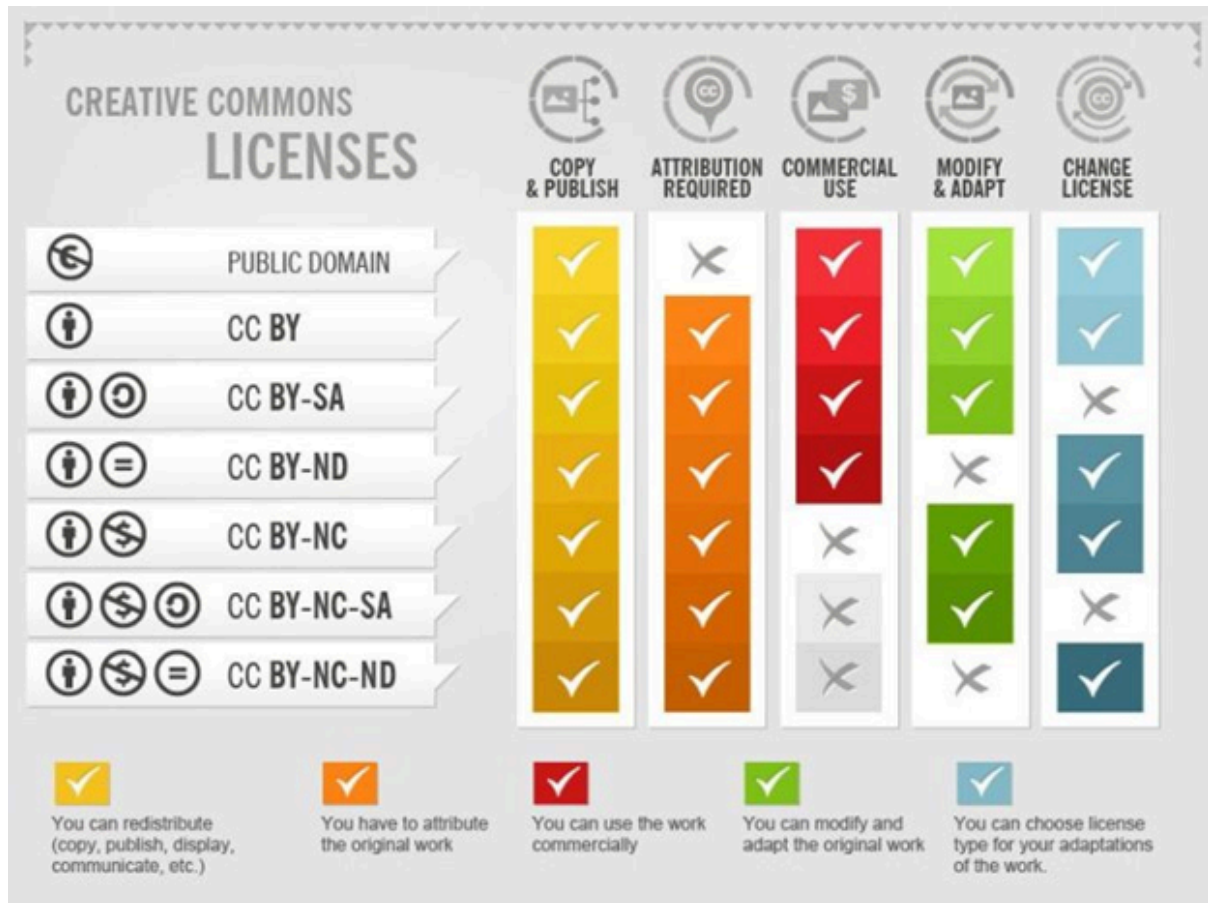


Figure 6 - The code that defines the different kinds of use of a resource [Source: Wageningen University & Research <https://www.wur.nl/en/article/What-are-Creative-Commons-licenses.htm>]

A detailed description of the creative common licence is available on Creative Commons website: <https://creativecommons.org/about/ccllicenses/>. In the same website, there is a tool helping to choose the licence when a person or institution creates a new resource. It can be used in order to better understand the difference among licences and is a practical tool for content creation (<https://creativecommons.org/choose/>).

**Open Educational Resources (OER).** According to the [UNESCO Recommendation on Open Educational Resources](#) (2019), they are “teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open licence that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.”

<sup>8</sup> <https://creativecommons.org/about/ccllicenses/>

The objectives and areas of action of this Recommendation are described as follows<sup>9</sup>.

1. **Capacity-building:** developing the capacity of all key education stakeholders to create, access, re-use, re-purpose, adapt and redistribute OER as well as to use and apply open licences in a manner consistent with national copyright legislation and international obligations.
2. **Developing supportive policy:** encouraging governments, education authorities and institutions to adopt regulatory frameworks to support open licensing of publicly funded educational and research materials, develop strategies to enable the use and adaptation of OER in support of high quality, inclusive education and lifelong learning for all, supported by relevant research in the area.
3. **Effective, inclusive and equitable access to quality OER:** supporting the adoption of strategies and programmes including through relevant technology solutions that ensure OER in any medium are shared in open formats and standards to maximise equitable access, co-creation, curation and searchability, including for those from vulnerable groups and persons with disabilities.
4. **Nurturing the creation of sustainability models for OER:** supporting and encouraging the creation of sustainability models for OER at national, regional and institutional levels, and the planning and pilot testing of new sustainable forms of education and learning.
5. **Fostering and facilitating international cooperation:** supporting international cooperation between stakeholders to minimise unnecessary duplication in OER development investments and to develop a global pool of culturally diverse, locally relevant, gender-sensitive, accessible educational materials in multiple languages and formats.

The idea behind the recommendation is that education is a common good and a Human Right that could benefit from the contribution of a qualified network of people and organisations and could still grow and improve from users around the world. This way of thinking encourages everyone to participate in the creation and improvement of teaching and learning methodology in general, addressed to vulnerable groups in particular, and to support a strategy promoting inclusive and sustainable education in a view of continuous – lifelong - learning<sup>10</sup>.

There are many platforms through which it is possible to find different kinds of OER.

#### **The UNESCO-UNEVOC International Centre**

<https://unevoc.unesco.org/home/OER+platforms+and+services>

As UNESCO's designated centre for technical and vocational education and training (TVET), UNESCO-UNEVOC supports Member States in their efforts to strengthen and upgrade their TVET systems. TVET is focused on the acquisition of knowledge and skills for the world of work, and helps youth and adults develop the skills needed for employment, decent work and entrepreneurship while supporting inclusive and sustainable economic growth.

**EduOpen LIBERA [LA] CONOSCENZA, PER TUTTI** <https://learn.eduopen.org/>

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<sup>9</sup> UNESCO, Recommendation on Open Educational Resources (OER), Paris, France, 25 November 2019, <https://www.unesco.org/en/legal-affairs/recommendation-open-educational-resources-oer>

<sup>10</sup> The UNESCO also made a video series available at [https://www.youtube.com/playlist?list=PLWuYED1WVJINmn9Vc\\_sBlgMRFEYkD7kw-](https://www.youtube.com/playlist?list=PLWuYED1WVJINmn9Vc_sBlgMRFEYkD7kw-)

EduOpen is a project financed by the Ministry of Education, Universities and Research for an extraordinary intervention under Art. 11 of the Ministerial Decree of 4 November no. 815 (allocation of the Ordinary Financing Fund) aimed at the creation of a platform for the delivery of courses defined as Moocs (Massive Open Online Courses) by a network of Italian universities and a set of selected partners. The network is open to other universities and bodies/associations/networks of particular scientific and cultural importance.

The purpose and philosophy of the project is part of the Open and Digital Education movement, a rapidly developing phenomenon that currently has over 60 million users worldwide with a monthly increase of over 40,000 new users.

**SALTO Toolbox** <https://www.salto-youth.net/tools/toolbox/>

SALTO-YOUTH is a network of seven Resource Centres working on European priority areas in the field of youth. As part of the European Commission's Training Strategy, SALTO-YOUTH provides non-formal learning resources for youth workers and youth leaders and organises training and contact-making activities to support organisations and National Agencies (NAs) within the frame of the European Commission's [Erasmus+ Youth programme](#), [the European Solidarity Corps](#) and beyond.

The Toolbox for Training holds a collection of resources useful for training activities in the youth field. In order to be able to check the quality we only list 'training tools' in English.

They can be of various types: energisers, exercises, (Powerpoint) presentations, background & reflection texts, CD-roms, videos etc

They can be about various topics: anti-racism & cultural diversity, social inclusion, EuroMed, South-East Europe, project management, intercultural learning, etc

### **Questions to guide media selection and use<sup>11</sup>**

These questions are just a suggestion. According to the different learning, organisational and target context it is possible to add more or skip some of them.

#### **Who are your participants?**

1. What is the mandate or policy of your institution, department or programme with respect to access? How will participants who do not have access to a chosen digital tool be supported?
2. What are the likely demographics of the participants you will be training? How appropriate is the digital tool you are thinking of using for these participants?
3. What digital skills do you expect your participants to have before they start the training? How could digital tools be used to cater for learning differences?

#### **Ease of use**

4. How intuitively easy to use is the digital tool you are considering, both by participants and by yourself?
5. How reliable is the digital tool? How easy is it to maintain and up-grade it?
6. Do you have adequate technical and professional support, in terms of both technology and design of materials?

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<sup>11</sup> Selected and adapted from Bate, 2018, pp. 526-534



7. What rewards am I likely to get for using a new digital tool in my training? Will use of a new digital tool be the only innovation, or can I also change my way of training with this digital tool to get better results?
8. What are the risks in using this digital tool?

#### **What is the cost in money and time?**

9. Which media are likely to take a lot of your time to develop? Which could you do quickly and easily?
10. How much time do you spend preparing lectures? Could that time be better spent preparing learning materials, then using the time saved from delivering lectures on interaction with participants (online and/or face-to-face)?
11. What kind of help can you get in your institution from instructional designers and media professionals for media design and development?
12. What open educational resources could be used for this course? Could you use an open textbook, thereby saving participants the cost of buying textbooks? Can the library or your learning digital tool support group help identify potential OERs for your course?

#### **Training and other pedagogical factors**

13. What are the desired learning outcomes from the training in terms of content and skills?
14. What instructional strategies will be employed to facilitate the learning outcomes?
15. What really must be done face-to-face in this course?

#### **Interaction**

16. In terms of the skills I am trying to develop, what kinds of interaction will be most useful? What media or digital tool could I use to facilitate that kind of interaction?
17. In terms of the effective use of my time, what kinds of interaction will produce a good balance between student comprehension and student skills development, and the amount of time I will be interacting personally or online with participants?

#### **Organisational issues**

18. How much and what kind of help can I get from the institution in choosing and using media for training? Is help easily accessible? How good is it? Do they have the media professionalism I will need? Are they up to date in the use of new technologies for training?
19. To what extent will I have to follow 'standard' technologies, practices and procedures, such as using a learning management system, or lecture capture system, or will I be encouraged and supported to try something new?

#### **Networking**

20. How important is it to enable learners to network beyond a course, with others such as subject specialists, professionals in the field and relevant people in the community? Can the course, or student learning, benefit from such external connections?
21. If this is important, what is the best way to do this? Use social media exclusively? Integrate it with other standard course digital tools? Delegate responsibility for its design and/or administration to participants or learners?

#### **Security and privacy**

22. What student information am I obliged to keep private and secure? What are my institution's policies on this?

23. What is the risk that by using a particular digital tool my institution's policies concerning privacy could easily be breached? Who in my institution could advise me on this?
24. What areas of training and learning, if any, do I need to keep behind closed doors, available only to participants registered in my course? Which technologies will best allow me to do this?