

ONLINE TRAINING OF YOUTH WORKERS

A practical manual with tools
to design and facilitate online
training of youth workers
including real life experiences
and examples

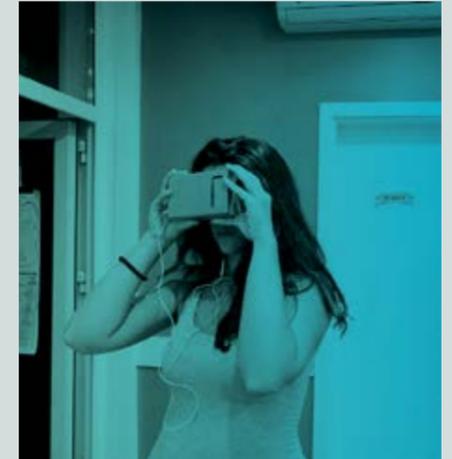
CONTENTS

Introduction	3
Some Theory to Get You Started	5
Tools for Creating Your Course	7
#1 Online Course Vision Sheet	
#2 Online Course Storyboard Sheet	
#3 Online Course Design Sheet	
#4.1 Backstage Feedback Sheet	
#4.2 User Feedback Sheet	
#5 Course Review And Action Sheet	
#6 Course Promotion Sheet	
The Main 'E-tivities'	15
Our Top Recommendations from Real Experiences	20
The Courses	23
Tools Developed by the Project	42

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'European Wide Web of Youth Work'

was a Capacity Building Project in the framework of the Erasmus+: Youth in Action programme. It was created and led by NAPOR, the 'National Association of Youth Workers' in Serbia. It was based on their experience with online training of youth leaders and youth workers.



INTRODUCTION

NAPOR gathered 6 partners that shared the motivation to bring online learning closer to the methodology of non-formal education. They wanted to build the capacities of trainers to create online educational content for youth leaders and youth workers in an inspiring and motivating way. The partners that formed the consortium were diverse, therefore showing a variety of youth work models in Europe:

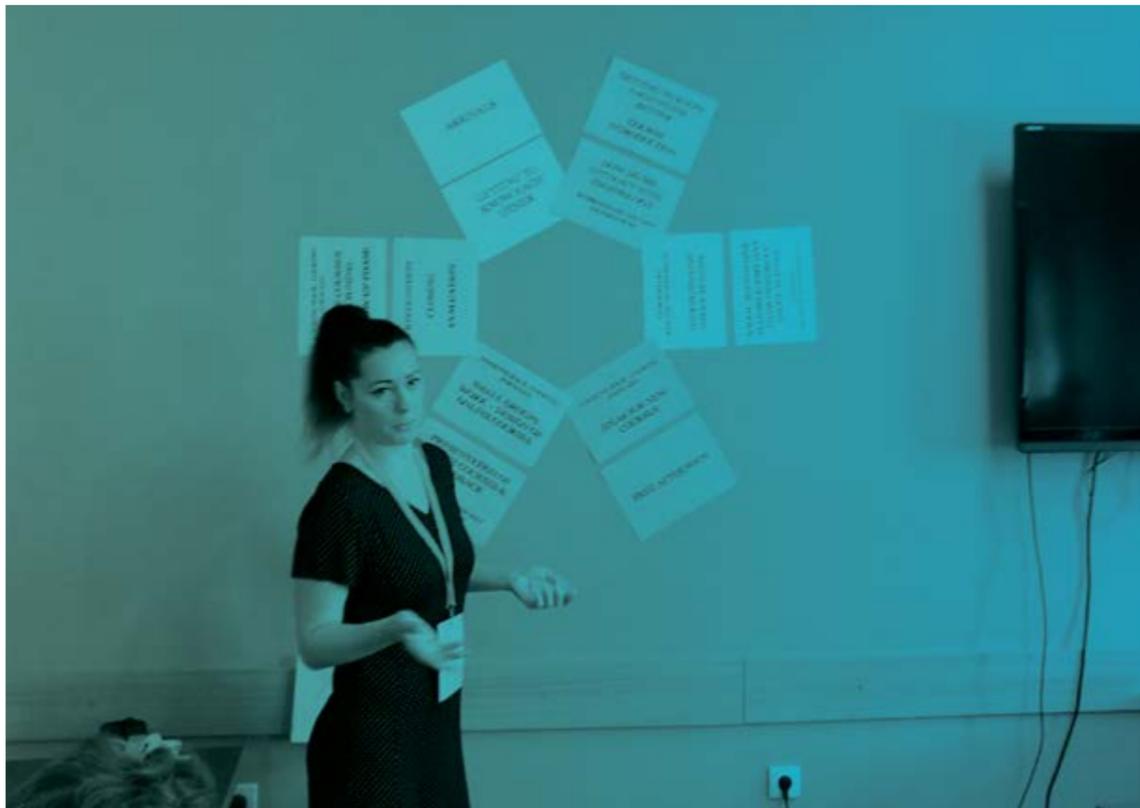
- [Associazione Interculturale NUR](#) – assonur (Italy)
- [BV Jong](#) (The Netherlands)
- [Croatian Youth Network](#) (Croatia)
- [NAPOR](#) (Serbia) – applicant/leading partner
- [Nectarus](#) (Lithuania)
- [POYWE](#) (European, headquarter located in Austria)
- [Socialna Akademija](#) (Slovenia)

The milestones of the project were:

- Run a training course for youth workers/youth work trainers on online learning;
- Create nine new online courses in youth work (or a relevant/ related aspect of it) on local/national/international level;
- Run a seminar that brings together youth workers, youth work trainers and IT experts to co-create new tools for digital learning in the field of non-formal learning/youth work education;
- Develop five new tools for non-formal online learning.

As mentioned above, the partners in this project are diverse in their motivations and backgrounds but all believe that it is important for youth workers to become familiar with and be able to use, online tools in their educational programmes. It is not only an opportunity for growing professionally, it is also an opportunity for sharing knowledge across borders, which is not so easily achieved offline. In addition, online environments are an everyday part of young people's lives which means they should also be a natural habitat for youth workers. There is potential for the youth sector to shape the online space in a way that answer to the needs of the young people and to the needs of the youth worker.

This publication shares the results of the project as well as important lessons learned – the successes and the failures – and promotes the concept of online learning to organisations active in the youth field. It is also directed at trainers and youth workers in order for them to have more examples of inspiring practice in the future.



SOME THEORY TO GET YOU STARTED

Before you dive into creating an online course, it helps to become familiar with some theory and existing experiences of online learning. This will help with the choosing of tools and methods for planning and developing your courses. It is also wise to clarify for yourself and your team the terminology and the ideas behind the online learning that you are going to use.

In our project we started with a training for trainers / youth workers, who were interested and willing to take their offline non-formal education based training experience, into an online space.

The trainers took inspiration from an acknowledged pioneer and leading thinker in digital and blended learning – [Professor Gilly Salmon](#). She is the creator of the team-based learning design process called [Carpe Diem](#) and the [Five-Stage-Model of Course Design and Facilitation](#). This provides a framework for a structured and paced programme. She also introduced [e-tivities](#) and [e-moderation](#) as crucial elements of a successful and engaging online learning experience.

You can find a lot of downloadable resources as well as clear and concise videos on all the above mentioned elements, and the theory behind it, on her website under a [Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International \(CC BY-NC-ND 4.0\)](#) license. This means you are invited to use them for your practice under certain circumstances and conditions.

We used this basis and introduced the 'Carpe Diem' design stages as follows:

1. Envision the Future
2. Make a Storyboard
3. Build a Prototype
4. Check Reality
5. Review and Adjust
6. Plan the Next Steps

Like every course design we had a framework that influenced what we could do, what we couldn't do and how we did it – our framework for this project looked like this:

- produce at least 7 online courses;
- participants – youth workers (a broad profile);
- an average of 30 participants per course;
- Moodle as a basis / gateway;
- timescale – between July 2017 and February 2018;
- international or country specific.

This framework influenced both the courses that were created and the level of their success to a great extent. Before you start, take a moment and reflect on what your framework should look like.

Apart from getting clarity on your aims, your vision, your action plans and your framework, you should also invest in clarity of communication right from the start. Like with all emerging and innovative things, the world of digital and online or e-Learning, is full of everchanging, colourful codes and vocabulary. This can be as intimidating as it can be confusing, it will make your life, the team work, and the communication with your participants so much easier if you first find a common language.

Some terms are already agreed upon and common, others might be trendy or fashionable. As long as you find what you need and what suits your purpose and agree within your team on your glossary and definitions, you should be fine.

Below are some links to examples of glossaries and definitions that we used during our Training of Trainers – browse through and make up your own list of important terms that you will share with your team and your participants:

<https://onlinelearningconsortium.org/updated-e-learning-definitions-2/>

<http://thelearningcoach.com/resources/online-learning-glossary-of-terms/>

<https://www.flicklearning.com/blog/the-a-z-glossary-of-learning-terms>

<https://www.joomlалms.com/knowledge-base/elearning-terms-glossary.html>

http://www.elearningcouncil.com/elearning_terms_glossary/

For the courses of this project we used a series of 'Online Course Design Sheets' prepared by the trainers on the basis of the above methods and models by Gilly Salmon. They were also inspired by LRNG tools, to design learning 'Playlists', see <https://www.lrng.org/>. These guide you through the process of course design – give it a try!

COURSE DESIGN SHEETS

#1 ONLINE COURSE VISION SHEET

Course name (title):

IDENTIFY THE DESIRED OUTCOME

Creating learning experiences that are meaningful and relevant for youth workers is the first step toward cultivating their professional development online. This begins by developing a clear idea of the result you hope to achieve with your online course.

What is the goal of your course? What do you want learners to gain from the online learning course?

KNOW YOUR LEARNERS

Start your course design from knowing your learners. Visualise them in your future course.

Keywords to describe your learner's profile	Interests, passions and aspirations of your learners
Realities and needs of your learners	Digital literacy level of your learners

Duration in weeks/months (underline):

- Online learning
 In-person

SEARCH KEYWORDS
TO FIND YOUR COURSE

TEAM MEMBERS BEHIND
THIS COURSE

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#2 ONLINE COURSE STORYBOARD SHEET

CREATE COURSE STORYBOARD

For online learning to be successful and fun, participants need to be supported through a structured developmental process. The five-stage-model provides a framework to build your course. You can use **Padlet** (<https://padlet.com/>) for creating and collaborating on your course storyboard. Got stuck? Visit: <http://www.gillysalmon.com/five-stage-model.html>

1. Access and motivation. How will you facilitate the easy access to the course and will motivate learners to get involved?

2. Online socialisation. How will you support learners' orientation in the online environment and will enable them to get to know each other and the course?

3. Information exchange. How will you facilitate the content of the course and will support learners in using the learning content?

4. Content construction. How will you create opportunities for learners to create, share and generate their content?

5. Development. How will you facilitate the response to emerging content and needs of learners and will extend learning opportunities outside the course?

MATCH YOUR COURSE EXPERIENCE WITH NON-FORMAL LEARNING

How will the learning experience build on **interests of learners**?

How will the learning experience **create peer & mentor connections**?

How will the learning experience emphasize **learner-generated content**?

How will the learning experience be related to **real life opportunities**?

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#3 ONLINE COURSE DESIGN SHEET

LEARNING DESIGN CHOICES

There are many ways how learners can experience online course. Well designed learning pathway will guide your learners through the course activities. Choose how the learning will be organised:

What will be the **learning pathway** of the course?

- Flexible exploration of topics
- Gradual sequence of sessions
- Combined

What will be the **learning mode** of the course?

- Self-paced (asynchronous)
- Facilitated (synchronous)
- Mixed

PLANNING E-TIVITIES

E-tivities are online activities that enable active and participative online learning by individuals and groups.

ONLINE SESSION TITLE	GOAL OF THE SESSION	ONLINE ACTIVITIES* (+TIME TO COMPLETE)	LEARNING RESOURCES**
			Add more...

*USE DIVERSE TYPES E-TIVITIES

Online learning is enriched through a combination diverse e-tivities stitched into a well-through learning pathway. Underline those e-tivities which you plan using during your course.

Forum discussions	Assignments	Live webinars	Questionnaires
Content sessions	Wiki	Quizzes	Workshops
Glossaries	Surveys	Games	Media collection
Journals	Chats	Group work	...

**OFFER VARIETY OF LEARNING RESOURCES

Learning resources is enriched through a combination diverse e-tivities stitched into a well-through learning pathway. Underline those e-tivities which you plan using

Book	File	Folder	URL
Page

#4.1 BACKSTAGE FEEDBACK SHEET

DESCRIBE THE BACKSTAGE EXPERIENCE

While presenting your project have you noticed anything that could need a closer look/attention? Any flaws? Anything that looks as having caught your "users" attention? Any usability issues? Some things that look as technical problems?

Parts of the course that are unclear to your user	Take note of all the usability issues you can find
What looks as a technical problem	Aha! Or WOW! Reactions from users

Any other notes that might help you

FORM FILLED BY _____

#4.2 USER FEEDBACK SHEET

DESCRIBE THE USER EXPERIENCE

What are your impressions on this project? Please give a constructive feedback. Have you noticed anything that could need a closer look/attention? Any flaws?

Is the course idea clear in terms of **what learning experience** it offers?

Why you think this TC would/would not convince you to **complete it**?

What in the course idea/program raises your **interest/curiosity**?

What problems in terms of **usability and/or access** did you experience?

Any other notes that might help you

FORM FILLED BY _____

#5 COURSE REVIEW AND ACTION SHEET

REVIEW THE TESTING RESULTS

Preview the testing results by comparing the real user experience with your vision of the course and storyboard.

Strengths. What does work well in your course?

Changes. What does need changing in your course?

TIMELINE BEFORE LAUNCHING

Make the realistic estimates of the milestones dates from now till the launch of your online course. Consider the availability and workload of your team members and participants, when deciding on the important dates. Also, estimate the realistic length of the online course. The course should be implemented during the period between **July 2017** and **February 2018**.

Milestone #1 Completing course structure and content	Milestone #2 Final testing of entire course	Milestone #3 Start of the course promotion	Milestone #4 Official launch of the course

ACTION PLAN

Do the action plan from now until the launch of the online course. What additional work is needed, who should be responsible for it and by when tasks should be completed

What needs to be done?	Who will be doing this?	By when the task will be completed?	How will the collaboration work?
			Add more...

PLANNED TECHNOLOGY

Which platform do you plan using to host your online course? Which other digital and online tools you intend using to create the content and promote the course? Which licenses will you need to pay, if any?

NEEDS FOR SUPPORT

Project partners will be available to support you. Describe what kind of support you need from partners.

#6 COURSE PROMOTION SHEET

SHORT DESCRIPTION OF YOUR ONLINE COURSE

What is your online course about, for whom, for how long, to achieve what?

Be precise, specific and clear.

KEYWORDS RELATED TO YOUR COURSE

SHORT PROMOTIONAL MESSAGE OF YOUR COURSE

COMMUNICATION CHANNELS AND MEANS

What **context** will you use for your promotion?

What **communicational channels** will you use?

What **media** (video, photo, infographic, text...) will you use for your promotion?

What **tools** are you going to use to make the specific media?

THE MAIN
'E-TIVITIES'



THE MAIN 'E-TIVITIES'

Discussion Forums

These were used for participants to...

- comment on certain questions;
- provide feedback on the activities;
- support each other;
- explore together a given topic;
- contribute to, and exchange of experiences;
- generate their own content;
- discuss different aspects of the course.

Some partners also used Facebook groups for similar purposes.

Content Supported with Visuals – Especially Video

- Giving instructions through videos;
- Video interviews with professionals on different aspects of the course;
- Using pre-existing YouTube videos for content of the course;
- Using pre-existing resources on the topic such as E-Magazine articles;
- Giving assignments to participants to create their own videos, e.g. presenting their own working reality

Assignments

- Participants received regular assignments that when handed in unlocked the next stage of the course;
- The facilitators gave feedback on each assignment;
- Assignments utilised...
 - Excel – Microsoft
 - Prezi – <https://prezi.com/>
 - Piktochart – <https://piktochart.com/>
 - Mind42 – <https://mind42.com/>
 - Canva – <https://www.canva.com/>





THE MAIN 'E-TIVITIES'

The Use of Quizzes, Surveys, and Questionnaires

- Participants had a chance to test their knowledge through quizzes;
- Survey's were used to check the knowledge of the participants and evaluate their learning;
- Quiz from Quiz Maker was the tool used - <https://www.quiz-maker.com/>;
- The course made use of an online questionnaire at each step to guide the participants in their work.

Group Work

- Participants worked in small project groups (groups of friends) this was to encourage mutual feedback and discussions during the progress of each step;
- Group work was used to explore different aspects of ethics in youth work in creative ways;
- Group work was used for exploring the needs and characteristics of different groups of young people.

Glossaries and Wiki

- There was online collaboration for creating glossaries and wiki pages on different subjects.

Other Interactive Tools

The following were used in online and offline moments of the courses:

- Mentimeter (for brainstorming session); <https://www.mentimeter.com/>
- Bighugelabs (for getting to know each other through cards); <https://bighugelabs.com/>
- Kahoot quizzes; <https://kahoot.com/>
- ActionBound; <https://en.actionbound.com/>
- Virtual Reality.



OUR TOP RECOMMENDATIONS FROM REAL EXPERIENCES

Choosing Your Topic

If your topic is overly general, you will have a broader target group but probably less motivated participants. The topic has to be something that the planning and implementing Team really wants to explore and share with passion.

The Team

Planning online learning does not mean you don't need physical preparation meetings (or at least synchronous meetings online), especially if it is a team of novices to the online context. Relying on asynchronous communication tools just doesn't do the trick.

Making long comfortable deadlines can backfire because they encourage a decrease in engagement. Keep the deadlines tight and make sure the team is on track. Also maintain strong regular connections.

Prepare for some frustrations – it is normal that some of the registered participants will not even show up at the beginning or will drop out along the way. This does not feel good for the team, make sure that everybody involved is aware of the various possible dynamics of running an online course. Make room for discussing and getting rid of frustrations in the team. Keep up your self-motivation, even if your team is falling apart, don't stop, instead look for other people who want to contribute and help you.

The platform

before starting to develop your course, you need to choose a platform to base it on. you need to know the platform you choose very well so as not to be surprised by its limitations in the middle of your course. the choice of platform must therefore be dependent on the digital skills of you and your team, ensure you use something that you know you can work with. over complicated tools end up killing the enthusiasm of the team for the whole project. find easier to use tools, if available and possible, for your course and provide a clear manual for all the team on how to work with it.

Finding the right participants

- avoid taking on just anyone to fill the places on your course. try to create a group that is diverse and yet shares some level of experience or similar realities;
- it is very important to promote your course not only through the channels available to each of the partner organisations, but reach out to a variety of other organisations or departments related to the youth field;
- be aware of each individual participants availability to dedicate themselves and their time to the course and its specific tasks. adjust your content to the profile of the participants that you are recruiting.

Creating the Learning Experience

- Check the level of any previous experience of the participants beforehand and create content accordingly;
- Use diverse methods and tools in order to appeal to different preferences and styles of learning. Using different available online tools (for example: YouTube, Mentimeter, etc.) also increases the dynamic and helps with group building;
- Use more listening and viewing in comparison to simply providing reading materials. Use videos for instructions;
- Provide enough resources and materials for the participants to explore different aspects of your topic;
- Use quizzes as a method of repeating the content and self-evaluating what was learned, it helps to make the training course more vivid and interactive;
- The use of text as online course content needs to be considered carefully and reviewed several times. Text may be understood ambiguously by the participants, it has to be presented clearly and concisely. Regardless of how careful you are, people are all different and so everyone will perceive the same information differently;
- Keep a focus on practical things, for example, using examples of challenging situations in youth work;
- A combination of theoretical input and practical tasks works quite well;
- Provide participants with clear and tangible learning outcomes;
- Set well defined and clear assignments, failure to do this can strongly influence dropout rates;
- Plan the structure of the course and time-frame in advance and stick to it as much as possible;
- Do not make a course completely self-paced and self-directed – it is better to facilitate.
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- Do not make a course completely self-paced and self-directed – it is better to facilitate.

OUR TOP RECOMMENDATIONS FROM REAL EXPERIENCES

Facilitation

- It is crucial to be active and support your participants and their learning continuously throughout the whole course;
- Communicate clearly and in detail what is expected of participants from the whole course;
- Encourage participants (and stimulate them) to share their experiences and reflections;
- When facilitating an online course, it is good if you are present as much as possible, this is so you can respond to participants questions as fast as possible and maximise the potential of online learning;
- Listen closely to your participants and if possible adapt the online course as you go, responding to expressed needs and wishes;
- Be aware that learning online differs from learning in person in many ways. For example, it can create a sense of safety and comfort for participants, they become less afraid to make mistakes because other people cannot see their faces or emotions. Make best use of this unique opportunity;

Blended Learning

Blended learning is a combination of online and offline learning. It is where the participants engage in the course in an offline context, physically coming together with the trainer, and engage in learning through online modules or sessions from their own location. We suggest (if possible) blended learning as a good option, especially if your online course extends over a longer time period. The combination of online and offline learning helps especially in building a group atmosphere and cohesion. If you have the opportunity to go for blended learning – do so!

THE COURSES

9 ONLINE COURSES WERE DESIGNED

- POYWE – Youth Work: of Pride and Prejudice
- Croatian Youth Network – Youth Work: Learning and Methodology in Work with Young People
- Croatian Youth Network – #SkillMe
- Associazione Interculturale NUR Environmental Education
- Lithuanian Association of Youth Workers and Nectarus – Intro to Youth Work
- MeerMoerdijk/BVjong – GRV2018: Who Cares?
- NAPOR – Ethics and Critics: Online Course for More Responsible Practice with Young People!
- NAPOR – Analysis, Action and Planning: Sexy PCM
- Socialna Akademija – Postani Digitalni Ninja! Become a Digital Ninja!

In the framework of the 'European Wide Web of Youth Work' Capacity Building Project, 9 online courses covering very diverse aspects of youth work in Europe were designed, 8 of which were implemented. Over 230 youth leaders and youth workers were selected as participants for the courses and around 100 of them finished successfully. A completion rate of over 40% is considered high in the field of online learning. The situation of attendance and completion varied a lot from one course to another – even within one country (the Croatian and the Serbian partners ran two courses each).

In general, we can state that the more concrete and connected to the working reality of the participants the courses were, the better the participation went. It made a big difference in group development if the participants shared the same reality, it was even better if they actually knew each other. Another factor was if the participants knew that they had a possibility of meeting each other outside of the course.

Success of the courses also depended a lot on the motivation, skills and experience of the team of trainers. The more the teams believed in their topic and had experience with facilitating online learning or had been trained for it, the better they were able to engage with the process, react to participants needs and handle their own level of involvement.

The following pages give some details and basic information on each of the courses that was prepared, and in 8 out of 9 cases implemented.



YOUTH WORK: OF PRIDE AND PREJUDICE POYWE AUSTRIA



POYWE



The main aim of the course was to create a platform for youth workers where they could share their own experiences. It was to provide a space for learning about the common ground and practices of youth work on a European level. It explored the different forms of professional youth work in different countries in order to enlarge the knowledge of the participants on the principles of the field. To achieve this the course used a mixture of input (for example, videos and articles from the 'LOGBOOK Magazine on Professional Open Youth Work') and exchanges of experience among participants. It was the first POYWE European Online Course on Professional Open Youth Work and was meant as a starting point for sharing the pride of being a youth worker in Europe.

The Topics:

- Introduction/Getting to know each other (and some tools);
- Principles of youth work;
- Forms of youth work;
- Something about young people (the target group);
- Challenges of youth work.

Profile of Participants:

The course was open to youth workers from all over Europe, applicants came from 10 European Countries. 25 youth workers (in the very broad sense) applied and were all accepted – unfortunately their realities then proved so diverse that we did not manage to create a good group dynamic. This was one of the reasons for only one person completing the course and being the only person in Europe holding a POYWE certificate for the course.

Structure and Timing:

The course was planned for a duration of six weeks from November to mid December 2017. Participants were asked to complete several activities related to the topic of that particular week – after completion of the set activities the next weeks 'level' was unlocked for them.

Later in the process there were also group work tasks, this required participants to connect and arrange group work together online, however, this idea proved to be too demanding.

Online Learning Platform:

- Moodle

YOUTH WORK: LEARNING AND METHODOLOGY IN WORK WITH YOUNG PEOPLE CROATIAN YOUTH NETWORK CROATIA



CROATIAN YOUTH NETWORK



During this 4 week training course, participants had the opportunity to discuss about youth work, learn more about the position of youth work in Croatia and Europe and get to know different learning styles within the youth work context. A significant part of the training course was dedicated to raising awareness of non-formal education methodologies and providing them with practical tools and techniques they can use in their everyday work. For the training course, non-formal education methodology was adjusted in order to use it in an online environment.

The Topics:

- Getting to know each other and the description of the programme;
- Introduction to youth work;
- Youth work and learning;
- Methods in youth work;
- Evaluation and additional materials.

Profile of Participants:

Participants were youth workers from all over Croatia, coming from 24 different NGOs or associations – ranging from grassroots organisations to advocacy NGOs working at the national level. Participants were beginners in the youth work sector and were open to learning new methods and learning about the concepts of youth work. They were motivated to participate. In total 30 participants enrolled in the training course.

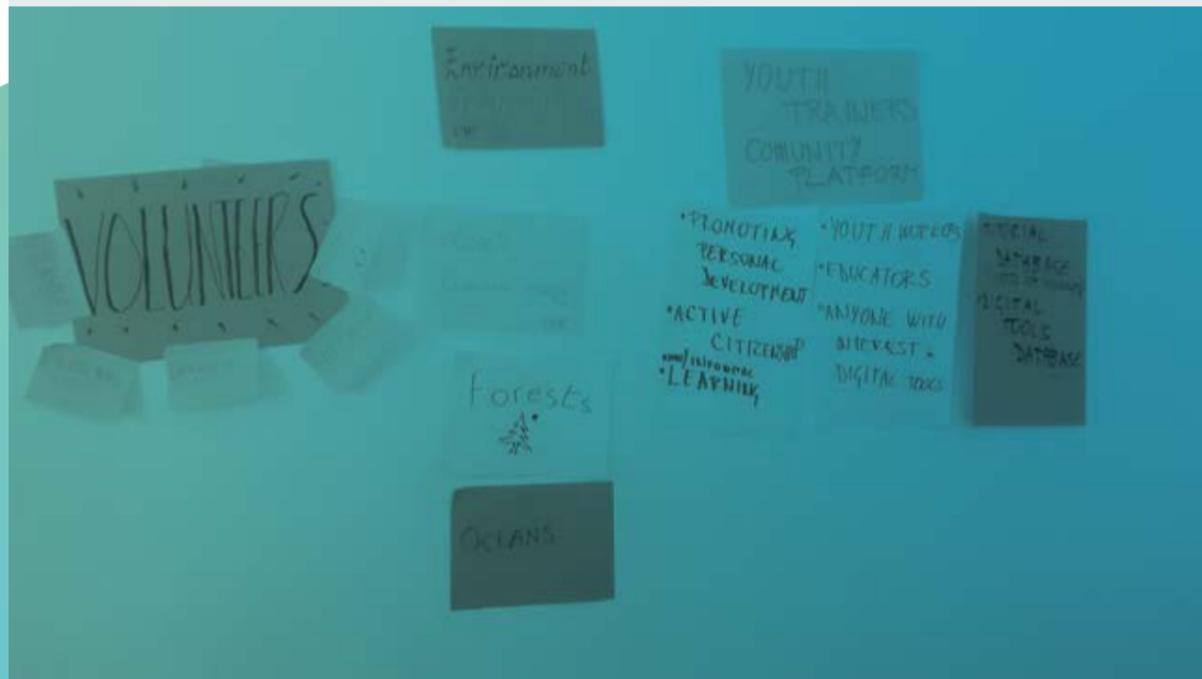
Structure and Timing:

The training course lasted for 4 weeks. In the course, there were 5 parts in total which participants had to undertake. The course was pre-set-up, which meant that participants had the possibility to attend the training course over a period of 4 weeks and browse through the topics in any way or order that they wanted. This meant that their learning was mostly self-directed and they had the possibility to access any of the tasks at any time. The guidance of the facilitators was minimal as the emphasis was set on self-directed learning and own responsibility within the process of learning.

Online Learning Platform:

- Moodle

#SKILLME CROATIAN YOUTH NETWORK CROATIA



CROATIAN YOUTH NETWORK

#SkillMe aimed to develop the skills of participants in the field of non-formal learning and to support them in creating their own workshops. Through this extensive five week training course, the participants defined non-formal and informal learning, described and listed different non-formal education methods, and had a practical assignment to create a workshop. The participants also learned about the topic of learning, as well as how to conduct a successful evaluation. The course was based on the observed needs of youth workers who were starting with their work in the NGO sector.

The Topics:

- Non-formal education – what is it?
- Methods of non-formal education;
- How to plan a workshop;
- DIY time – design your own workshop;
- Evaluation of the workshops.

Profile of Participants:

Participants were mostly beginners in the youth work sector, people who wanted to learn how to make professional, high-quality, tailor-made workshops for their target groups. They came from 33 different NGOs, grassroots organizations and even schools and kindergartens throughout Croatia. The participants were expected to share their existing knowledge and then implement the learning from the course in their everyday work. Out of 95 applications, 40 participants were selected: 13 of them were male, and 27 female.

Structure and Timing:

The training course lasted for 5 weeks in total and was composed of 7 parts. The first of which was the introductory part and the last one the overall evaluation of the training course.

All sections were highly interactive and dynamic in a way that the participants were asked to give feedback and comment on the other participant's ideas and opinions through forum posts and tasks. They were expected to explore the topics on their own and then to come up with ideas in relation to the lessons and tasks. The trainers were required to be very active, giving personal feedback on each task and/or post.

Other than the introductory part and the evaluation of the course, there were 5 topics (lessons) presented to the participants. The participants had between 5 and 7 days to explore each topic and to finish a task. If the participants successfully fulfilled their assignment, they could go to the next topic which was unlocked for them. All of this meant that trainers had a strong role in the facilitation and directing of the participants.

Online Learning Platform:

- Moodle

ENVIRONMENTAL EDUCATION ASSOCIAZIONE INTERCULTURALE NUR ITALY

EDUCAZIONE
AMBIENTALE



CORSO ONLINE - 2 SETTIMANE

Ti interessa il tema del riciclo? Detesti gli sprechi e vorresti vivere in un mondo migliore? Questo è il corso che fa per te!

Inizio > 04 Febbraio 2018
Fine > 18 Febbraio 2018

WWW.ASSONUR.ORG/SITO/ / @ASSONUR



The topic of the course was 'recycling as a way to protect the environment'. It was built around some generic advice and links to external resources to use as examples of recycling good practices. The aim was to inspire the participants to make some first practical recycling experiences of their own. The course was built upon 3 different modules, the modules centred on paper, cardboard, plastic and aluminium as the basis for learning about recycling.

The Topics:

- Recycling
- Paper
- Cardboard
- Plastic
- Aluminium

Profile of Participants:

Because this was a course for locally based Italians, the language chosen was Italian. The planned target group included youth workers, teachers working with children in elementary school, staff from environmental oriented NGOs, and Staff of NGOs dealing with educational projects for children and young people. Unfortunately, the course was not launched so there were no participants to confirm actual background and profiles.

Structure and Timing:

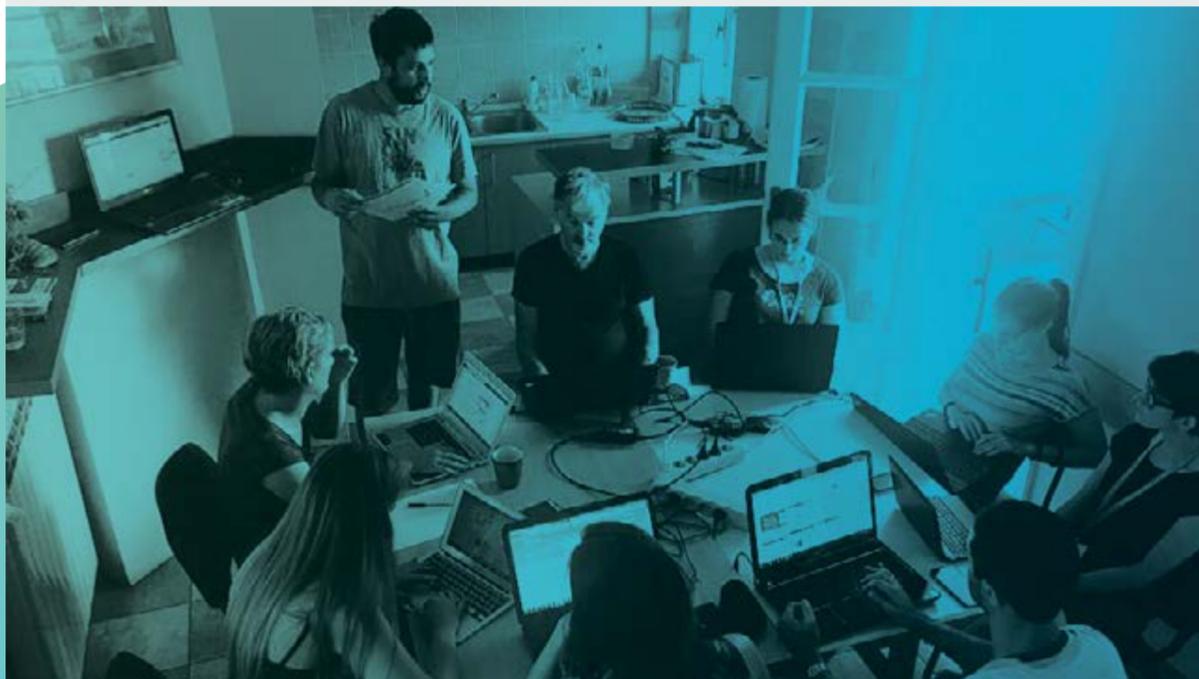
The course was planned for the duration of one month. The course was to be based on a self-directed approach, meaning all the modules would have been available at the same time without a structured path. Each of the modules contents were based on a similar model, the main difference being the material that should be recycled.

Online Learning Platform:

- Moodle

Content relied a lot on external pre-existing sources such as YouTube tutorials

INTRO TO YOUTH WORK LITHUANIAN ASSOCIATION OF YOUTH WORKERS AND NECTARUS LITHUANIA



NECTARUS



This was an introductory course for developing an understanding of youth work for those who are starting to work in youth centres, youth NGOs, other organisations that work with young people. The course was also intended to introduce youth work to people from other sectors. The course was implemented in cooperation with the Lithuanian Association of Youth Workers which unites youth workers and seeks to ensure high-quality work with young people.

The course gathered youth work resources and experiences of experts who have been working with young people for a long time.

The Topics:

- What is youth work?
- Youth policy
- The youth worker
- Forms of youth work
- Open youth centre – open youth space
- Methods
- Non-formal education
- Financial opportunities
- Library

Profile of Participants:

The main target group was people, who want to work with young people or have recently started to work in open youth spaces and centres. It was also for people who wanted to learn more about working with young people and non-formal education or to find out more about youth work opportunities.

Structure and Timing:

The course was open for 3 weeks and structured in 9 content sessions. Every week three new sessions of the course were unlocked. Participants were required to complete all sessions before moving to the next level.

Online Learning Platform:

- Moodle

GRV2018: WHO CARES? MEER MOERDIJK/BVJONG THE NETHERLANDS



'GRV2018 – Who cares?' was designed as an online programme for getting young people and the municipality closer to each other. GRV2018 stands for 'Local or Municipal election day 2018'

The aim of the training course was twofold:

- to teach young people more about the function and working methods of the municipality;
- to enable young people – under the guidance of the youth worker – to organize a large activity themselves.

The course was organized as partly online and partly offline in order to strengthen the cooperation between the municipality, the school and the participants. The course connected with other activities around GRV2018 being held by the municipality and secondary school.

The Topics:

- Jumping off (intro and what does a municipality do for you);
- Step 1: Goals – what do you want to achieve?
- Step 2: Teamwork – what does the school, youth work and the municipality want for this project?
- Step 3: Working out – Make the programme for the debate;
- Feedback of step 1 – 3;
- The debate;
- Evaluation.

Profile of Participants:

10 young people (6 male and 4 female) in the age range of 14 – 19 years from the municipality of Moerdijk. The young people were already users of the youth centre Tune Inn Zevenbergen and some were also volunteers at the youth center.

Structure and Timing:

Since this was not only an online activity but a blended approach that also involved the municipality, local youth work structures and schools there was some preliminary work in establishing contact between these three bodies about the project and mutual expectations. Time was needed for the recruitment of the young people by the youth centre. The course itself took 7 weeks that were a mixture of online and offline activities with the group of young people.

Online Learning Platform:

- CANVA – pre-structured templates
- Kahoot! – for multiple-choice questions during the big meeting
- A Website – for linking with the CANVA questionnaires

ETHICS AND CRITICS

NAPOR
SERBIA



NAPOR



Online Course for More Responsible Practice with Young People!

The overall goal of this course was to learn more about ethics in youth work and support the development of critical thinking among practitioners in youth work – as well as young people in the field of youth work.

The Topics:

- Basics of non-formal education and youth work;
- Moral and Ethics in youth work;
- Critical thinking and other types of thinking;
- NAPOR quality standards in programmes of youth work – standard number 4;
- Problematic situations in youth work;
- Ethical codex of youth workers created by NAPOR;
- Youthpass and Erasmus+ Youth in Action programme of the European commission.

Profile of Participants:

Participants were youth work practitioners from Serbia, of different ages between 18 and 30 years of age. They were members of different youth NGOs and were mostly member organisations of NAPOR.

Structure and Timing:

The course consisted of 5 modules, each lasting from 5 to 10 days, depending on the topic and number of activities and tasks for the participants in each of them. The trainers were giving participants deadlines for completion of each task or activity. Upon completion they were opening new modules.

Online Learning Platform:

- Moodle
- The Moodle used was based on www.napor.net/obuka, as well as several other tools

SEXY PCM NAPOR SERBIA



NAPOR



Analysis, Action and Planning: Sexy PCM

The main goal of the course was to improve the competencies of practitioners in youth work in the field of project cycle management.

The Topics:

- Result based management
- Needs analysis
- Project planning phase
- Logic matrix
- Budget
- Action plan and reporting

Profile of Participants:

Participants were representatives of youth organizations who were members of NAPOR. Most of them were youth workers or youth leaders employed or volunteering in the organisations. They had different levels of previous experience in youth work and project management.

Structure and Timing:

There were 5 modules each with 4 supporting sections.

Each module had weekly dynamics:

- Lecture;
- Tasks and games;
- Homework;
- Coaching.

Online Learning Platform:

- Moodle
- The Moodle used was based on www.napor.net/obuka, as well as several other tools

BECOME A DIGITAL NINJA! SOCIALNA AKADEMIJA SLOVENIA



SOCIALNA AKADEMIJA



The course was designed for the participants to discover and learn how to use digital tools through blended learning. The course consisted of 3 online modules and one 3 hour workshop where the group met offline. In the workshop, the participants experienced applications such as ActionBound which they used as a digital scavenger hunt. They got to experience Kahoot in the form of an interactive quiz. They also entered the world of virtual reality. The workshop was followed by online challenges created using Moodle that required the participants to test different online tools and share their thoughts.

The Topics:

- Getting to know each other;
- Usage of visual tools;
- Digital educational tools.

Profile of Participants:

The participants were youth leaders, workers and trainers coming from Socialna Akademija and 7 other NGOs in Slovenia. They were aged between 20 and 33 years of age. They all wanted to include (new) digital tools in their work.

Structure and Timing:

The training course was for 4 weeks and consisted of 3 online modules and 1 offline workshop where the participants met. The first week was dedicated to participants getting to know each other and familiarize themselves with the Moodle platform (creating profile, memes etc.). The second week they met in person to test digital tools like JibJab, ActionBound, Kahoot, and virtual reality. This workshop was followed by two modules, organizational and visual tools, which were self-paced and self-directed.

Online Learning Platform:

- Moodle

TOOLS DEVELOPED BY THE PROJECT

Another aim of the project was to identify and respond to the needs of trainers in youth work and youth workers, when it comes to digital tools for non-formal education in the online setting. The project brought together youth workers, youth work trainers and IT specialists for a seminar in Velenje, Slovenia. At this seminar they jointly explored experiences and identified gaps when working with existing tools. A brainstorm on possible useful tools followed this needs analysis and produced a list of ideas for future development. The partners joined forces to work on five different tools that were identified as fulfilling the very diverse needs that were identified during the learning journey.

The following pages describe the 5 tools that were worked on:

- Digital Educational Tools;
- Stormly;
- Badgecraft Plug-In for Open Badges on Wordpress;
- Youth York;
- Barometar Stavova (Where do you stand).

DIGITAL EDUCATIONAL TOOLS

'Digital Educational Tools' is a database listing digital learning tools. It is a list of digital learning tools that can be used in a non-formal education environment. It is designed in such a way that it is easily interacted with and facilitates the process of searching for the right tool for the specific work being undertaken. It offers searches through different categories and allows users to rate the tools and give comments.

Why This Tool:

While searching for which tools to implement, it was realised that most of them already exist, we just didn't know about them before. It was decided to make a webpage with a database to help educators find the right tool for the work they are doing. The focus was on finding tools that could be used in a non-formal education context.

The Tool and Youth Worker Training:

The 'Digital Educational Tools' collection supports trainers to focus on content rather than wasting time in search for the right tools. There is also a rating system with an option for comments as part of the tool. The more that trainers use this the more it will help others to identify what tools would be best to work with.

Technical Specifications:

The 'Digital Educational Tools' collection is built on WordPress, this is so it can be accessible with any browser and/or device...

<http://socialna-akademija.si/digitaleducationaltools/>

'Stormly' is a plugin for Moodle. It is designed to serve as an online flipchart with sticky notes. Both flipchart and sticky notes are tools which most trainers in youth work use in physical offline training courses. This plugin can add notes, remove them, you can write on them and move them around the screen. Both Moodle trainers and participants can interact and participate. The simplicity of the tool allows endless possibilities, depending on the topic of the course.

Why This Tool:

From experience of working with Moodle and online courses, the team behind the tool realised that there is a need for a simple tool that would enable more participation and interactivity within the Moodle platform. Furthermore, the team wanted to provide youth workers and trainers with a tool that can utilise sticky notes and group them in a meaningful sense.

The tool's features are based on the principles of non-formal education and they serve both the trainer and the participants. The tool also follows the 'Kolb Learning Cycle' and can be used for a variety of methods, which makes it ideal to use in a non-formal learning online environment.

The Tool and Youth Worker Training:

'Stormly' is based on non-formal learning but customised for the online environment. Its functionalities provide for methods such as brainstorming, discussion, group work, and other information sharing processes. It enhances interactivity and the active participation of participants. This is an innovative and new tool for the Moodle community and provides new experiences for youth workers and trainers who conduct training courses online.

Technical Specifications:

The tool is a Moodle plugin which works as a block within a Moodle course. The tool can be downloaded from the Moodle directory and there are no pre-requirements for using it. Users can add sticky notes and new canvases, they can save them and export them in a PDF file format.

This Badgecraft plug-in for displaying and issuing Open Badges on WordPress websites enables any organisation to transform their website into a tailored platform for recognition. Organisations can set up badge systems to validate and recognise the learning and achievements of young people and youth workers. They can access available badges directly from the website of their youth work organisation.

Why This Tool:

Many youth work organisation set up their websites using the WordPress framework. Organisations in the youth work field are using more and more Open Badges to validate and recognise the learning and achievements of the young people they work with. [Badgecraft badge issuing platform](#) is specifically tailored to the needs and practices of youth work and non-formal education in Europe.

The Tool and Youth Worker Training:

Open Badges enable youth work organisations to issue badges on their WordPress websites turning their website into a tailored recognition platform. Open Badges is a visual representation of skills and achievements. They are digital and can capture learning experiences

in multiple formats, for example; text, audio, video, image, etc. Badge issuing can combine self-assessment, peer review and validation of learning outcomes by the issuing organisation.

When using a WordPress plugin for Open Badges, youth work organisation are better able to connect their youth work activities with recognition and raise their professional profile. Young people and youth workers can access Open Badges directly from the website of youth work organisations.

Technical Specifications:

The plug-in is built for the WordPress framework and requires an organisation to have their website built and running on WordPress. Badges are created using the Badgecraft badge issuing platform. The Badgecraft platform and the WordPress website of the organisation get connected through installing and authorising the Badgecraft plug-in for issuing badges on WordPress sites.

'Youth York' is a website for the connection and support of youth workers. It has the look and feel of a digital city. In the digital city you have different functions, such as the library, market, court, school, youth centre, and bank, etc. Each function represents another application within the portal. example; the 'library' is where you can find documents and important reading, the 'academy' is where you can find training offers and the 'youth centre' is a metaphor for a meeting place, and so forth.

Why This Tool:

The problem that was identified and that the project wanted to solve was the following:

- There is a lot of information available about projects in youth work. However, many are difficult to find because they are on different websites within organisations and various European institutions;
- Youth workers often try to contact other youth workers in different European countries for the exchanging of experiences, and for making contact with other young people or projects. Unfortunately, these contacts are often difficult to find;
- On many websites there is important information about youth work which youth workers do not know about because so many of these websites are not known about.

The Tool and Youth Worker Training:

'Youth York' stands for a 'digital city for youth work', hence the combination Youth and York (from New York). The starting point for Youth York is...:

- that it promotes the exchange of expertise between youth workers in the Netherlands and the rest of Europe;
- that it is user-friendly (much more user-friendly than the current Dutch portals and other European portals);
- that it must increase the knowledge of the workers;
- that it must be attractive, not only for the unlocking of knowledge via modern media like Facebook or Instagram but it also has to be fun to go to and 'meet' other workers.

Technical Specifications:

Youth York is a website www.youthyork.eu It has different types of applications and functions, for example, a library function, a social media function, etc.

'Barometar Stavova' is a tool for provoking discussions and for giving trainers and participants a visual representation of the group's attitudes towards different subjects. At the beginning, participants are able to choose their avatars which will represent them in the activity. The trainer posts a statement and invites participants to position their avatars on the line of agreement on a canvas which is visible for everyone. At the same time the chat or audio/video conference is open and trainer is now able to ask participants for further comments, and explanations, etc. During the discussion, participants have the possibility to change their position in order to reflect potential change in attitude. In this case, trainers have a clear visual indicator of the change, so they can follow the impact of the discussion. At any point of the activity, the canvas can be saved and exported in PDF format for the trainers use.

Why This Tool:

The idea of this tool came from youth workers who are very familiar with using this method in offline settings for exploring participants attitudes and values. The method known as 'Where do you stand?' is well known and used in non-formal education and youth work when exploring different topics, most prominently in human rights education, and intercultural learning, etc. The proposition to transfer this

method into an online tool for learning arose during a hackathon event organized by NAPOR in January 2018, as a part of this project. The team which developed this idea was awarded the first prize by the jury of the event, it was assessed to fit with the main challenge of the hackathon in the best way. The award for the team was support in developing the tool further and helping in its distribution.

The Tool and Youth Worker Training:

The tool gives the opportunity to trainers in the youth work field to use a very popular method in non-formal education in their online courses. It combines a visual representation of the training room where participants avatars position themselves according to their agreement or disagreement to a statement or question with typed, video or audio chat. Trainers and participants get the full experience of an online facilitation of a discussion.

Technical Specifications:

The tool is still in its development phase, but it's envisaged that it would be usable as part of courses done on different platforms, for example Moodle, but also as stand-alone tool. <http://www.napor.net/barometar>



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