



IO4 Induction Training for Adult & Community Educators

Manual for Adult and Community Educators

September 2020



**Developing Community Media to Mitigate
the Impact of Fake News**

Table of Contents

IO4 – Induction Training for Adult and Community Educators	2
Value proposition	2
Structure of the Induction Training	3
Learning outcomes.....	4
Module 1 Introducing the Concept of the Local Community Media Team (CMT)	5
Tutor’s Handbook with Lesson Plan M1	5
The Lesson Plan for F2F Learning (Learning Unit 1 - Preparation Workshop).....	6
The Lesson Plan for F2F Learning (Learning Unit 2)	10
Self-directed Learning Resources Handbook	14
Self-directed Learning Activity M1	14
Self-directed Additional Resources: SDLR-1	15
Module 2 Concepts and Learning Resources Behind the WIRES-CROSSED Curriculum for Community Members	16
Tutor’s Handbook with Lesson Plan M2	16
Activity Handout (Face-to-face) – AH 2.1	30
Self-directed Learning Resources Handbook	31
Self-directed Learning Activity M2	31
Self-directed Additional Resources: SDLR-2	32
Module 3 Toolkit of Media Moderating Resources for the Local Media Management Team	33
Tutor’s Handbook with Lesson Plan M3	33
Activity Handout (Face-to-face) – AH 3.1	38
Self-directed Learning Resources Handbook	39
Self-directed Learning Activity M3	39
Self-directed Additional Resources: SDLR-3	40
Module 4 Online and Project-Based Learning	41
Tutor’s Handbook with Lesson Plan M4	41
Activity Handout (Face-to-face) – AH 4.1	45
Self-directed Learning Resources Handbook	46
Self-directed Learning Activity M4	46
Self-directed Additional Resources: SDLR-4	48
Module 5 Learning Outcomes Evaluation.....	49
Tutor’s Handbook with Lesson Plan M5	49
Activity Handout (Face-to-face) – AH 5.1	52
Self-directed Learning Resources Handbook	53
Self-directed Learning Activity M5	53
Self-directed Additional Resources: SDLR-5	54

IO4 – Induction Training for Adult and Community Educators

Welcome to the “Train the Trainer” guide of the WIRES-CROSSED project. Through this training programme, you will be able to retrace the path designed for local communities in their effort to set up Community Media Centres to counteract the spread of fake news.

The induction training will ensure that Adult and Community Educators,

- are fully versed in the latest techniques used by fake news campaigns;
- have a real understanding of how fake news impacts our society;
- will be fully up to date with the opportunities that community media can provide;
- can support safe and equitable communities.

Value proposition

The main benefits adult and community educators will gain through the Induction Training of the WIRES-CROSSED learning proposal are the following:

- The opportunity to strengthen their digital competences related to the good information production against the spread of fake news.
- The availability of open educational resources targeted to build and reinforce a collaborative environment for the Local Media Teams and the Media Moderation Teams.
- The application of innovative and flexible methods to engage the community’s members in a lifelong learning process embedded in the social life of the community itself.
- The valorisation of each of the WIRES-CROSSED Intellectual Outputs for their further exploitation in other geographical areas or with other “community” typologies.

Structure of the Induction Training

Modules	Topics/Activities	SETTING & TIME		Linked Intellectual Outputs / Modules
		F2F ¹ (hours)	SDL (hours)	
M1 Introducing the concept of the local Community Media Team (CMT)	Presentation of the WIRES-CROSSED project	4h.		Preparation Workshop (also online, when necessary): Visit the website of WIRES-CROSSED project and its Facebook page, with a focus on the IOs developed. Registration on the Online Interactive Platform (IO5)
	Learn about the Community Audit as fundamental knowledge-based practice	1h.	1h.	IO1_Community Audit Toolkit and Report
M2 Concepts and learning resources behind WIRES-CROSSED Curriculum for community members	Learn and get familiar with the 6 Modules composing the Curriculum	7h.	4h.	IO2_Community Media Skills Development Programme (Modules 1, 2, 3)
	Learn and get familiar with the 6 Modules composing the Curriculum	7h.	4h.	IO2_Community Media Skills Development Programme (Modules 4, 5, 6)
M3 Toolkit of Media moderating resources for the Local Media Management Team	Learn and get familiar with the Toolkit of Media Moderating Resources	1h.	1h.	IO3_Toolkit of Media Moderating Resources (Module 1)
	Learn and get familiar with the Toolkit of Media Moderating Resources	1h.	1h.	IO3_Toolkit of Media Moderating Resources (Module 2)
M4 Online learning and project-based learning	Learn and get familiar with the Online Platform	1h.	1h.	IO5_Online Platform (overview and key functions)
	Learn and get familiar with the Online Platform	1h.	1h.	IO5_Online Platform (specific collaborative space for Local Community Media Teams and local news productions)
M5 Learning outcomes evaluation	Selection of the evaluation methods and tools to apply in WIRES-CROSSED learning provision	2h.		Selection of key statements/issues per module, for developing the templates to be used
	Self-evaluation tools to use for the Induction Training (short report on WIRES-CROSSED Induction Training)		2h.	Formative assessment; Types of activities (online resources: two/three examples)
Total hours (F2F + SDL = 40 hours)		25h.	15h.	

¹ One academic (teaching/training) hour is 45 minutes.

Learning outcomes

Modules	Knowledge	Skills	Attitudes
M1 Introducing the concept of the local Community Media Team (CMT)	Describe aims, activities, and intellectual outputs developed with WIRES-CROSSED	Contextualise project outputs and outcomes in a specific community	Foster new ways for involving the community members in lifelong learning activities
	Describe the Community Audit Toolkit and National Reports	Present the Community Audit as an initial tool and practice in starting a Community Media Team	Commit to community engagement and social cohesion
M2 Concepts and learning resources behind WIRES-CROSSED Curriculum for community members	Identify the latest techniques used by fake news campaigns and how fake news impact our society	Present lifelong learning activities as a pleasant way to be informed and engaged in community life	Willing to apply new ways for involving the community members in lifelong learning activities
	List key activities in establishing a local initiative and strengthening self-confidence amongst the community members	Plan steps to increase self-confidence amongst the community members	Integrating the confrontation with the local key stakeholders (public and private organisations)
M3 Toolkit of Media moderating resources for Local Media Management Team	Keeping up to date with the opportunities that community media can provide	Support safe and equitable communities	Seek new forms of communication in the digital era
	Match the produced news items to the correct media channels. List and describe guidelines for observing GDPR. Identify and describe intellectual property, copyright issues, and correct citation procedures.	Plan steps to increase self-confidence amongst the community members	Possess increased awareness of and responsibility towards the best practices for exchanging information via social media
M4 Online learning and project-based learning	Recognize the potential of the digital and online learning environment and identify ways to improve motivation for self-directed learning	Give examples of how to promote online interactions between adult learners	Willing to integrate their professional tools with new online tools and resources
	Identify types of social engagements (online and offline) that provide the proper context and facilitate learning.	Plan steps to increase self-confidence amongst the community members through the project-based activities	Encourage citizens/community members to produce reliable news for their community and to feel engaged in the local CMT
M5 Learning outcomes evaluation	Describe formative and summative assessment activities	Implement formative assessment activities with the local CMT's members	Willing to apply the knowledge-based approach for continuous improvement of the learning provision
	Describe self-evaluation processes	Use new assessment models	Possess raised awareness of belonging to a group and willingness to be an active member of the local CMT

Module 1 Introducing the Concept of the Local Community Media Team (CMT)

This first module consists of two distinct parts: the 4-hour Preparation Workshop and the second 1-hour face-to-face Learning Unit, introducing the IO1 Resources and the Community Audit.

The first Learning Unit (Preparation Workshop) can be carried either face-to-face or online, in line with the needs of the local participants.

Tutor's Handbook with Lesson Plan M1

Module Title	Introducing the concept of the local Community Media Team (CMT)
Target Group	Adult and community educators
Purpose of this module	The aim of this module is to introduce the specific training modules of the Community Media Skills Development Programme and to equip local communities with all competences needed to start a Community Media Centre. It will help adult and community educators to better support community members who will take part in this ambitious project.
Learning Outcomes of the Module	<ul style="list-style-type: none"> ▪ Describe aims, activities, and intellectual outputs developed within WIRES-CROSSED. ▪ Contextualise project outputs and outcomes in a specific community. ▪ Foster new ways of involving community members in lifelong learning activities. ▪ Describe the Community Audit Toolkit and National Reports. ▪ Present the Community Audit as an initial tool and practice in starting a Community Media Team. ▪ Commit to community engagement and social cohesion.
Module duration	5 hours (4 F2F and 1 SDL)
Topics	<ul style="list-style-type: none"> ▪ Presentation of the WIRES-CROSSED project ▪ Community Audit as a fundamental knowledge-based practice
Preparation	For this module, a computer device and an Internet connection are essential for browsing the WIRES-CROSSED website and portal.

The Lesson Plan for F2F Learning (Learning Unit 1 - Preparation Workshop)

Nr.	Topics and Sub-topics/Learning Activities	Duration ² (minutes)	Training Methods	Materials/ Equipment Required
1	<p>Workshop Opening:</p> <ul style="list-style-type: none"> ▪ Warm- up activity and Introduction of participants <p>The facilitator asks participants to choose a sticker with animals or flowers, to stick it on the flipchart, and to write their name next to it, verbally giving some information about themselves and explaining their expectations on the train-the-trainer course.</p> <p>At the end of the presentations, a photograph of the sheet will be taken so that all participants can have a record of this first activity and the names of the other participants.</p>	30	Plenary session	<p>Flipchart, markers, and stickers with images of flowers and animals</p> <p>Printed copy of the Workbook and note-taking materials for the participants</p>
2	Introducing the project to the participants	15	Plenary session	PowerPoint Presentation M1.1
	Break	15		
3	<p>FAQ Session³</p> <p>This activity is aimed at sharing doubts, asking specific questions, and understanding the correct approach in the training proposal of WIRES-CROSSED.</p>	15	Plenary session	Flipchart and markers
4	<p>Presentation of the rationale and the programme of the training mobility:</p> <ul style="list-style-type: none"> ▪ Curriculum ▪ Training outcomes ▪ Certificates 	30	Plenary session	<p>Flipchart and markers</p> <p>Value Proposition documents</p> <p>Europass procedure and certification</p>
	Break	15		

² One academic (teaching/training) hour is 45 minutes.

³ See the Nota Bene in the section "Training materials" for all modules.

<p>method: SMART is an acronym that stands for Specific, Measurable, Achievable, Relevant, and Time-bound. Following this framework makes it easier for people to achieve their goals because they are able to visualize them better and work towards a specific timeline.</p>			
<p>Duration of the Module</p>		<p>4 hours</p>	
<p>Training Material for F2F Learning</p>	<p>Participants are provided with the following materials in digital and paper format:</p> <ol style="list-style-type: none"> 1) The workbook containing the PowerPoint presentation of the project, the joint training course, and the grids for group (SWOT) and individual (SMART) assessment. 2) The package of organizational and logistical information for participation in the joint training event. 3) The formal documentation for the certification of their participation in the joint training activity abroad as Europass Mobility (Italy). <p>Nota Bene: the collected FAQ in each local group could be unified and uploaded on the Online Interactive Portal, to further support the next generation of adult and community educators in using the WIRES-CROSSED learning pathway.</p> <p>This time, dedicated to questions and answers, in addition to reinforcing the contents dealt with, through the questions that emerge from the group and the relative answers, thus also providing a repertoire of examples of potential questions from the other trainers and clear answers.</p>		
<p>Sources</p>	<p>https://wirescrossed.eu/elearning/login/index.php</p>		

Activity Handout (Face-to-face) – AH 1.1

Module Title	Introducing the concept of the local Community Media Team (CMT)		
Activity Title	SMART goals: Personal development and improvement goals	Activity Number	1.1
Description of the Activity	<p>This activity requires an authentic reflection on one's professional expectations and personal development, an opportunity provided by training between trainers, an exchange between peers and from different perspectives, in line with the scope of intervention of each organization involved in the WIRES-CROSSED partnership.</p> <p>With respect to the experience you have undertaken, of training specialized trainers in the methodologies and tools to support a Community Media Centre, we ask you to write, for each point, your intentions, ideas, reflections, and expectations. It is enough to write a short sentence for each point, which are as follows:</p> <p>Specific – which is your main scope (or main objective) of taking part in this training?</p> <p>Measurable – how can you measure your progress and how do you know when the objective is achieved?</p> <p>Achievable – would you agree on the objectives with the whole group to ensure your commitment to them?</p> <p>Realistic – which are the concrete applications in your daily practices?</p> <p>Timely - (or time-bound) – would you agree on the date by which the outcome must be achieved and shared?</p> <p>It would be useful to take note of it in your Learning Journal so that you can resume these initial reflections with the evaluations at the end of the training course.</p>		

The Lesson Plan for F2F Learning (Learning Unit 2)

Nr.	Topics and Sub-topics/Learning Activities	Duration ⁴ (minutes)	Training Methods	Materials/ Equipment Required
1	<p>Introduction</p> <p>The tutor welcomes the participants, introduces him or herself and presents the topics that are going to be covered during the 1-hour workshop.</p>	4	Presentation	<p>Laptop</p> <p>Projector</p> <p>PowerPoint Presentation M 1.2</p>
2	<p>Activity Nr 2 YES/NO/MAYBE</p> <p>Trainer reads out statements about approaches to teaching/learning and exploring learners' needs, participants mark whether they agree with the statements or not by standing in front/below a paper saying YES, NO, or MAYBE (posted around the walls inside or outside of the classroom) and explain their choice. While one group of participants explains their choice, the other listens and prepares counterarguments.</p> <p>List of statements:</p> <p>1 I use a learner-centred approach to learning.</p> <p>2 Adults learn best when their learning styles are catered.</p> <p>3 Adults learn best when they set by themselves the pace of their education.</p> <p>4 I always set aside time prior to or at the beginning of a training session/course to find out learners' needs and motivations (why are they here).</p>	10	<p>Plenary session</p> <p>Discussion</p>	<p>Free space to move around</p> <p>Pieces of paper with YES, NO and MAYBE</p> <p>Tape, adhesive or pins</p>

⁴ One academic (teaching/training) hour is 45 minutes.

	<p>5 I try to actively involve learners in training design/planning.</p> <p>Depending on the time available and the length of participants' responses, the trainer can use only some or all of the statements provided.</p> <p>The trainer checks whether participants have prior experience in researching learner/community needs (What/who did you research? How? What issues did you come across?)</p>			
3	<p>Theory Presentation - Community Audit</p> <p>Trainer presents the theories and methodologies behind the WIRES-CROSSED AUDIT:</p> <ul style="list-style-type: none"> • Asset-based Community Development (ABCD) • Needs-based Community Development (NBCD) • Participatory Action Research (PAR) • Data collection • Data analysis 	8	Presentation	<p>Laptop</p> <p>Projector</p> <p>PowerPoint Presentation M 1.2</p>
4	<p>Activity Nr. 3 National results</p> <p>Participants are given AH 1.2 (questions used in the WIRES-CROSSED Community Audit) and asked to speculate (in pairs or groups) what the results would be for their community/country (they can guess what the answers would be for all 9 questions on the handout or a smaller selection, depending on the tempo and size of the group).</p>	18	Team activity	<p>Laptop</p> <p>Projector</p> <p>Board/Flipchart</p> <p>Marker</p> <p>PowerPoint Presentation M 1.2</p> <p>Activity Handout- AH 1.2</p> <p>Pens and note-taking materials for participants</p> <p>Workbook</p>

	<p>Participants present their conclusions; the trainer writes down a brief summary.</p> <p>Participants read the summary of their national audit given out by the trainer; compare it with their guesses and say what they have guessed correctly, what surprised them, etc.</p> <p>The trainer draws participants' attention to the planned self-directed activity, mentioning that they can read and provide a more in-depth report of their communities in their national language.</p>			
5	<p>Workshop Closure</p> <p>Participants reveal one surprising piece of information they have found out during the session and one element they plan to explore/research further on their own.</p>	5	<p>Plenary session</p> <p>Discussion</p>	<p>Laptop</p> <p>Projector</p> <p>PowerPoint</p> <p>Presentation M 1.2</p> <p>Pens and note-taking materials for participants</p>
Duration of the Module		1 hour		
Training Material for F2F Learning		Printed Workbook		
Sources		https://wirescrossed.eu/elearning/login/index.php		

Activity Handout (Face-to-face) – AH 1.2

Module Title	Introducing the concept of the local Community Media Team (CMT)		
Activity Title	National results	Activity Number	1.2
Description of the Activity	<p>Think about the ICT and media literacy competence levels in your community/country. How would members of your community answer these questions? Write down your predictions.</p> <ol style="list-style-type: none"> 1. Where do you access news and media content? 2. If you access news through social media, which platform do you use? 3. How often do you check the source of the media content you consume? 4. Do you have daily access to a computer, smartphone and/or Internet? 5. How would you rate your ICT skills, your ability to use a computer? 6. How would you rate your media literacy? 7. Would you be interested in training to help you develop your media literacy? 8. Have you ever completed media-related training? 9. What physical assets do you think a local team would need to develop a community media project? Example: access to a meeting facility, recording equipment, etc. <p>Read the national audit report summary and compare your predictions with the results. What have you predicted correctly? What do you consider as most interesting about the results?</p>		

Self-directed Learning Resources Handbook

Self-directed Learning Activity M1

Module Title	Module 1: Introducing the Concept of the Local Community Media Team (CMT)		
Activity Title	WIRES-CROSSED Community Audit Report Summary	Duration of the Activity	60 minutes
Learning Outcomes	<ul style="list-style-type: none"> • Get familiarised with local community's ICT and media literacy levels • Rethink and tailor training approach to local community members • Develop analytical thinking 		
Aim of activity	By completing this activity, you will gain detailed insight into competence assets and needs in your local community regarding ICT and media literacy.		
Materials Required for the Activity	<p>You will need:</p> <ul style="list-style-type: none"> • Note-taking materials, pen or pencil • A digital device such as a computer, laptop, tablet, or smartphone • Access to the Internet • WIRES-CROSSED IO1 - Community Audit Toolkit & Report 		
Step-by-step instructions	<p>In order to gain insight into competence assets and needs in your local community, please follow these guidelines:</p> <p>Step 1 - Visit the WIRES-CROSSED online platform ➤ https://wirescrossed.eu/elearning/login/index.php</p> <p>Step 2 - Find the IO1 - Community Audit Toolkit & Report on the platform.</p> <p>Step 3 - Read the detailed report of results for your community/ country in your national language.</p> <p>Step 4 - Answer the following questions:</p> <ul style="list-style-type: none"> ➤ How do the results match up with your previous knowledge of media literacy levels in your community/country? ➤ What particularities of your local context are highlighted? 		

	<ul style="list-style-type: none"> ➤ How would you tailor your training approach based on the results? ➤ What kind of training support and approach have the community members mentioned is needed? <p>Step 5 - Try to pinpoint what areas of media literacy might be weak spots for your community and keep it in mind when planning training sessions.</p>
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Self-directed Additional Resources: SDLR-1

Module Title	Introducing the concept of the local Community Media Team (CMT)
Topic	Community Audit
Title of Resource:	WIRES-CROSSED Community Audit Toolkit & Report
Why use this resource?	<p>WIRES-CROSSED Community Audit Toolkit & Report contains a guide on implementing community audits and the results of an audit on media competences in the following seven European communities:</p> <ul style="list-style-type: none"> • Ballyjamesduff, Cavan, Ireland • Dresden, Saxony, Germany • Nicosia, Cyprus • Rome, Italy • Rzeszów, Podkarpackie Voivoceship, Poland • Rijeka, Croatia • Opava, Czech Republic <p>The audit was carried on a sample of 100 community members (700 in total) and offers valuable insight into competence assets and needs in those local communities regarding ICT and media literacy.</p>
What will you get from using this resource?	<p>The audit will provide you with a good picture of the general ICT and media literacy competence levels in your community as well as the attitudes of community members towards participating in and supporting media literacy training.</p> <p>It will provide you with the opportunity to assess the needs of your community and decide what approaches are better suited to develop their media literacy competences.</p>
Link to resource:	https://wirescrossed.eu/elearning/login/index.php

Module 2 Concepts and Learning Resources Behind the WIRES-CROSSED Curriculum for Community Members

The second module is the one with the highest number of dedicated hours, divided into two learning units with 7 hours face-to-face, and 4 hours of self-directed learning for each unit for a total of 22 hours of learning.

Tutor's Handbook with Lesson Plan M2

Module Title	Concepts and learning resources behind the WIRES-CROSSED Curriculum for community members
Target Group	Adult and community educators
Purpose of this module	The aim of this module is to introduce the specific training modules of the Community Media Skills Development Programme and to equip local communities with all competences needed to start a Community Media Centre. It will help adult and community educators to better support community members who will take part in this ambitious project.
Learning Outcomes of the Module	<ul style="list-style-type: none"> ▪ Describe the aims, learning outcomes, and activities of the 6 Modules of the Community Media Skills Development Programme. ▪ Identify the latest techniques used by fake news campaigns and how fake news impact our society. ▪ List key activities in establishing a local initiative and strengthening self-confidence amongst the community members. ▪ Present lifelong learning activities as a pleasant way to be informed and engaged in community life. ▪ Plan steps to increase self-confidence amongst the community members. ▪ Be willing to use new ways of involving community members in lifelong learning activities. ▪ Integrating the confrontation with the local key stakeholders (public and private organisations).
Module duration	22 hours (14 F2T and 8 SDL)
Topics	<ul style="list-style-type: none"> ▪ Learn and get familiar with the 6 Modules composing the Curriculum.
Preparation	For this module, a computer device and an Internet connection are essential for browsing WIRES-CROSSED website.

The Lesson Plan for F2F Learning				
Nr.	Topics and Sub-topics/Learning Activities	Duration ⁵ (minutes)	Training Methods	Materials/ Equipment Required
1	Introduction The Community Media Skills Development Programme: <ul style="list-style-type: none"> Value proposition and learning outcomes Overview of the 6 Modules and the main characteristics of the training offer divided into face-to-face sessions, self-directed learning, and assessment. 	5	Plenary session	Laptop and video projector PowerPoint Presentation M 2.1
	Activity Nr 1 Community Assets Sharing evaluations about the community's assets and needs and how to engage community members in the learning process: <ul style="list-style-type: none"> List of the valuable resources of the community and the competences 	15	Team activity in pairs/small groups	Flipcharts and markers
	The trainer and participants share with the whole group their evaluations and reflections.	20	Plenary session	Free wall space for hanging and showing the groups' work
2	FAQ Session	5	Plenary session	Flipchart and markers
	Break	15		
3	Introduction Presentation of Module 1: the trainer provides the printed or digital copy of the Tutor Handbook and invites participants to focus on the different methods applied in this module which includes reflection	5	Plenary session	Laptop and video projector Internet connection for browsing the e-Learning Portal and the "Bad News Game"

⁵ One academic (teaching/training) hour is 45 minutes.

<p>and discussion activities, a (satirical) game and a mind map visualisation.</p> <p>To have an overview of the lesson plan, the trainer and the participants will test the trainers' Mind map about fake and real news, summarising the main concepts included in the learning resources.</p> <p>Activity Nr. 2 Mind Map on Real and Fake News</p> <p>The facilitator creates three corners in the classroom where the three sub-groups will work on the assigned task on the same Mind Map template:</p> <ul style="list-style-type: none"> ▪ Group 1: main theoretical background about fake and real news (definitions of disinformation, misinformation, hoax and misleading news, propaganda, satire, etc.) ▪ Group 2: basic concepts about fake news (what is fake news, current and examples from the pas) ▪ Group 3: basic concepts about real news (what are real news, information literacy and digital skills) <p>A fourth corner is used to collect the sub-groups' feedback in a common Mind Map with two foci: real and fake news).</p> <p>The sub-groups will have 15 minutes to focus, discuss and define their own Mind Map, while all participants will implement the "fourth" common Mind Map together. The "real news" group will go first, followed by the "fake news" group, and ending with the contributions of the first</p>	40	Team activity	<p>Printed or digital copy of the Tutor's Handbook</p> <p>PowerPoint Presentation M 2.1</p> <p>Activity Handout 2.1</p>
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	“theories and key concepts” group (25’ for the common mapping).			
	Break	15		
4	Introduction Presentation of Module 2: the trainer provides the printed or digital copy of the Tutor Handbook and invites participants to experience the design and development of an audio-visual product, in all its phases: pre-production, production and post-production. Activity Nr 3 Audio-visual For this activity, the trainer will group participants into three groups, a group for each phase: <ol style="list-style-type: none"> 1. pre-production 2. production 3. post-production Each group will analyse the learning resources for 20 minutes and they will be asked to provide answers to the following questions: <ul style="list-style-type: none"> ▪ What are the main challenges in approaching audio-visual production? ▪ Not having access to a professional-grade and specialized course, do you think it is possible to reach a good quality amateur level through this module? ▪ What are the skills that have to be supported the most? ▪ Do you find the contribution of a professional technician necessary? During the plenary session (20’), the sub-groups’ members will fill out a common flipchart with the	5	Plenary session	Laptop and video projector Internet connection for browsing the e-Learning Portal “Openshot” video editing software PowerPoint Presentation M 2.1
		40	Team Activity	Printed or digital copy of the Tutor’s Handbook

	answers to the 4 questions (prepared by the facilitator), providing their feedback. Once completed, each group will explain their answers and reflections.			
	Break	15		
5	<p>Introduction</p> <p>Presentation of Module 3: the trainer provides the printed or digital copy of the Tutor Handbook and invites participants to have a peer-evaluation about how to write a blog and a micro-blog.</p> <p>Activity Nr 4 Blog and Micro-blog</p> <p>In this activity, a role-playing game is proposed, dividing the participants into two groups between those in favour of blogs (and opposed to micro-blogs) and those in favour of micro-blogs (and opposed to blogs).</p> <p>Participants have 15 minutes to discuss and highlight the strengths of both digital formats, the next 15 minutes will be dedicated to role-playing, and the last 10 minutes will be used for a round of conclusions and FAQ.</p> <p>For the role-play, the facilitator will act as a moderator and an interviewer, asking the following questions:</p> <ol style="list-style-type: none"> 1. What content can be conveyed through these channels? 2. What are the advantages? 3. What are the disadvantages? 	5	Plenary Session	Laptop and video projector
		40	Team Activity	Internet connection for browsing the e-Learning Portal Printed or digital copy of the Tutor's Handbook PowerPoint Presentation M 2.1

	4. Which segment of the community can we reach with these channels?			
	Break	15		
6	<p>Activity Nr. 5 Selfie Introductions</p> <p>The trainer instructs participants to find a photo of themselves on their phone/online (on their social networks) that is important to them or that they would like to show others. Participants show the photo to others/pass the phone around and explain why it is important or dear to them. The trainer goes first and demonstrates the activity.</p> <p>After everyone has shown and explained their photos, the trainer contrasts this activity with the more traditional ways we introduce ourselves to each other (using standard information: age, job, residence, etc.):</p> <ul style="list-style-type: none"> • What did you find out about each other? • What surprised you? • What would you have not found out if we used a more traditional method? <p>The trainer then asks for more technical details on the photos:</p> <ul style="list-style-type: none"> • When did you take the photo? • Who took the photo? • What device did you use (smartphone, camera)? • Did you share the photo? On which sites? • Did you store the photo? Where? How? Why do you prefer that resource? 	40	Plenary Session	<p>Participants' smartphones</p> <p>Internet connection</p> <p>Laptop and video projector</p> <p>PowerPoint</p> <p>Presentation M 2.1</p> <p>Flipchart or poster paper</p> <p>Markers, pens, note-taking materials for participants</p> <p>Printed or digital copy of the Tutor's Handbook</p>

<p>Introduction</p> <p>Presentation of Module 4: the trainer provides a printed or digital copy of the Tutor Handbook and invites participants to research the needs and competences of their local community regarding digital photography.</p>	5	Plenary Session	
<p>Activity Nr. 6 Create a Snapshot of Your Community</p> <p>Participants are divided into two groups; each group is tasked with a topic they need to research in order to present a picture of their community when it comes to digital photography:</p> <p>Group 1: Digital Competence Level</p> <ul style="list-style-type: none"> • What knowledge level are your community members at when it comes to using digital photography? • Do they need more beginner-level instruction or are they advanced enough to only need tips on how to use smartphones/photo editing software? • Is this affected by certain factors – age, education, experience? How? • What support do different community groups need (e.g. members who know more about digital technology, but still need education on copyright or critical thinking/fake news recognition)? How do you need to adapt training to them? 	45	Team Activity	

	<p>Group 2: Social Media and Digital Photography</p> <ul style="list-style-type: none"> • What social media is most widely used in your city/region/country? • What trends regarding social media use do you notice in your community? For example, are younger members more likely to use Twitter or Instagram? • What social media is your community used to posting, sharing and storing photographs? • What are some key tips on posting/sharing photographs online your community members are unaware of? • Do your community members know copyright rules related to posting and sharing images online? What could they improve? <p>The groups can summarize their findings on a piece of flipchart or poster paper or simply write down the most important conclusions on a piece of paper.</p> <p>Each group is given 5-7 minutes to present their findings, the trainer and the participants select the main takeaways/building blocks that create a complete picture of their local community. The trainer can note down main points on a flipchart/a board.</p>			
Break		15		

	<ul style="list-style-type: none"> • Group A: Audio editing software • Group B: Audio recording equipment • Group C: Podcast publishing platforms • Group D: Podcast hosting platforms <p>Each group has to answer the following questions:</p> <ul style="list-style-type: none"> • What is it? • List the most commonly used ones. • Which are free? • Which is more beginner and user-friendly? • Which would you recommend? Why? <p>The groups can summarize their findings on a piece of flipchart or poster paper or simply write down the most important conclusions on a piece of paper.</p> <p>Each group is given 5-7 minutes to present their findings. The trainer can note down main points and conclusions on a flipchart/a board.</p>			
	Break	15		
8	<p>Introduction</p> <p>Presentation of Module 6: the trainer provides a printed or digital copy of the Tutor Handbook and presents the main topics and outcomes for Module 6.</p> <p>Activity Nr. 9 Coat of Arms</p> <p>Participants draw their own coat of arms on a piece of paper.</p>	<p>5</p> <p>35</p>	Plenary Session	<p>Laptop and video projector</p> <p>Internet connection</p> <p>Devices participants can use (laptops, tablets, smartphones)</p> <p>PowerPoint Presentation M 2.1</p> <p>Flipchart or poster paper</p>


<p>The coat of arms is divided into 4 sections, each with an image that represents:</p> <ul style="list-style-type: none"> • them • their favourite place • digital tool(s)/devices they use most for content creation • their favourite platforms for sharing or creating visual graphics <p>Participants sit down in groups of 4 and present their coats of arms to each other.</p> <p>The trainer checks with the participants:</p> <ul style="list-style-type: none"> • What surprised them • What similarities/differences they noticed <p>Each group is then tasked with planning their coat of arms. They have to decide:</p> <ul style="list-style-type: none"> • What platform or tool will they use to create or draw it • What colour scheme and font they would use and why (what message would it send) • What type of design would they use (figurative, abstract, with text) <p>After discussing and answering all of the questions, each group presents their planned design and explain their choices.</p> <p>Activity Nr. 10 Which Open Source Platform Should I use?</p> <p>The trainer divides participants into 3 groups, each group is tasked with exploring one open-source platform:</p>	<p>50</p>		<p>Markers, pens, note-taking materials for participants</p> <p>Printed or digital copy of the Tutor's Handbook</p>
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	<ul style="list-style-type: none"> • Group 1: Canva • Group 2: Venngage • Group 3: Piktochart <p>Each group has to answer the following questions:</p> <ul style="list-style-type: none"> • What can you create with this platform? • What type of content is the most suitable? • How difficult is it for beginners to use? Does it have a steep learning curve? • What are the possibilities/limitations of the free version? • What should we take note of when using the platform? Are there specific tips or tricks? <p>The groups can summarize their findings on a piece of flipchart or poster paper or simply write down the most important conclusions on a piece of paper.</p> <p>Each group is given 5-7 minutes to present their findings. The trainer can note down main points and conclusions on a flipchart/a board. One of the conclusions can be that there is no optimal tool to be used for creating visual graphics – it usually depends on the type of graphic, time available, competence level, etc.</p>			
	Break	15		
14	<p>Workshop Closure</p> <p>Participants are divided into pairs or groups of three. The trainer attaches large pieces of flipchart or poster paper to the walls of the room or puts them</p>	45	<p>Plenary session</p> <p>Discussion</p> <p>Questions and answers</p>	<p>Flipchart or poster paper and markers</p>

<p>on different desks around the room.</p> <p>Each paper has a different question posed on it:</p> <ul style="list-style-type: none"> • What knowledge/skills have you gained about the topics presented? • How will you apply what you have learned to your work? • What topic or module do you still need to learn more about? • What are the motivators and barriers to implementing the WIRES-CROSSED Curriculum (Community Media Skills Development Programme) in your community? • How will this training experience be useful in your work? <p>Participants (in pairs or threes) will go to each of the papers (preferably, each group will receive a different coloured marker from the trainer), read and discuss the question and write down their answer. Participants repeat the process until they answer all questions or until the trainer calls an end to the activity. If a group finds an answer they agree with already on the paper, they can put a plus sign next to it and/or give additional arguments and examples.</p> <p>The trainer can use all or only some of the questions suggested.</p> <p>After participants write down the answers, the trainer reads out the answers and summarizes</p>			
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	main takeaways for each of the questions.			
Duration of the Module		14 hours		
Training Material for F2F Learning		Learner Workbook. Tutor Handbooks for the IO2 Modules (1-6).		
Sources		https://wirescrossed.eu/elearning/login/index.php		

Activity Handout (Face-to-face) – AH 2.1

<p>Module Title</p>	<p>Concepts and learning resources behind WIRES-CROSSED Curriculum for community members</p>		
<p>Activity Title</p>	<p>Mind Map on Real and Fake News</p>	<p>Activity Number</p>	<p>2.1</p>
<p>Description of the Activity</p>	<p>Included in the PowerPoint presentation of Module 1 there is an image of a mind map:</p>  <p>But unlike all the mental maps that have a central focus from which the various connections branch out, in this activity, there will be two foci: the fake and the real news.</p> <p>The trainer is therefore asked to trace the Common Map on several sheets, asking participants to draw their parts, starting from the 3rd Group (Real News), following with the 2nd (Fake News), and ending with the 1st Group (Theory).</p> <p>The trainer will underline the contribution of each group with different colours, using selected symbols for the inter-connections or the inter-dependencies.</p>		

Self-directed Learning Resources Handbook

Self-directed Learning Activity M2

Module Title	Module 2: Concepts and Learning Resources Behind the WIRES-CROSSED Curriculum for Community Members		
Activity Title	Contextualization of learning processes	Duration of the Activity	480 minutes
Learning Outcomes	<ul style="list-style-type: none"> • Get familiarised with WIRES-CROSSED IO2 self-directed learning resources and activities • Research and analyse media and ICT literacy materials • Rethink and tailor training approach to local community members 		
Aim of activity	By completing this activity, you will gain detailed insight into self-directed learning activities and resources created within the WIRES-CROSSED IO2-Community Media Skills Development Programme. You will also tailor the WIRES-CROSSED training offer to your community members by providing them with materials and resources in your national language.		
Materials Required for Activity	<p>You will need:</p> <ul style="list-style-type: none"> • Note-taking materials, pen, or pencil • A digital device such as a computer, laptop, tablet, or smartphone • Access to the Internet • WIRES-CROSSED IO2 - Community Media Skills Development Programme 		
Step-by-step instructions	<p>In order to find the replacement IO2 resources in your national language, please follow these guidelines:</p> <p>Step 1-Visit the WIRES-CROSSED online platform ➤ https://wirescrossed.eu/elearning/login/index.php</p> <p>Step 2- Find the IO2 - Community Media Skills Development Programme.</p> <p>Step 3- Read the proposed self-directed learning resources and activities at the end of each module.</p> <p>Step 4- Identify the topic, aim and outcomes of the resource/ activity.</p>		

	<p>Step 5-Search for similar resources and activities available online in your national language.</p> <p>While searching for resources, keep the following questions in mind:</p> <ul style="list-style-type: none"> ○ Does it match the competence level of your community members? ○ Is it easy to reach, user-friendly? Do they need to create an account to reach it? ○ Under what copyright licence can it be shared? ○ Is it a reputable source/trustworthy source of information? ○ Is the resource stable and permanently available (e.g., the TedTalk YouTube channel) or is it uploaded to a third-party website from where it might be removed (e.g., SlideShare)? <p>Step 6-Share the materials you found on the WIRES-CROSSED online portal.</p>
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Self-directed Additional Resources: SDLR-2

Module Title	Concepts and learning resources behind WIRES-CROSSED Curriculum for community members
Topic	Reviewing the self-directed learning resources and searching for similar resources in the respective national languages in order to accommodate members of the local community who might not speak English.
Title of Resource:	Self-directed resources targeted to the local stakeholders and Media Centre members.
Why use this resource?	To contextualize the training intervention with the communities in relation to their potential, help them overcome possible constraints, and better support them in the work of the Media Centre.
What will you get from using this resource?	You will gain a greater awareness of the tools and teaching aids available to improve the skills of the WIRES-CROSSED communities.
Link to resource:	https://wirescrossed.eu/elearning/login/index.php

Module 3 Toolkit of Media Moderating Resources for the Local Media Management Team

This third module is centred on the two modules included in the Toolkit for Media Moderating Resources.

Tutor's Handbook with Lesson Plan M3

Module Title	Toolkit of Media Moderating Resources for the Local Media Management Team
Target Group	Adult and community educators
Purpose of this module	The aim of this module is to introduce the Toolkit of Media Moderating Resources to better support the Local Media Management Team in moderating the Media Centre Local Group and their communication actions.
Learning Outcomes of the Module	<ul style="list-style-type: none"> ▪ Keeping up to date with the opportunities that community media can provide. ▪ Match the produced news items to the correct media channels. ▪ List and describe guidelines for observing GDPR. ▪ Identify and describe intellectual property, copyright issues, and correct citation procedures. ▪ Support safe and equitable communities. ▪ Plan steps to increase self-confidence amongst the community members. ▪ Seek new forms of communication in the digital era. ▪ Possess increased awareness of and responsibility towards the best practices for exchanging information via social media.
Module duration	4 hours (2 F2F and 2 SDL)
Topics	<ul style="list-style-type: none"> ▪ Presentation of the Toolkit: <ul style="list-style-type: none"> ○ Module 1 - Basic Knowledge of Effective Community Media Production and Distribution ○ Module 2 - Content Moderation Models & Applicability
Preparation	A computer and an Internet connection are essential for browsing the WIRES-CROSSED website, portal, and the online resources selected for the moderation task. A printed copy of the Tutors' Handbook with the lesson plans could also be prepared.

The Lesson Plan for F2F Learning				
Nr.	Topics and Sub-topics/Learning Activities	Duration ⁶ (minutes)	Training Methods	Materials/ Equipment Required
1	<p>Module 1</p> <p>Introduction</p> <p>For presenting Module 1, the trainer will first introduce the Module's learning objectives:</p> <ul style="list-style-type: none"> - Develop digital intelligence - Develop research skills - Develop creative thinking and analytical thinking - Use of organizational skills to carry out collaborative activities - Selection of specific databases to find specific information. - Develop information literacy skills - Willingness to cooperate and be open-minded - Openness to work as part of a creative team - Learn on a data protection basis 	5	Plenary session	<p>Laptop and video projector</p> <p>PowerPoint Presentation M 3.1</p> <p>Internet connection for browsing the e-Learning Portal</p> <p>Printed copy of the Tutor's Handbook</p> <p>Flipchart and markers</p>
	<p>Activity Nr 1 Media channels, GDPR, Copyright</p> <p>The trainer instructs participants to analyse the WIRES-CROSSED website, portal, and educational online resources from the perspective of a media moderator.</p> <p>The trainer forms 2 groups of participants. Each group analyses the WIRES-CROSSED materials from a different perspective.</p> <p>Group A: Media Channels and GDPR</p>	40	Team activity	

⁶ One academic (teaching/training) hour is 45 minutes.

	<ul style="list-style-type: none"> • What media channels does WIRES-CROSSED use to interact with the public? How often? What type of content is posted? In what language(s)? • Does WIRES-CROSSED collect data from participants? What data? Where? • Are the WIRES-CROSSED website and portal GDPR compliant? Do they display a GDPR notification? Is it available in all languages used on the website and portal? <p>Group B: Copyright</p> <ul style="list-style-type: none"> • Under what copyright licence are WIRES-CROSSED materials available to the public? • Can WIRES-CROSSED materials be changed or reproduced? Under which conditions? • What citation style is used for the WIRES-CROSSED materials? How are different sources of information or resources cited? Is the citation style applied consistently throughout all materials? <p>The groups summarize and present their findings to the rest of the group using their notes.</p> <p>The trainer checks:</p> <ul style="list-style-type: none"> • What new information on media channels, GDPR, and copyright have you 		<p>Plenary session</p>	
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	<p>learned during this exercise?</p> <ul style="list-style-type: none"> • How does the WIRES-CROSSED project follow the media channels, GDPR, and copyright guidelines and regulations? 			
	Break	15		
2	<p>Module 2</p> <p>Introduction</p> <p>For presenting Module 2, the trainer will first introduce the Module's learning objectives:</p> <ul style="list-style-type: none"> - Become acquainted with different kinds of moderations and their advantages. - Attain basic knowledge of various technical tools. - Be in a position to recognise characteristics of intentionally negative and provocative social media content. - Learn how to create a "blacklist" and apply post-publication filters. - Grasp the practices used by social media service providers to identify anomalies in the spread. <p>Activity Nr. 2 Moderation Models & Tools</p> <p>In this activity, the trainer will discuss and deepen participants' understanding of the different types of mediation, as well as the choices to be made by the Local Media Teams.</p> <p>The trainer creates 3 sub-groups for the following topics:</p>	5	Plenary session	<p>Laptop and video projector</p> <p>Internet connection for browsing the e-Learning Portal</p> <p>Printed copy of the Tutor's Handbook</p> <p>Flipchart and markers</p> <p>PowerPoint Presentation M 3.1</p>
		30	Team activity	Activity Handout 3.1

<p>Group 1: Pre-moderation and post-moderation</p> <p>Group 2: Reactive moderation and distributed moderation</p> <p>Group 3: Automated moderation and no-moderation</p> <p>Each group is asked to identify advantages and disadvantages of the proposed models (10') and to share their findings with the other participants in a plenary session. The aim is to have an overview of the Local Media Teams' possible choices for moderating the WIRES-CROSSED Media Centres.</p> <p>FAQ & Discussion</p> <ul style="list-style-type: none"> - <u>Moderation models</u>: Which is your favourite? - <u>Moderation technical tools</u>: Do you already know/use the proposed ones? - <u>Social media platforms for content moderation</u>: Are you familiar with these moderating practices? 	10	Plenary session	
Duration of the Module		2 hours	
Training Material for F2F Learning	<p>Participants will be provided with the following materials in digital and paper format:</p> <ol style="list-style-type: none"> 1) The Tutor's Handbook for Modules 1 and 2 of the Media Moderation Curriculum. 2) The Activity Handout for this Module. 		
Sources	https://wirescrossed.eu/elearning/course/index.php?categoryid=3		

Activity Handout (Face-to-face) – AH 3.1

Module Title	Introducing the Moderation resources for the Community Media Teams		
Activity Title	Moderation Models & Tools	Activity Number	3.1
Description of the Activity	<p>One of the main tasks for the Community Media Team (CMT) is to come to an agreement within the Media Local Group about the rules which should be followed in content moderation.</p> <p>The selection of a regulatory system is fundamental for the cohesion of the Local Group and ensuring their full participation in the production and publication of real news for the communities of reference.</p> <p>In this activity, the participants are asked to evaluate, first in separate groups, then in a plenary session the disadvantages and advantages of using the different Moderation Models.</p> <p>Group 1: Pre-moderation and post-moderation</p> <p>Group 2: Reactive moderation and distributed moderation</p> <p>Group 3: Automated moderation and no-moderation</p> <p>At the end of the activity foreseen for Module 2, the summary framework that will emerge from participants' contributions can present a valid operational tool that can then be proposed for use to the Local Media Group.</p> <p><i>[To be developed by the groups: a grid with a checklist for the internal rules of the Community Media Centre]</i></p>		

Self-directed Learning Resources Handbook

Self-directed Learning Activity M3

Module Title	Introducing the Moderation resources for the Community Media Teams		
Activity Title	The Code of Ethics – Module 2	Duration of the Activity	120 minutes
Description of the Activity	<p>Taking advantage of the results obtained with the group activities, in this activity, we propose the drafting of a simple Code of Ethics to be applied to the moderation of the contents, expressed in all their forms, for the correct management of the Community Media Centre.</p> <p>The Code should contain a few clear rules, understandable by all participants in the Media Centre experience, and posted on the premises, and present on all platforms used by the Centre.</p> <p>The Code of Ethics concerns any organization that wishes to adhere to the concepts of social and environmental sustainability, that is active in combating any form of discrimination and violence, that wishes to contribute to the well-being of the communities in which it operates.</p> <p>To get an idea, watch the video “Code of Ethics” (2’25”) by the Alliance for Integrity (19/07/2019) at the following link: https://www.youtube.com/watch?v=HQcHR8-6IEA</p> <p>But before the utilitarian aspects of the Code of Ethics, it is worth dwelling on this reflection on courage proposed by Brooke Deterline at TEDxPresidio “Creating ethical cultures in business” (12/09/2012).</p> <p>As Corporate Director for the Heroic Imagination Project (HIP), Brooke helps boards, executives, and teams at all levels develop the skills to act with courage and ingenuity in the face of challenging situations. This fosters leadership credibility and candour, builds trust, engagement and reduces risk. Watch the video (8’33”) at the following link: https://www.youtube.com/watch?v=wzicXbnmlc</p> <p>What are Journalism Ethics? (10/12/2019)</p> <p>Journalism ethics comprise standards and codes of conduct journalists and journalistic organizations aspire to follow. Principles of ethical journalism vary from place to place and context to context. The ability of journalists to adhere to ethical norms depends heavily on a constellation of often competing interests and forces they cannot control, including government interference, economic realities, and technical limitations. However, standards typically include accuracy,</p>		

	<p>objectivity, transparency, accountability, comprehensiveness, fairness, and diversity.</p> <p>Video 4'34" by National Endowment for Democracy: https://www.youtube.com/watch?v=Tgt2FmVhNtw</p> <p>After watching the videos, search in your own language for examples of Codes of Ethics in journalism. Try to be brief, and on the basis of the examples you will find online, draw up your Code of Ethics, limit the number of pages, and referring for examples to the FAQ section of the Online Portal.</p>
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Self-directed Additional Resources: SDLR-3

Module Title	Toolkit of Media Moderating Resources for the Local Media Management Team
Topic	Basic Knowledge of Effective Community Media Production and Distribution
Title of Resource:	WIRES-CROSSED Toolkit of Media Moderation Resources – Module 1
Why use this resource?	The aim of this handbook is to provide tutors with instruction on how to properly match the produced news to the correct media channels to get the best response, to understand and implement GDPR, including information about copyright issues, how to quote other people properly and to give a basic understanding of the intellectual property. This handbook is designed to actively involve the participants in the learning process.
What will you get from using this resource?	<p>The Tutor Handbook comprises the following elements:</p> <ul style="list-style-type: none"> • Overview and introduction to Moderation modules • Advice and guidance for tutors delivering this content • Lesson plans for delivering face-to-face workshops
Link to resource:	https://wirescrossed.eu/elearning/course/index.php?categoryid=3

Module 4 Online and Project-Based Learning

The Online Portal of the WIRES-CROSSED project is the heart of the entire training offer, as all the results will be available after the end of the project, and the e-learning platform in the different languages of the partnership, as well as the collaborative spaces, will be at available to all interested professionals.

Tutor's Handbook with Lesson Plan M4

Module Title	Online and Project-Based Learning
Target Group	Adult and community educators
Purpose of this module	The aim of this module is to introduce the WIRES-CROSSED Online Portal, where users can freely access and download all produced educational resources.
Learning Outcomes of the Module	<ul style="list-style-type: none"> ▪ Recognize the potential of the digital and online learning environment and identify ways to improve motivation for self-directed learning. ▪ Identify types of social engagements (online and offline) that provide the proper context and facilitate learning. ▪ Provide examples of how to promote online interactions between adult learners. ▪ Plan steps to increase self-confidence among community members through project-based activities. ▪ Be willing to integrate their professional tools with new online tools and resources. ▪ Encourage citizens/community members to produce reliable news for their community and to feel engaged in the local CMT.
Module duration	4 hours (2 F2F and 2 SDL)
Topics	<ul style="list-style-type: none"> ▪ Learn and get familiar with the Online Portal, its resources and functions. ▪ How to exploit the specific collaborative space for Local Community Media Teams and local news productions.
Preparation	<p>For this module, a computer device and an Internet connection are essential for browsing the WIRES-CROSSED Online Portal.</p> <p>Those participants who could not take part in Module 1 should log in to the Learning Portal through the required registration form. The registration on the Online Portal is a prerequisite for this module.</p>

The Lesson Plan for F2F Learning				
Nr.	Topics and Sub-topics/Learning Activities	Duration ⁷ (minutes)	Training Methods	Materials/ Equipment Required
1	<p>Introduction</p> <p>Trainer introduces the main topics of this module, inviting participants to log in and explore the:</p> <ul style="list-style-type: none"> ▪ Online Portal and its functionalities ▪ Collaborative spaces for adult learners 	5	Plenary session	Laptop and video projector PowerPoint Presentation M 4.1
	<p>Activity Nr. 1 Qualitative indicators to evaluate the Online Portal</p> <p>The assigned task consists of the co-evaluation of the e-learning resources, their accessibility, and applicability in the educators' daily activities. The trainer forms 4 groups and assigns each group a set of e-learning resources. Each group is asked to grade the following common indicators on a scale from 1 to 5 (where 1 = completely disagree and 5 = completely agree).</p> <p>The qualitative indicators of online educational resources are:</p> <ol style="list-style-type: none"> 1. There are no difficulties or malfunctions when registering on the e-learning portal. 2. It is easy to identify different uses of the portal. 3. The portal is user-friendly. 4. The design and graphics are attractive and pleasant. 	30	Team activity	Flipcharts and markers

⁷ One academic (teaching/training) hour is 45 minutes.

	<p>5. The portal and its resources respond to the needs of local communities.</p> <p>6. The portal and its resources respond to the needs of adult and community educators.</p> <p>The trainer asks each group to present their considerations and evaluations.</p>	10	Plenary session	<p>Flipcharts and markers</p> <p>Camera to take photos</p>
2	<p>Introduction</p> <p>The trainer shows the links on the Online Portal, presenting the collaborative space for adult learners of the CMTs.</p> <p>Activity Nr. 2 Collaborative Space: Why?</p> <p>For this activity, the trainer proposes a brainstorming session for the whole group. Participants are asked to formulate hypotheses of potential activities on the online collaborative space with the adult participants in the local pilot training and engaged in the CMTs.</p> <p>The working assumptions must be concrete and feasible, based on the knowledge of the individual communities involved in WIRES-CROSSED.</p> <p>At the end of the brainstorming session, participants should have a common list of activities that can be done in the online collaborative space and that match the specific needs and resources of the local CMT's members.</p>	5 30	Plenary session Brainstorming Activity	<p>Laptop and video projector</p> <p>Internet connection for browsing the e-Learning Portal</p> <p>Flipcharts and markers</p> <p>Camera for photos</p> <p>Activity Handout 4.1</p>
3	<p>Closing session</p> <p>The trainer checks with the participants whether they have</p>	10	Plenary session	<p>Flipcharts and markers</p> <p>Camera to take photos</p>

	any final doubts or comments. Participants provide their final evaluation on the WIRES-CROSSED online offer.			
Duration of the Module		2 hours		
Training Material for F2F Learning	Short demo explaining the main functions of the Online Learning Portal, including the educational offer and the collaborative space for final users.			
Sources	Link to the <u>Online Interactive Portal (IO5)</u> to log in: https://wirescrossed.eu/elearning/login/index.php			

Activity Handout (Face-to-face) – AH 4.1

Module Title	Online and project-based learning		
Activity Title	Collaborative Space: Why?	Activity Number	4.1
Description of the Activity	<p>The goal of this brainstorming activity is to involve educators in the future development of the online collaborative space by members of local communities, who will certainly need their support to use it fully.</p> <p>The expected result of this brainstorming session is the identification of concrete and feasible activities to be carried out at the local level so that community members are continuously and consistently familiarised with new technologies and committed to mitigating the impact of fake news as well as creating real news.</p> <p>At the beginning of the session, the trainer asks the participants: "Why have an online collaborative space for CMT participants?", as well as what they see as the expected learning outcomes of using the Online Portal.</p> <p>The trainer prepares the following questions on flipchart sheets, one per sheet, for the first round:</p> <ol style="list-style-type: none"> 1. Why have an Online Collaborative Space for adult learners? 2. What are the main expected learning outcomes of using the online collaborative space? <ol style="list-style-type: none"> a. Refer to the specific training programmes/modules. <p>In the second round it is necessary to address the organisational aspects of collaborative space management:</p> <ol style="list-style-type: none"> 3. Indicate the moderator(s) of the online collaborative space. 4. Indicate who will have access and to which "active" functions. <p>The brainstorming session can be closed by summarizing the "whys" and trying to give a "title" to the feasible activities that are implied in the whys.</p> <p>This is the most significant and demanding task for the trainer because they are required to facilitate the emergence of adult and community educators' ideas and reflections, ensuring the foreseen initiatives and activities with local communities in WIRES-CROSSED are feasible and concrete.</p> <p>In the end, if a list of activities has been drawn up, a vote can also be requested, to find out which of the ones indicated is the most popular. If participants decide to vote, especially if there are many activities that differ from each other, a declaration of priority can be proposed - all participants are given two stickers and asked to mark activities considered as priorities for the achievement of the project objectives.</p>		

Self-directed Learning Resources Handbook

Self-directed Learning Activity M4

Module Title	Module 4: Online and Project-Based Learning		
Activity Title	Group Communication & Collaboration Spaces in Moodle	Duration of the Activity	120 minutes
Learning Outcomes	<ul style="list-style-type: none"> • Describe group communication and collaboration spaces in Moodle • Select an appropriate Moodle communication and collaboration space according to local community members' needs • Practice creating group communication and collaboration spaces in Moodle 		
Aim of activity	By completing this activity, you will gain insight into Moodle, what types of communication and collaboration spaces are available in Moodle, as well as what their advantages and disadvantages are. This will enable you and your community members to fully participate in the WIRES-CROSSED online portal.		
Materials Required for Activity	<p>You will need:</p> <ul style="list-style-type: none"> • Note-taking materials, pen, or pencil • A digital device such as a computer, laptop, tablet, or smartphone • Access to the Internet 		
Step-by-step instructions	<p>The WIRES-CROSSED Online Portal, in addition to providing educational resources that help citizens/community members in producing reliable news, also serves as a collaborative space for Local Community Media Teams and local news productions.</p> <p>Since the WIRES-CROSSED Online Portal is created on Moodle⁸, the aim of this activity is to introduce types of group communication and collaboration spaces that are available in Moodle.</p> <p>Visit and read the information available on https://www.umass.edu/it/support/moodle/group-communication-collaboration-spaces-moodle.</p>		

⁸ **Moodle** is a learning platform designed to provide educators, administrators, and learners with a single robust, secure, and integrated system to create personalised learning environments. (source: [https://docs.moodle.org/39/en/About Moodle](https://docs.moodle.org/39/en/About_Moodle))

For more detailed information and instructions, you can also read <https://docs.moodle.org/39/en/Activities>.

Find the answers to the following questions:

- What types of group communication and collaboration spaces are available in Moodle?
- Have you participated in a Moodle course or registered on a Moodle platform before? What group communication and collaboration spaces did you use? What were your experiences?
- What are the advantages and disadvantages of each listed type? What are they best used for?
- Which of the listed communication and collaboration spaces would be best for your Local Community Media Team? Why?

Design a communication and collaboration space for your Local Community Media Team on the WIRES-CROSSED Online Portal.

Select:

- type of communication and collaboration space you will use
- topic and subjects it is dedicated to
- the person(s) who will moderate the space and encourage participation
- what type of content you will post

To practice creating collaborative spaces on Moodle, you can visit <https://sandbox.moodledemo.net/>.

Self-directed Additional Resources: SDLR-4

Module Title	Online and Project-Based Learning
Topic	Project-based learning is a dynamic classroom approach in which learners actively explore real-world problems and challenges and acquire a deeper knowledge.
Title of Resource:	Online and Project-Based Learning
Why use this resource?	Involving adults in lifelong learning opportunities is not always easy, many are reluctant to return to the "school desks" and enticing them to participate in a community project can represent an excellent opportunity for engagement. However, this will be possible if, as trainers, we are aware of the reference context, we have some educational techniques that are more effective than others, and we apply some basic principles of andragogy.
What will you get from using this resource?	By reading the first article and watching the two videos proposed, you can have a more pertinent reflection on which techniques to use to animate the local CMT group, from project-based learning to community-based (or place-based) learning. Taking up the basic concepts to facilitate learning in an adult audience can provide you with inspiration for your educational activities in the field.
Link to resource:	<p>Article: "Understanding Project-Based Learning in the Online Classroom", February 5, 2016, by <i>John Orlando, PhD</i> <i>"The principle [of PBL] is simple: Students learn best when they learn in the process of working toward a goal".</i></p> <p>https://www.facultyfocus.com/articles/online-education/understanding-project-based-learning-in-the-online-classroom/</p> <p>Place-Based Learning in Aboriginal Communities (video 10'35"): https://www.youtube.com/watch?v=h0kRVhva0w4</p> <p>Andragogy and Malcolm Knowles (video 3'16"): https://www.youtube.com/watch?v=MvI65IFWDXE</p>

Module 5 Learning Outcomes Evaluation

The conclusion of this “Train-the-Trainers” path is dedicated to the practices and techniques of evaluation of learning in non-formal and informal contexts. As adult and community educators we should be willing to facilitate self-reflection and self-evaluation among adult learners.

Tutor’s Handbook with Lesson Plan M5

Module Title	Learning Outcomes Evaluation
Target Group	Adult and Community Educators
Purpose of this module	The aim of this module is to provide a selection of key statements/issues for each module of the Induction Training for Adult and Community Educators in order to co-develop templates that will be used with the community members engaged in WIRES-CROSSED.
Learning Outcomes of the Module	<ul style="list-style-type: none"> ▪ Describe formative and summative assessment activities. ▪ Describe self-evaluation processes. ▪ Implement formative assessment activities with the local CMT members. ▪ Use new assessment models. ▪ Be willing to apply the knowledge-based approach to continuously improve the learning provision. ▪ Create a sense of belonging to a group and willingness to be an active member of the local CMT.
Module duration	4 hours (2 F2F and 2 SDL)
Topics	<ul style="list-style-type: none"> ▪ Learn and get familiar with evaluation practices for adult learners. ▪ Creation of ad hoc evaluation tools for the WIRES-CROSSED “Train-the-Trainers” programme.
Preparation	<p>For this module, a computer device and an Internet connection are essential for browsing the WIRES-CROSSED website.</p> <p>A video-camera could be useful to collect short interviews after the Induction Training with comments and reflections on this training experience by the Adult and Community Educators.</p>

The Lesson Plan for F2F Learning				
Nr.	Topics and Sub-topics/Learning Activities	Duration ⁹ (minutes)	Training Methods	Materials/ Equipment Required
1	<p>Introduction</p> <p>The trainer introduces the main topics of this last module:</p> <ul style="list-style-type: none"> ▪ Formative and summative evaluation ▪ Self-evaluation practices for adult learners 	10	Plenary session	Laptop and video projector PowerPoint Presentation M 5.1
	<p>Activity Nr 1 Ex-ante Evaluation</p> <p>The trainer invites educators to an open discussion about the abovementioned topics, posing the following questions:</p> <ul style="list-style-type: none"> ▪ Which are your favourite ways to check the progress of a learning experience within a community? ▪ Which key indicators do you usually use to evaluate participants' satisfaction? ▪ How should we foster access to non-formal and informal learning opportunities in your community for a general public that is distant and refractory when it comes to participating in lifelong learning? 	15	Plenary session	Flipcharts and markers
2	<p>Introduction</p> <p>Trainer shows the links on the Online Portal for presenting the evaluation tools developed for the different (learning) WIRES-CROSSED activities and asks</p>	5	Plenary session	Laptop and video projector Internet connection for browsing the e-Learning Portal

⁹ One academic (teaching/training) hour is 45 minutes.

	<p>them to share their opinions in 3 subgroups.</p> <p>Activity Nr. 2 Evaluate the progress</p> <p>The assigned task consists in the co-development of tools for the shared and comparable evaluation of local experiences. Each group should select 3 indicators (or data to be collected for a comparative evaluation of the WIRES-CROSSED learning proposal)</p> <ul style="list-style-type: none"> ▪ Group 1: Identification of 3 indicators about participants of the three training programmes ▪ Group 2: Identification of 3 quantitative indicators for the three training programmes ▪ Group 3: Identification of 3 qualitative indicators for the three training programmes 	30	Team Activity	Activity Handout 5.1
3	Closing session	30		
Duration of the Module		2 hours		
Training Material for F2F Learning		<p>Examples of evaluation models/templates for:</p> <ul style="list-style-type: none"> ▪ Community Media Skills Development Programme ▪ Toolkit for Media Moderating Resources ▪ In-service Training Programme (Induction Training for Adult and Community Educators) 		
Sources		<p>Link to the page “Induction Training for Adult and Community Educators”:</p> <p>https://wirescrossed.eu/elearning/course/index.php?categoryid=2</p>		

Activity Handout (Face-to-face) – AH 5.1

Module Title	Learning Outcomes Evaluation		
Activity Title	Evaluate the progress	Activity Number	5.1
Description of the Activity	<p>This Team Activity aims to emphasize the usefulness of having common criteria for evaluating the results achieved, with the awareness of the different reference contexts.</p> <p>Participants are divided into three sub-groups with the following tasks:</p> <ul style="list-style-type: none"> ▪ Group 1: Identification of 3 indicators <u>about participants</u> of the three training programmes (IO2, IO3, and IO4) ▪ Group 2: Identification of 3 <u>quantitative indicators</u> for the three training programmes (IO2, IO3, and IO4) ▪ Group 3: Identification of 3 <u>qualitative indicators</u> for the three training programmes (IO2, IO3, and IO4) <p>The groups have 10 minutes to freely indicate the different indicators, but to proceed at this time also to identify the 3 priority indicators concerning, respectively, the participants in the learning, the quantitative data and the qualitative information regarding the three paths of non-formal learning developed with WIRES-CROSSED.</p> <p>The remaining 20 minutes are dedicated to the feedback of each group with an open discussion that will aim to simplify the language and full understanding of the selected indicator.</p> <p>During this session, the facilitator will have the task of writing down on a flip chart the latest version of the nine indicators developed by the whole group in plenary.</p> <p>These indicators can be transferred to Google Forms in the different languages of the partnership to carry out a more informed evaluation of the results by the project staff and trainers involved in the local pilots.</p> <p>The estimated duration of this activity is 90 minutes.</p>		

Self-directed Learning Resources Handbook

Self-directed Learning Activity M5

Module Title	Module 5: Learning Outcomes Evaluation		
Activity Title	Using Mentimeter	Duration of the Activity	120 minutes
Learning Outcomes	<ul style="list-style-type: none"> • Get familiarised with Mentimeter and its features • Create a Mentimeter slide/activity • Run a Mentimeter presentation/activity 		
Aim of activity	By completing this activity, you will get familiarised with Mentimeter and its features. You will be able to use Mentimeter for summative or formative assessment of learning, as well as to prompt discussion with your local community members.		
Materials Required for Activity	<p>You will need:</p> <ul style="list-style-type: none"> • Note-taking materials, pen or pencil • A digital device such as a computer, laptop, tablet, or smartphone • Access to the Internet 		
Step-by-step instructions	<p>Mentimeter is an easy-to-use software with which you can create discussions, polls, multiple-choice or open-ended questions, word clouds, Q&As, and other activities.</p> <p>Your task is to create a Mentimeter activity, following these steps:</p> <ol style="list-style-type: none"> 1 Learn about Mentimeter <ul style="list-style-type: none"> • watch https://www.youtube.com/watch?v=UrFdN-HQF6I • watch https://www.youtube.com/watch?v=SdOfAenuAnw • read https://help.mentimeter.com/en/collections/75492-getting-started-with-mentimeter 2 Create a Mentimeter account <ul style="list-style-type: none"> • sign up on https://www.mentimeter.com/ 3 Create a Mentimeter activity <ul style="list-style-type: none"> • How many slides will you use? • What types of slides will you use? • What question(s) will you ask? • What do you want to find out? Why are you doing this activity? 		

	<p>4 Run your first Mentimeter activity</p> <ul style="list-style-type: none"> • Who will participate? • What equipment do you need to run it? • What instructions do you need to give to the participants? How will you check if they need help? • What conclusions can you make at the end?
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Self-directed Additional Resources: SDLR-5

Module Title	Learning Outcomes Evaluation
Topic	Online formative assessment tools
Title of Resource:	Top Tech Tools for Formative Assessment
Why use this resource?	<p>Through formative assessment, trainers can check learners' understanding, get valuable data on their learning, and then use that data to modify instruction.</p> <p>When trainers know what learners know (or don't know), they can adjust to meet learners right at their level. The best formative assessment tools also help learners self-reflect and assess, figuring out where they are and where they need to go.</p> <p>Since there is a wide variety of online formative assessment tools, this list might help you find one that meets your needs.</p>
What will you get from using this resource?	<p>A list of 29 online tools that can be used for formative assessment.</p> <p>The list provides a brief description of each tool, including:</p> <ul style="list-style-type: none"> • what type of tool it is • what is the price (free or paid) • link to the tool • link to a detailed tool review
Link to resource:	https://www.common sense.org/education/top-picks/top-tech-tools-for-formative-assessment

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