DIVERSITY AND TOLERANCE IN AN E-LEARNING ENVIRONMENT

STUDENT ACTIVITIES HANDBOOK FOR VET PROFESSIONALS

CONTENT

INTRODUCTION TO THE STUDENT ACTIVITIES HANDBOOK

The "**DivErSity and Tolerance IN E-Environment**" (DESTINE) project aims to support teachers and students in vocational education and training to address the issues of diversity and tolerance within an online and distance learning environment. As part of our work to address the needs of vocational learners to be able to contribute to developing a diverse, inclusive, and tolerant learning environment, DESTINE has seen the development of this handbook with activities for students. The aim of this handbook is that on completion of the e-Modules for vocation educators, which is available through our MOOC platform (accessible at: https://destinemooc.eu/), that vocational educators will use the activities in this handbook with students in their classrooms, to build more inclusive learning environments – both online and in the physical classroom – that celebrate diversity and promote tolerance among both educators and students. By delivering the activities in this handbook, our intention is that educators in vocational education and training settings will be supported to engage their students in promoting diversity throughout their learning experience and to help to co-create inclusive learning environments.

On the DESTINE MOOC, educators will find 7 e-Modules which address the following topics:

1. Module 1 - Introduction to diversity, tolerance, and equity - This is an introductory module on diversity, tolerance and equity and their importance in fostering a safe, inclusive, democratic society.
2. Module 2 – Diversity and tolerance in the classroom - This module explains the various aspects of students' diversity, highlighting the benefits of a tolerant, diverse learning environment.
3. Module 3 – Exploring ourselves and the "others" - This module examines the perceptions of ourselves and the ways that we see "others" and others see us, focusing on the role of stereotypes, prejudice, and discrimination.
4. Module 4 – The inclusive educator - This module outlines the characteristics and behaviour of teachers and educators considered to be inclusive, encouraging of students with diverse backgrounds reaching their personal best.
5. Module 5 – Teaching and learning: from traditional to blended and online courses - This module examines the pros and cons of the proliferation of technology in (VET) education, helping tutors to see digital literacies, e-learning platforms, and digital tools as "friends".
6. Module 6 – Searching, presenting, and sharing knowledge online - This module outlines strategies and tools on digital content creation in a diversified classroom.
7. Modules 7 – Using digital tools to engage in learning and assess the results - This module presents strategies how to engage students and assess online courses, helping educators critically reflect on evaluation processes in a diverse learning environment.

For each of these topics, DESTINE provides two activities which vocational educators can use in their classrooms, or in online or blended learning courses, to help to promote diversity and tolerance amongst their students. The following handbook contains the activities developed for each of these modules.

DESTINE TRAINING CURRICULUM – STUDENT ACTIVITIES

The following section of this handbook presents the students activities that have been developed to be delivered in hybrid/blended or in-person teaching, to actively engage students in the process of learning about diversity and inclusion in education, and in supporting more inclusive and diverse educational environments.

MODULE 1:
INTRODUCTION TO DIVERSITY, TOLERANCE, AND EQUITY

AIM:
An introductory module on diversity, tolerance and equity and their importance in fostering a safe, inclusive, democratic society

Module 1- Activity 1
"Diversity Scavenger Hunt"

The Diversity Scavenger Hunt activity is a fun and interactive exercise that encourages students to explore and appreciate the diversity in their classroom and community by working in groups to identify and collect examples of different aspects of diversity such as different cultures, religions, abilities, and perspectives.

Objectives
To encourage students to recognize the diversity that exists in their classroom and appreciate the positive effects of diversity.

Indicative time
30 minutes

Description of the activity
Facilitator(s): One or several VET educator/teacher/trainer

Target Group: Learners from all age groups

The activity can help learners to recognize and define diversity to develop a sense of tolerance and empathy towards diverse groups around them.

Methodology - steps
1. Divide students into small groups.
2. Provide each group with a scavenger hunt list that includes different types of diversity, such as race, ethnicity, gender, religion, language, and culture.
3. Instruct students to find examples of each type of diversity within the classroom and take notes or pictures.
4. Once all groups have completed the scavenger hunt, bring the class together to discuss their findings.
5. Ask students to share what they learned about the diversity that exists in their classroom and how it contributes to a positive learning environment

Resources – tools for class and/or e-learning environment
Class environment:
- Classroom or paper board and markers

Elearning environment:
- Whiteboard feature that allows you to share a whiteboard with the other participants (depending on the platform you use, e.g. Zoom or Webex you can search for the instructions).
- Alternatively, in online environment you can use a shared Google .doc or dropbox paper.

Instructions on how to share files from Google Drive: https://support.google.com/docs/answer/2494822.

Instructions on How to create a Dropbox Paper doc: https://help.dropbox.com/files-folders/paper/create-doc

Reference/source:
Diversity Scavenger Hunt can also be applied in various environments. A pre-set questionnaires can be directed to the students at the end of the activity as well. https://scra27.org/files/5913/8974/9479/Schlehofer_Diversity_Scavenger_Hunt.pdf

Module 1- Activity 2
"My Action Plan"

The "My Action Plan" activity is a reflective and interactive exercise that encourages students to create a personalized plan of action to promote tolerance, inclusion, and equity in their daily lives, which involves reflecting on what they learned during the diversity, inclusion and equity module and identifying specific steps they can take to make a difference in their personal relationships, communities, and society.

Objectives
To encourage students to reflect on their learning and create a personal action plan to promote tolerance, inclusion, and equity in their daily lives.

Indicative time
30-45 minutes

Description of the activity
Facilitator(s): One or several VET educator/teacher/trainer
Target Group: Learners from all age groups
The activity can help learners to recognize and define diversity in order to develop a sense of tolerance and empathy towards diverse groups around them.

Methodology - steps
1. Begin the activity by asking students to reflect on what they have learned during the introduction to diversity, inclusion and equity module.
2. Ask students to identify specific ideas, concepts or experiences that resonated with them or that they feel they can apply in their daily lives.
3. Provide each student with a piece of paper and a pencil.
4. Ask each student to create a personal action plan that outlines specific steps they will take to promote tolerance, inclusion and equity in their daily lives.
5. Encourage students to be as specific and concrete as possible, and to think about ways they can make a difference in their personal relationships, communities, and society as a whole.
6. Once students have completed their action plans, ask volunteers to share their plans with the class.
7. Encourage discussion and reflection on the ideas presented, and provide feedback and support to help students achieve their goals.
8. Finally, ask students to commit to their action plans by signing and dating their papers, and encourage them to revisit their plans periodically to track their progress and make adjustments as needed.

Assessment: The assessment will be based on the quality and feasibility of the action plans created by the students, as well as their level of engagement and participation in the activity and class discussion.

Resources – tools for class and/or e-learning environment
Class environment:
 • Classroom or paper board and markers
 • Paper and pencils

Elearning environment:
 • Whiteboard feature that allows you to share a whiteboard with the other participants (depending on the platform you use, e.g. Zoom or Webex you can search for the instructions).
 • Alternatively, in online environment you can use a shared Google .doc or dropbox paper.

Instructions on how to share files from Google Drive: https://support.google.com/docs/answer/2494822.

Instructions on How to create a Dropbox Paper doc: https://help.dropbox.com/files-folders/paper/create-doc

Reference/source:
Adams, M., Bell, L. A., & Griffin, P. (2007). Teaching for diversity and social justice (2nd ed.). Routledge.

MODULE 2:
DIVERSITY AND TOLERANCE IN CLASSROOM

AIM: An introductory module on diversity, tolerance and equity and their importance in fostering a safe, inclusive, democratic society

Module 2 – Activity 1
Diversity and Tolerance in the Classroom

Creating awareness of different identities and cultures in our classroom

Activity 1 – Vocabulary list of inclusive terms (Hybrid)

Objectives
Explore the benefits of inclusive language in the classroom
Help learners understand the importance of inclusive language

Indicative time
30 – 45 minutes

Description of the activity
Facilitator(s): One VET educator
Target Group: Learners aged 16-25
The purpose of this activity is to create a bank of inclusive vocabulary terms that are more inclusive than the terms that learners may use.

Methodology - steps
1. The facilitator(s) should start the conversation about mindful language by discussing what inclusive terms are and why we use them. The facilitator(s) can use the following prompt questions to generate conversation:
   - Why would we use inclusive language in a classroom?
   - What are some examples of inclusive language?
2. The facilitator(s) splits the group into pairs and provides each pair with a piece of paper (if in person), or gets the pair to create their own Google Doc that they will share. If the activity is taking place online, the facilitator(s) should split the pairs into breakout rooms together.
3. The facilitator(s) gives the teams 20 minutes to discover difference inclusive language terms as they can think of.
4. The groups must come up with different types of inclusive language such as:
5. Person-first language, e.g. 'a person who is hard of hearing' rather than 'a deaf person'
6. Preferred Gender Pronouns, e.g. the facilitator could ask participants to put their preferred pronouns in their Zoom name
7. Gender-neutral terms, e.g. a 'flight attendant' rather than an 'air hostess'
8. Terms based on race, e.g. a person of colour
9. Once the time has elapsed, the facilitator(s) should bring the teams back to participate in a group discussion about the terms they came up with using the following prompt questions:
   - Was it difficult to come up with more inclusive language to be used in the classroom? Why/why not?
   - Using inclusive language is a way to make sure that every person feels welcome. Is this something you have ever considered before?
   - In what other scenarios could you see where using inclusive language would be appropriate?

Resources – tools for class and/or e-learning environment
Class environment:
- Classroom or paper board and markers
E-learning environment:
- Zoom link
- A Google Doc where the participants can work together
- Here is a link where you can see how to collaborate on Google Docs: https://support.google.com/a/users/answer/9305987?hl=en

Reference/source: Zhang, E. (2021, April 1). "Vocabulary List of Inclusive Terms" in 6 Diversity and Inclusion Activities for Virtual Teams. Symba. Retrieved December 20, 2022, from https://symba.io/blog/dei/diversity-inclusion-activities-for-virtual-teams/

For additional resources and related material: Forsey, C. (2022, June 21). Inclusive language: How to use and promote it at your organization. HubSpot Blog. Retrieved December 20, 2022, from https://blog.hubspot.com/marketing/inclusive-language

James-Odukoya, T. (2020, November). Inclusive Language Guide. London; OneGSMA. Retrieved from: https://www.gsma.com/aboutus/wp-content/uploads/2020/11/GSMA-Inclusive-Language-Guide_2020.pdf

Module 2 - Activity 2
Visual Arts Gallery (Online)

Objectives
Explore the differences in cultural arts such as fine art, literature and music
Share and reflect on the different experiences of diversity in the classroom

Indicative time
30 – 45 minutes

Description of the activity
Facilitator(s): One or multiple VET educators
Target Group: Learners aged 16-25
This activity aims to teach learners about how different people express their diversity. Learners will research and share three different arts pieces with the rest of the group based on their own diversity.

Methodology - steps
1. The facilitator(s) sets a timer for 20 minutes and gives participants enough time to research the following based on their own unique diversity:
   - A piece of art that expresses their diversity
   - A piece of literature that discusses their diversity
   - A piece of music that expresses their diversity

   For example, a person who has a physical disability may choose a piece of art that expresses physical disability or made by a disabled artist, a book written by someone with a physical disability or that has a person with a physical disability as the protagonist, and a piece of music created by someone who has a physical disability.

2. Once the time has elapsed, the facilitator gives each learned 5 minutes to present their art pieces to the rest of the group, giving them enough time to explain why they chose those pieces in particular.
3. Once each participant has presented, the facilitator should lead the group in a group discussion using the following prompt questions:
   - Was it easy or difficult to find art pieces created by diverse artists?
   - Which art piece was the most difficult to find?
   - What are the barriers that stop diverse artists from being able to access the art world?

Resources – tools for class and/or e-learning environment
Class environment:
- Classroom or paper board and markers
Elearning environment:
- Internet access for participants to research
- Share screen functions

For additional resources and related material:
Millington, R. (2020, April 7). 1*0 artists promoting diversity through portraiture*. Rise Art. Retrieved December 20, 2022, from https://www.riseart.com/guide/2386/10-artists-promoting-diversity-through-portraiture

MODULE 3:
EXPLORING OURSELVES AND THE "OTHERS"

AIM: A module examining the perceptions of ourselves and the ways that we see "others" and others see us, focusing on the role of stereotypes, prejudice, and discrimination

Module 3 – Activity 1

Exploring ourselves and the "others"

Building understanding and awareness of the theory of stereotypes in society, and classroom
Activity 1 – Handling stereotypes (Hybrid)

Objectives
Consider what common stereotypes are and why they exist.
Look at different ways to raise awareness of the existence and danger of stereotypes in society and classroom

Indicative time
30 – 40 minutes

Description of the activity
Facilitator(s): One VET educator/teacher/trainer
Target Group: Learners aged 16-25 (+)
The purpose of this activity is to look at different ways to raise awareness of the existence and danger of stereotypes in society and classroom.

Methodology - steps
Step 1: The facilitator(s) reads the definition about what is a stereotype then ask the students some specific questions (5 minutes).
A stereotype is "… a fixed, over-generalized belief about a particular group or class of people." (Cardwell, 1996). For example, 'Germans are always on time.'
Question 1: How far do you agree with the quote above? Can you give one or two examples from your own experience?
Question 2: How useful is it for you to discuss stereotypes within the school activity? Why?

Step 2: The facilitator(s) splits the students into small groups and ask them to discuss the following questions. If the activity is taking place online, the facilitator(s) should split the small groups into breakout rooms.
Question 1: Why do societies and schools have stereotypes?
Question 2: Which are the most common stereotypes?
Question 3: How can VET teachers help students to understand the nature and role of stereotypes in classroom?
The facilitator(s) gives the teams 10 minutes to think of and answer the questions. Then, the groups share their ideas and create an open discussion.

Step 3: The facilitator(s) reads the following gender stereotype: 'Girls wear pink, boys wear blue, no?' Then in small groups, the students have 5 minutes to answer one question. Then compare the ideas with those in other groups.
Question 1: What are the pros and cons of the given gender stereotype? Why?

Step 4: The facilitator(s) asks the students to (randomly) share their personal experience with stereotypes: think for a moment of when you were involved in a situation where someone used a stereotype. How did you react?
Only those who feel confident and want to share about it answer this last request.

Resources – tools for class and/or e-learning environment
Class environment:
- Classroom or paper board and markers (flipchart if possible)

E-learning environment:
- Zoom link
- Students should have paper and pen with them to write down their ideas or they can write them in the chat or express them freely and orally

For additional resources and related material:
Stereotypes, Examples
https://examples.yourdictionary.com/stereotype-examples.html
Stereotypes and Education
https://greenteacher.com/stereotype-and-bias-in-education
Effect of Teachers' Stereotyping on Students'
https://www.tandfonline.com/doi/abs/10.1080/00224540109600544

Here's How Teachers Can Help Students Overcome Stereotype Threat
https://educationpost.org/heres-how-teachers-can-help-students-overcome-stereotype-threat

Module 3 – Activity 2

Exploring ourselves and the "others"

Exploring the concept of discrimination in relation to yourself and others and gain an appreciation of its complexity

Activity 2 – The Motivating Passport (Hybrid)

Objectives
Consider the creation of the own definition of discrimination
Exploring the concept of discrimination in relation to yourself and others and gain an appreciation of its

Indicative time
20-25 minutes

Description of the activity
Facilitator(s): One VET educator/teacher/trainer
Target Group: Learners aged 16-25 (+)
The purpose of this activity is to explore the concept of discrimination in relation to yourself and others and gain an appreciation of its complexity. It also provides the opportunity to create your own definition of discrimination.

Methodology - steps
Step 1: The facilitator(s) reads the definition about discrimination.
Discrimination: treating someone unfairly by either imposing a burden on them, or denying them a privilege, benefit or opportunity enjoyed by others, because of their race, citizenship, family status, disability, sex or other personal characteristics (note: this is not a legal definition).

Step 2: The facilitator(s) splits the students into pairs and ask them to create on chart paper the own definition of discrimination (5 minutes). If the activity is taking place online, the facilitator(s) should split the pairs into breakout rooms.

Step 3: The facilitator(s) asks the pairs to present their definition to the class. When all pairs have presented, the facilitator(s) should identify those ideas that are common and use them to develop a shared definition of the term. Then, the facilitator(s) compares the new and common definition to the one given at step 1.

Step 4: The facilitator(s) gives the 5 minutes to every student to complete the own 'Motivating Passport', a document in which individuals state their commitment to promoting values in the classroom and society, but also outlines certain activities which they promise to do in order to live their commitment.

Name_____

I am commited to supporting societal and school values because: _____

I would like to support societal and school values by: _____

Resources – tools for class and/or e-learning environment

Class environment:
- Classroom or paper board and markers (flipchart if possible)
- Paper sheet
- Pen
- Image or paper with the 'Motivating Passport'

E-learning environment:
- Zoom link
- Students should have the image or paper with the 'Motivating Passport' plus paper and pen to write down their ideas for the own definition of discrimination

Reference/source: N/A

For additional resources and related material:

What is discrimination?
https://www.do.se/choose-language/english/what-is-discrimination

Discrimination and Intolerance
https://www.coe.int/en/web/compass/discrimination-and-intolerance

MODULE 4:
THE INCLUSIVE EDUCATOR

AIM: A module outlining the characteristics and behaviour of teachers/educators considered to be inclusive, encouraging of students with diverse backgrounds reaching their personal best

Module 4 – Activity 1
"More than meets the eye"!

A welcome activity that can help students see beyond stereotypes and create a friendly team learning environment.

Objectives
A welcome activity that allows both teachers and students to introduce themselves and "break the ice".
At the same time, it will energize the group and help the participants to share information about themselves that goes beyond the first appearance and the first impressions.

Indicative time
45 – 60 minutes

Description of the activity
Facilitator(s): One or several teachers
Target Group: (VET) students of various ages
This ice-breaking activity aims to demonstrate that there is much more to a person than what comes out in a first face-to-face encounter. Therefore, the VET students will begin to understand the importance of looking beyond appearances, seeing beyond stereotypes, encouraging self-reflection, and allowing space for meaningful group dialogue.

Methodology - steps
Many times, we judge other people based on their appearance, nationality, ethnicity etc. and so we miss out on getting to know the "real" person and all the important information that goes beyond the look. "More than meets the eye" is an activity that will allow the participants to introduce themselves to the team and get to know each other by revealing a piece of their identity, personality or character that in not "obvious" to others. Participants will be asked to share why certain parts of their identity are important for them to reveal.

1. In a physical classroom, form a circle with chairs or even sit around on the floor if participants are able. In an online classroom make sure that all students have their cameras and microphones on.

2. All participants will be asked to say the following prompt:
"My name is_____ and I am from_____ . One thing you cannot tell just by looking at me is that_____
This is important for me to share it with you because_____ "

3. It is useful to write this sentence out on a sheet of paper to pass it around as a "script" or even write it on the board (if there is one in the room) or the online whiteboard or share a slide with the whole class.

4. The teacher will be the first to introduce him/herself by using the sentence above.

5. Participants can choose to disclose high or low risk responses. As teacher, you should be open to anything that participants may want to share, and encourage them to say what is important to them at the time of the activity.

6. Depending on group size, you can have participants share 1- 2-3 things about themselves.

7. After completing the task, ask participants to discuss all together.
   • What are 1-2 words that describe what this activity was like for you?
   • How did you feel when you said your statement?
   • How did you decide what to share about yourself?
   • Did any of your team colleagues' responses surprised you? Why?
   • How can you find out meaningful information about your peers in the future? What is the value in that?

Resources – tools for class and/or e-learning environment
Class environment:
  • Classroom or paper board and markers
Elarning environment:
  • Whiteboard feature that allows you to share a whiteboard with the other participants (depending on the platform you use, e.g. Zoom or Webex you can search for the instructions).
  • Alternatively, in onlice environment you can use a shared Google .doc or dropbox paper.

Instructions on how to share files from Google Drive https://support.google.com/docs/answer/2494822.
Instructions on How to create a Dropbox Paper doc https://help.dropbox.com/files-folders/paper/create-doc

Reference/sources:
CULPEER: "Cultural and peer-learning approaches for successful integration of disadvantaged youth and refugees at school level". Erasmus+ project (VG-IN-NW-16-24-023076). "Ice breakers for cultural awareness". https://culpeer.eu/images/documents/resources/oer/Ice-breakers-for-cultural-awareness-includes-external-resources.pdf

MIVA: Migrants' Integration through Voluntary Activities. AMIF project (AMIF-2017-AG-INTE/821644). Training Material for Work Package 4: Capacity Building Workshops for Integration in Society and Working Life Issues. https://www.mivaproject.eu/capacity-building-workshops-2

Module 4 – Activity 2
Creating educational contracts for inclusive classrooms

A fantastic tool that can help educators set the tone for the year, building a welcoming, safe and inclusive learning environment for all students.

Objectives
Start conversations in the classroom about diversity and respect.
Create awareness to students about inclusivity.
Establish behavior expectations in the classroom.

Indicative time
60 – 90 minutes (depending on the number of learners)

Description of the activity
Facilitator(s): One or several teachers
Target Group: (VET) students of various ages
This activity can help (VET) educators create with the contribution of all their students an "educational contract" that can serve as the basis for dialogue around diversity, awareness raising about inclusivity and the establishment of a welcoming, safe and inclusive learning environment for all.

Methodology - steps
1. Explain the objective of the activity, having in mind that while teachers understand the importance of "classroom or educational contracts", students might need a little more persuasion at first. It is important to have your students' consent before you begin so they feel invested in the process and the outcome as well! A good idea is to try use different terminology; for example, instead of speaking about "class contract" or "class rules", say that we will try to "define our classroom expectations".
2. Continue by explaining that your classroom, whether physical or online, is a free open space, where each must respect what the other is saying without interrupting or laughing, that everybody's input is equally valued, and that no idea is "bad" or "wrong" as long as we stay positive and friendly to each other.
3. Ask questions and, if necessary, give examples. When creating your social contract with your class, start with 2-4 important questions to make sure everyone is on the same page.
   - Perhaps you want to ask them what a great classroom looks, sounds, and feels like.
   - You can also ask from your students to recall positive experiences from past learning enviroments.
   - In addition, you can ask them to think how they want their classmates to treat them and how they want to treat others.

Other top pick for areas of classroom expectations are also:
- Relationships
- work standards
- in the classroom (physical or online)
- participation
- speaking (e.g. inclusive language) and listening
- looking after the environment.
- well-being

There is no golden rule about how many classroom expectations you should have but aim for no more than 3-4 per area of expectation in your classroom contract.

4. Involve all the students in the activity. There will be those students who find it difficult to speak out or contribute their opinions during class activities. To make sure everyone will contribute, try setting up pieces of paper around the classroom with a key question on each one. Give each student a pad of

sticky notes to write their ideas on, to then stick under the relevant question. For example, "Be kind" might be stuck under "How do you want to treat your classmates?". If you are in an online classroom you can create an online board and use online sticky notes.

5. Break the class in smaller groups and have them discuss and pick their top suggestions and/or have a class vote to select your top rules that you will include in your "contract". If you are using an online platform like Webex or ZOOM use the "break out sessions" option.

6. Once the whole class has agreed on the content, it's time to turn it into a contract either on a physical piece of paper or evn better digitally, using an app or a free design tool. The benefit of the online contract is that it becomes editable, students can access it at any time, and they can share it with others too (a great way to build culture beyond the classroom!).

7. Choose an insiring title e.g. "In our great classroom...." and get all students to sign the contract (in the digital format they can write their names), and don't forget to sign it yourself, of course.

8. Once it is ready, you can print it and stick it up in your classroom and/or share it via e-mail with all the students, or post it on the lesson's webpage for all to see.

Keep in mind that It's never too late to start, whether you set up your contract on the first day or the fifth week, since a supportive and inclusive learning environment is essential to student achievement!

Such contracts are an excellent type of classroom management since you can refer to them at any time of year, discuss them with your students and update them. This is especially vital after a break to ensure that all students return to class with the same mentality and respect.

Resources – tools for class and/or e-learning environment
Class environment:
  • Classroom or paper board, sticky notes and markers
Elarning environment:
  • Whiteboard feature that allows you to share a whiteboard with the other participants (depending on the platform you use, e.g. Zoom or Webex you can search for the instructions).
  • Alternatively, in onlice environment you can use a shared Google .doc or dropbox paper.
  • Instructions on how to share files from Google Drive https://support.google.com/docs/answer/2494822

Instructions on How to create a Dropbox Paper doc
https://help.dropbox.com/files-folders/paper/create-doc
  • Lino, an online web sticky note service that can be used to post memos, to-do lists, ideas, and photos anywhere on an online web canvas. https://en.linoit.com
  • Canva, a free-to-use online graphic design tool. Use it to create social media posts, presentations, posters, videos, logos and more. https://www.canva.com
  • How to create Create breakout sessions in Webex https://help.webex.com/en-us/article/nft9foq/Create-breakout-sessions
  • Enabling break out rooms in ZOOM https://support.zoom.us/hc/en-us/articles/206476093-Enabling-breakout-rooms
  • Kami librady with templates for class contracts https://www.kamiapp.com/library?term=social+contract

Reference/source: Kami (2022). Building Classroom Contracts for a Positive Community. https://www.kamiapp.com/blog/classroom-contracts

MODULE 5:

TEACHING AND LEARNING: FROM TRADITIONAL TO BLENDED AND ONLINE COURSES

AIM: A module that examines the pros and cons of the proliferation of technology in (VET) education, helping tutors to see digital literacies, e-learning platforms, and digital tools as "friends"

Module 5 - Activity 1

"Let's go on a tour".

Guiding learners through their discovery of their virtual classroom environment

Prerequisite: Instructors will need an extended knowledge about how the dedicated platform works beforehand.

Objectives
Help learners navigate their digital learning environment, especially the virtual classroom (synchronous tasks)
Create a healthy and engaging learning environment through trust building and peer exchange

Indicative time
45 minutes

Description of the activity
Facilitator: One teacher
Target Group: Adult learners
The "Let's go on a tour" activity can help VET teachers to guide their learners through their discovery of their virtual classroom environment. The activity is designed to give learners multiple opportunities to discover and use the main features available on virtual classrooms (e.g., Zoom, Teams...): microphone, camera, chat box, whiteboard, screen share, annotate, breakout rooms, reactions, vote, raising hand. If planning to use a platform regularly, it's recommended to take some time to help learners get familiar with the platform (to avoid future technical issues, to promote learners' interactions and help them feel comfortable in their learning environment).

Methodology - steps
1. Welcome the learners to their digital classroom. Ask them as they arrive to say "hello" (**activate and deactivate microphone**) and wave to the group (**activate and deactivate camera**). Explain the aim of the activity using simple words, such as the following: "During this activity, we will have opportunities to use and discover the main features of the platform so we can get familiar with them, and all feel comfortable".
2. Establish ground rules. Explain learners that this is a free open space, where each must respect what the other is saying without interrupting or laughing. Explain that this will be made easier if we all deactivate our mics when not speaking. Clarify that that everybody's input is equally valued, no idea is bad and that questions are welcome.
3. Ask the learners to find the **chat box** and to send, as a message to everyone, a smiley that reflects their current mood. React to each smiley with a comment (vocal), ask the learner to explain their choice when necessary. Make sure that learners expressing fear or stress related to a new working environment are reassured.
4. **Share your screen** a list of elements, all starting with "Can you find somebody who...".

You will find an example below thought as a "get to know each other" activity.

This activity can easily be adapted to other contexts. (As an example, listing last lesson's key elements instead of people's characteristics will turn it into a revision activity).

Can you find somebody who...
Is taller than 5'3"?
Wears high-heels?
Has broken their leg?
Is afraid of spiders?
Snores?
Was born before 2007?
Has a pet?
Has been in cinema recently?

5. Tell the group that you need their help because you are looking for "someone who…" and finish the sentence with the listed characteristics. Let them exchange ideas informally (making sure that microphone activation / disabling takes place according to the group rules).
6. Once they have some group members identified, ask a volunteer to **annotate the screen** directly with their first idea. You could give such instructions: "Great [*learner's name*]! Could you please help me further by writing the name of "someone who has been in a cinema recently" directly on the screen? You can do so by clicking on…". Learners take turns to annotate and fill the document. If more than one name can be written in one single box, it means that two or more learners share this element: they have it in common. Clarify this to the group. If the prompts did not allow identifying something learners have in common, you could add one of yours. (e.g., "I, just like, [*learner's name*], have a pet, it is something we have in common). Explain that their next task will be, in groups, to find 3 elements they have in common. Define a time limit (5 minutes). Learners can use the list from step 4 but encourage learners to find their own. Explain that, to do this task, learners will receive a notification in the app to invite them to join a smaller virtual classroom. Reassure learners that once in the room, you will be able to join and help. They can use the "**raise hand**" button if they want to ask for help.
7. Create and **launch breakout rooms** with groups from 2 to 4 learners and let them do the task. Navigate from group to group to observe learners and help when necessary.
8. When reaching the time limit, close the breakout rooms and welcome learners in the common virtual classroom again.
9. Offer for a group of volunteers to share with the group one of the element they found. It could be the funniest, the most surprising, the weirdest… Learners take turns, and each group shares one element. Write all elements on a **whiteboard** as they come (you can ask learners to write if they are comfortable enough with the annotate feature).
10. Once each group has given one element, organise a vote (e.g., the funniest of all, the weirdest of all…). To organise the ballot, you may want to use:
    - the **chat box** (after having assigned a number to each element, learners can vote for their favourite in the chat box),
    - **reactions** (after having assigned a reaction to each element, learners vote for their favourite),
    - **vote** (you name an element and learners vote whether it is their favourite)
    - or even a **survey** created with apps like Google or Microsoft Forms.
11. Congratulate the winner group and all learners for taking part. Let them know they are now platform experts, as they were able to realise this task fully.

Resources – tools for class and/or e-learning environment
eLearning environment:
- Depending on the platform you use, (e.g. Zoom, M. Teams or Jitsi meet) you can search for the instructions and/or tutorials to share with the learners
- Some steps can be adapted depending on the features offered by your platform.

Reference/source:
The "Let's go on a tour" activity comes from a free adaptation to the digital world of various activities including:

University of Michigan (2006). *Twenty successful activities – Find someone who*. Retrieved from: https://www.press.umich.edu/pdf/0472031651-sample.pdf

VAUBAN, V. (2019). *Ice breaker: 10 things in common*. Retrieved from: https://www.vvauban.com/blog/ice-breaker-10-things-in-common

For additional resources and related material:
Tovuti LMS (2021). *The Definitive Guide to Virtual Classrooms*. Retrieved from: https://www.tovutilms.com/lms/virtual-classroom-guide#:~:text=A%20virtual%20classroom%20is%20a%20digital%20learning%20environment%20where%20teachers,learners%20in%20an%20interactive%20setting.

Zoom. (2022). *Explore our Teacher Tools*. Retrieved from: https://explore.zoom.us/en/teacher-tools/

Microsoft Teams | Microsoft Learn (2022). *Teams for Education – Microsoft teams*. Retrieved from: https://learn.microsoft.com/en-us/microsoftteams/expand-teams-across-your-org/teams-for-education-landing-page?source=recommendations

Module 5 - Activity 2

"Out of time – out of the (virtual) classrooms"

Inviting learners to exchange ideas using Padlet for both synchronous and asynchronous interactions.

Objectives
Use a digital tool to foster peer to peer interaction (both synchronous and asynchronous)
Create a healthy and engaging learning environment through peer exchange

Indicative time
From 30 minutes (synchronous) to 2 weeks (asynchronous)

Description of the activity
Facilitator: One teacher
Target Group: Adult learners
The "Out of time" activity can help VET teachers to experiment with both synchronous and asynchronous interactions using a single tool.

Methodology - steps
Beforehand:
1. Create a Padlet, choosing the "column" style.
Label each column with the title of your choice. In the example below, learners could exchange points of view on different topics.

Seems unfair to me...	I'm against...	I am in favor...	I'm ready to...

2. Choose your design and settings: make sure that you allow guests to like, comment and write new posts on your Padlet. (Depending on the group, you may want to set a manual moderation system for every new post or comment. You can enable this option directly from the settings.)

3. Give the learners a selection of documents to read and/or watch about the topic of your choice.

Live interaction:
4. Remind the group that this is a free open space, where each must respect what the other is saying.

5. Share the Padlet link to the learners so that they can post their ideas and comment each other's posts.

6. Organise a virtual classroom to discuss and comment the results.

Asynchronous interaction:
4. Remind the group that this is a free open space, where each must respect what the other is saying.

5. Inform the learners that they must read all posts before posting themselves to avoid having several posts with the same idea.

6. Share the Padlet link to the learners so that they can post their ideas and comment each other's posts within the given time limit (e.g., two weeks).

7. Refer to the learners' collective board as a summary of the module and congratulate them all for taking part and building such an amazing tool!

Example of result:
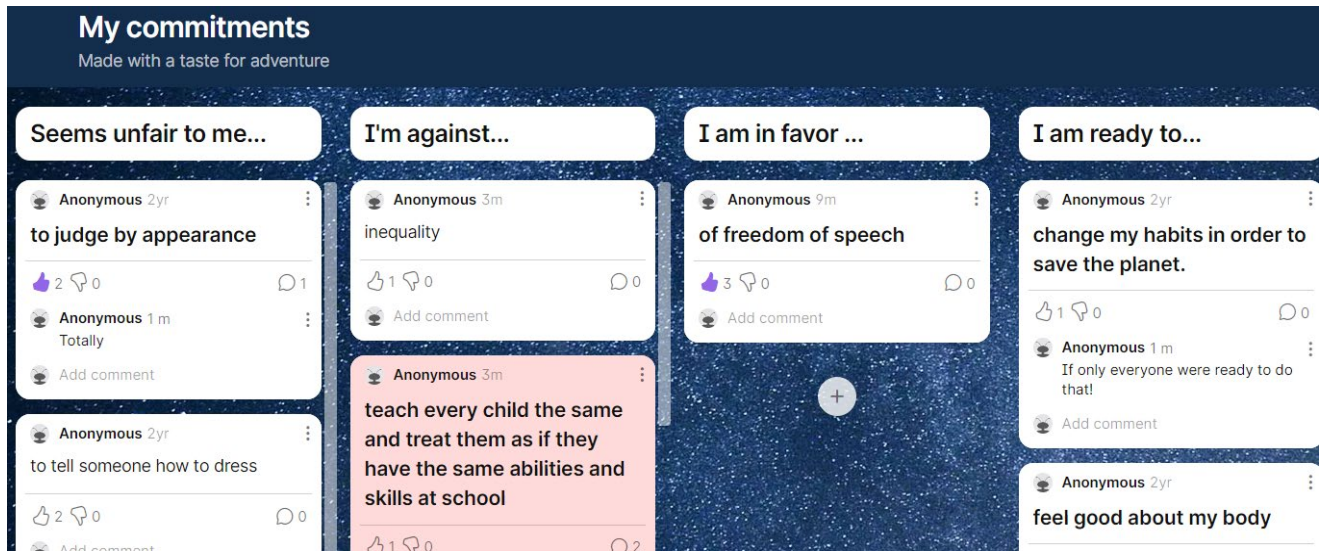
Resources – tools for class and/or e-learning environment
eLearning environment:
  • Padlet account (free)
  • Document corpus relevant to your topic

Rationale:
Padlet seemed like a relevant choice for this activity and module as it allows both synchronous and asynchronous use. It is described on its website as:
  • Easy and intuitive
  • Universal and inclusive
  • Perfecting the art of collaboration

Reference/source:
The "Out of time – out of the (virtual) classrooms" activity comes from a free adaptation of various in-class activities.

For additional resources and related material:
Padlet (2022). Padlet Help – Padlet Knowledge Base & Support. Retrieved from: https://padlet.help/l/en
Vrieling-Teunter et al. (2022) Facilitating Peer Interaction Regulation in Online Settings: *The Role of Social Presence, Social Space and Sociability*. Retrieved from: https://www.frontiersin.org/articles/10.3389/fpsyg.2022.793798/full

MODULE 6:

SEARCHING, PRESENTING, AND SHARING KNOWLEDGE ONLINE.

AIM: A module exploring strategies and tools on digital content creation in a diversified classroom

Module 6
Searching, presenting and sharing knowledge online

Creating accesible resources

Indicative time: 2 hours

Objectives
Learn to interact through digital tools and electronic platforms in a diversified environment.
Raise awareness on issues of gender equality, sexual diversity, equality, non-discrimination, etc.
Increase student participation in the classroom.

Description of the activity
Facilitator(s): One or several teachers
Target Group: VET Learners aged 16-25
This activity will help students to interact more with new technologies from a diverse perspective, helping to transition towards a more diversified and digitised vocational training.

Methodology - steps
1. Access and motivation: Welcoming learners and motivating them to complete the task. Introductory stage explaining what e-learning activities are and the importance of digital tools in the classroom from a diverse perspective.
2. Students will be divided into groups, each group will select one or several digital tools (LRN, Moodle, Google Classroom, Kahoot!, Slido, Mentimeter, etc). Students will have to learn how to use these platforms with the help of one teacher per group.
3. Once they are familiar with the digital tools, they will have to choose a specific topic related to diversity and inclusiveness. Once the topic has been chosen, students will have to use these platforms to make a presentation (it must be original and far from traditional educational methods). This presentation will also use digital tools such as images, videos, music... It is vital to work with accessible educational tools (activities with audio and images, alternative forms of communication, etc.).
4. Once the presentation is over, students from each group will present their work, while showing how to use the chosen tools. The presentation should emphasise the importance of digitalisation in education and the transition towards a more inclusive education system.
5. At the end, the results of the activity will be evaluated to ensure that it has had an impact on the target group. Teachers will choose the presentation that best reflected the objectives of the activity.

Resources – tools for class and/or e-learning environment
Class environment:
• Computers

Learning environment:
• For an online environment you can use Google Drive.

MODULE 7:

USING DIGITAL TOOLS TO ENGAGE IN LEARNING AND ASSESS THE RESULTS.

AIM: A module exploring strategies how to engage students and assess online courses, helping educators critically reflect on evaluation processes in a diverse learning environment

Module 7 – Activity 1
Using digital tools to engage in learning and assess the results.

"Rose, Thorn, Bud" Activity

Reflective Group Assessment Activity for the lesson/course

Objectives
Reflect on the lesson's learnings, challenges, and ideas that student's experienced during the lesson or the whole course

Indicative time
30 minutes

Description of the activity
Facilitator(s): One or several teachers
Target Group: Learners from all ages
The "Rose, Thorn, Bud" activity is a reflective group activity meant for students to express the learnings, challenges, and new ideas that they experienced during a lesson or a course. What you need is three boards (each one named Rose, Bud and Thorn) that you can create through Padlet. The students will take some time to reflect and write anonymously:
- **Rose Board**: three things that they learned during the course/lesson, a highlight, or something important that benefitted them in any way.
- **Thorn Board**: a challenge they experienced or an area they could use more support in
- **Bud Board**: new ideas that have blossomed or something they are looking forward to knowing more about or experiencing.

After they have reflected and written their takeaways for each board, the teacher reads some or all of the answers and has a small discussion when and if it is required.

Methodology - steps
Before the start of the activity create three boards with the "Canva" feature of padlet. Learn how to create and share your padlet by clicking this link. Each learner gets an invite to edit and contribute to this board from their device. For more information on how to create the board and images for the structure, go into the additional information section of this document. As you go over the instructions it would be beneficial to share your screen and show them the boards as you explain the activity.

1. Instructions 5': Explain the objective of the exercise using simple words, such as the following: "We will do a reflective group exercise called "Rose,Thorn,Bud". Each of you will get a link to edit a padlet board. In front you there are three boards names Rose, Thorn and Bud.

Rose stands for a highlight, something you learned that benefited you, something you successfully understood during this lesson.

The Thorn Board is for a challenge you experienced during this lesson or an area/subject that you could use more support in.

The Bud Board is for expressing new ideas, or something that you look forward to knowing or understanding more."

2. Establish ground rules. "Each one of you will write at least one or as many sentences as you like for every board. You will write them anonymously and after everyone is done, we will collectively share what is written on the boards and have a brief discussion"

3. Give them time to log in and write their thoughts on the board – 10-15 minutes.

4. After everyone is done, ask them to return to your video call and share your screen. You can start by reading random answers board by board and see which answers overlap. The Thorn Board that is for expressing challenges you can have a brief discussion if you deem it necessary, for the students to express how they would like to overcome these challenges in the future.

5. Conclude the activity by thanking everyone for their contribution to this activity and to your class.

Resources – tools for class and/or e-learning environment
Class environment:
  • Classroom or paper board, markers, post-its
E-learning environment:
  • Whiteboard feature that allows you to share a whiteboard with the other participants (depending on the platform you use, e.g. Zoom or Webex you can search for the instructions).
  • Padlet
  • Alternatively, in online environment you can use a shared Google .doc or Dropbox paper.
  • Instructions on how to share files from Google Drive https://support.google.com/docs/answer/2494822.

Instructions on How to create a Dropbox Paper doc
https://help.dropbox.com/files-folders/paper/create-doc

Reference/source:
The Rose, Thorn, Bud activity is a common group reflective activity widely used from teachers in the traditional classroom. For further reading you can visit this link.

For additional resources and related material:
Tovuti LMS (2021). The Definitive Guide to Virtual Classrooms. Retrieved from: https://www.tovutilms.com/lms/virtual-classroom-guide#:~:text=A%20virtual%20classroom%20is%20a%20digital%20learning%20environment%20where%20teachers,learners%20in%20an%20interactive%20setting.

Zoom. (2022). *Explore our Teacher Tools*. Retrieved from: https://explore.zoom.us/en/teacher-tools/

Module 7 – Activity 2

Using digital tools to engage in learning and assess the results.

Create an interactive evaluation activity using Quizlet.

Reflective Group Assessment Activity for the lesson/course

Objectives
Assess students' understanding of the content in an engaging way

Indicative time
Depends on the content

Description of the activity
Facilitator(s): One or several teachers
Target Group: Learners from all ages
Quizlet is a fantastic tool for all courses but is especially useful if you have a course that is heavy with terms and definitions and/or a course with no textbook. Textbooks often include an online site where students can access practice quizzes and flashcards among other tools to help self-assess their knowledge and to study for upcoming tests/exams. Quizlet provides these same practice-type tools and can be customized by the course instructor. As an added feature, Quizlet can also be used "live" in a classroom setting for active engagement with course material and for reviewing concepts.

Methodology - steps
Step 1: Create a Quizlet account for free by visiting this link.

Step 2: Create a set of Questions.

You can either create a single question set each time by clicking "create" at the top of the Quizlet screen. You may also want to create a folder (if planning to make multiple sets for a certain class) by clicking on "create folder" to the left-hand side of the Quizlet home page.

Step 3: Share the Quiz URL

Once you are done your question set, share the quiz URL for students to use as independent study/review. If sharing the URL, simply click the "share" arrow beneath your set and hit "copy link" to paste to a learning management system or alternative method of sharing.

Step 4: Play the Quiz Live with you students during face-to-face class or virtual class .

On your laptop or computer, log-in and load your question set. Select "live" and then "create game." Make sure your display is viewable to students. Students then use their own electronic device (laptop or phone) and they go to the URL quizlet.com/live to enter the room number. Quizlet will automatically divide your class into groups. If you are doing it in the traditional classroom, it is recommended that students get up and move to gather with their groups. If you are doing this activity in a virtual classroom students may be divided into different rooms by clicking the corresponding Zoom feature. When students are in and you are ready, click "start game."

During the game, each student in each group will see the same question, but they will each have a different display of answers. So, they must work as a team to choose which member has the correct answer on his/her device. When a team gets a question wrong, they go back to "0" and so, this tool encourages accuracy as opposed to just speed.

NOTE: there is a YouTube video in the resources section to further expand on how to use the live option.

Resources – tools for class and/or e-learning environment
- Laptop or computer with internet access
- An account with Quizlet (free)
- A question set
- If using "live", students also require their own electronic device (phone, laptop or computer)

Reference/source:
This is an activity that is recommended by the Quizlet platform to use their new feature live in the classroom.

Lander, B. (2016). Quizlet: What the students think–A qualitative data analysis. CALLcommunities and culture short papers from EUROCALL, 254259. – https://books.google.ca/books?hl=en&lr=&id=TN6_DQAAQBAJ&oi=fnd&pg=PA254&dq=quizlet&ots=IOQhkQD5Ho&sig=LKe4k5qIaQNoxb-ju38JglLTui8&redir_esc=y#v=onepage&q=quizlet &f=false

Wolff, G. (2016). Quizlet Live: The classroom game now taking the world by storm. The Language Teacher, 40 (6), 25-27. Retrieved from http://jaltpublications.org/files/pdf/the_language_teacher/40.6tlt.pdf#page=27
NOTE: See pages 25 – 27

For additional resources and related material:
Youtube Video on how to use Quizlet Live: https://www.youtube.com/watch?v=q64qTBfK0iE