

Modular training concept



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Introduction

The modular training concept "Simply Digi" aims to provide teachers and other career guidance professionals with the skills to use digital working methods confidently. One of the main aims is to increase pupils' motivation and interest in career guidance using digital tools.



Participants learn to use various digital tools to create small projects (scenarios) that immerse students in their digital world and guide them through the career orientation phase. The training includes getting to know and using various digital tools from user and developer perspectives. At the end of the training, the participants should also be able to pass on their acquired knowledge to other educational professionals as multipliers.

The training concept consists of three modules. Each module comprises specific learning

objectives, content and methods geared towards interactive and practical learning.

Module 1 - Digital Media Literacy: develops a basic understanding and assessment of one's digital skills through interactive activities and digital assessment tools.

Module 2—Methods & Procedures: provides an overview of different categories of digital tools and their practical applications.

Module 3—Peer-to-Peer: focuses on developing and presenting your scenarios to apply and pass on what you have learned.

This concept is based on the model of a block seminar lasting 12 hours. We add an adaptation for a one-week training course of up to 30 hours (see page 18). This extended version offers more opportunities, particularly for group work, self-organised learning, hands-on activities, and content consolidation. The aim is not only to provide participants with the necessary knowledge but also to enable them to apply it effectively in their respective professional contexts and act as multipliers.

Target group: The training is aimed at teachers at secondary schools (including sixth form centres), social workers, careers advisors, trainers and professionals working in the transition area from school to work.

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Module 1 - Digital Media Skills

Module 1 of the "Simply Digi" training concept begins with a welcome block in which participants are greeted, and a joint objective and project presentation occur. The focus is on getting to know each other and building a group dynamic through a familiarisation round in which the participants interact with the creative game "Two Lies, One Truth". Tools such as Padlet can be used to promote interaction and engagement.

The rest of the module focuses on self-assessment of digital skills. Participants answer questions using the European Union digital skills assessment tool to get a picture of their level of digital

skills. The results are then discussed as a spider diagram to create an overview of the various strengths and potential weaknesses.

Participants then reflect on their digital skills, which they have previously assessed themselves. The aim is to understand relevant digital skills clearly, why they are essential, and how they can be applied. Based on the self-assessment results, digital skills are discussed, open questions are clarified, and practical exercises are carried out as required. The aim is to promote a practical digital understanding and the direct applicability of digital tools.



Thanks to Simply Digi, I was able to use interactive presentations and career mapping tools to introduce students to a wide range of trades and their requirements. These tools make it easier to visualize their career paths.

Vanessa, BerufsFindungsBegleiterin,
 Styria

Module 1 concludes with an outlook on Module 2 and an evaluation of the current experiences. Overall, the module provides a solid foundation for further exploration of digital skills, with the interactive and participant-orientated approach taking centre stage.

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Curricular Overview

Block	Topic	Learning objectives	Contents	Method	Exemplary tool
1	Welcome	Development of a common goal Presentation of the project	Overview of the training course and the following modules		
	Introduction	Getting to know each other	Introductory round	Game: Two lies, one truth	Padlet
	Digital skills - self-evaluation	Record the status of your digital skills.	Questions from the European Union's digital skills assessment tool https://europa.eu/europass/de/europass-tools/test-your-digital-skills : The participants answer the questions, followed by a brief discussion and overview of the anonymised results.	Self-evaluation of digital skills; answering the respective questions individually via mobile devices	Kahoot to create an overview of the various strengths and potential weaknesses. Alternatively also Mentimeter or Quizizz
55 min					
2	Digital skills - evaluation	Gain an overview of relevant digital competencies Clarification of the questions: what / why important / how	The individual digital competencies are discussed and explained based on the self-evaluation results. Depending on the participants' level of knowledge, open questions are clarified.	Presentation of the results and selected relevant digital competencies	Prezi, alternatively, PowerPoint
	End of module 1	Outlook	Providing an outlook on the next steps, evaluation		Mentimeter for a short opinion poll (e.g. word cloud, survey, etc.)
45min					
100 minutes TOTAL (net, without breaks)					

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Module 2 - Methods and Procedures

Module 2 of the "Simply Digi" training concept builds on the basics of the first module and deepens the knowledge of digital tools used in career guidance. Initially, participants are introduced to the module with an interactive quiz using the Quizizz tool. This warm-up refreshes the content of Module 1 and actively involves the participants in the learning process.



Five categories of digital tools are then presented to give participants a comprehensive overview of the wide range of digital resources available. The introduction aims to show how these tools can be used and combined in different categories to enable participants to select the tools that suit their everyday work quickly. The presentation uses Mentimeter, which adds an interactive element by asking participants which tools they already know. This encourages engagement and dialogue among the participants.

A specific block follows for each category - collaboration & networking, presentation, gamification: quizzes, gamification: learning games and video & animation. Each block consists of three phases: presenting the tools and their possible applications, discussing the benefits for teachers and learners and a practical trial phase. This structure ensures that participants acquire theoretical knowledge about the tools and experience how to use them by trying them out directly. This approach supports a deep understanding of how the tools work and how they can be used in educational contexts.

Module 2 concludes with project work. In small groups, participants apply the knowledge they have learnt by developing their projects aimed at using digital tools. This phase of group work not only promotes the practical use of the tools, collaboration, and the creative use of digital resources in professional contexts. The subsequent presentation of the projects and obtaining feedback provide a valuable opportunity for reflection and further consolidation of digital skills.

Overall, Module 2 strongly focuses on the practical application of digital tools and promotes a comprehensive understanding of digital skills through a combination of theoretical introduction, interactive elements and practical project work.

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Curricular Overview

Block	Topic	Learning objective	Contents	Method	Tool/ Material
3	Warm Up	Refresher	Repetition of the learning outcomes from Module 1	Educational game: Quiz via mobile phone	Quizizz
	Presentation of the five categories of digital tools	Get an overview of the five different categories of digital tools	The introduction is intended to show participants the wide range of digital tools and how they can use or combine them in different categories. Participants should be able to quickly filter out the right tools for their day-to-day work from the wide range on offer.	Presentation Which tools do the participants already know? Assign symbols (or names) of the tools to the categories using mentimeters	Mentimeter/ Brainstorming
4	1. Collaboration & Networking	<ul style="list-style-type: none"> - Gain an overview of digital tools: Participants will understand the variety and scope of digital tools used in different professional and educational contexts. - Categorisation of digital tools: Participants learn to categorise digital 	1. overview of the digital tools in the category and the possible applications	Presentation: Tools Demonstration: Example tool for in-depth study Hands-on exercise: trying out a digital tool individually	Prezi / PowerPoint / Example tool

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Block	Topic	Learning objective	Contents	Method	Tool/ Material
		tools to understand their applicability and function better. - Combination of digital tools: Participants acquire the ability to creatively combine different digital tools to solve specific educational or professional tasks more effectively. - Selection of suitable digital tools: Participants can quickly and efficiently select the digital tools best suited to their daily work needs.	2. present the advantages that the tools bring to teachers and learners in the respective learning setting, deepening the exact functionality of a tool in this category 3. the participants can try out an exemplary tool and thus familiarise themselves with the user interface.		
5	2. Presentation	- Gain an overview of digital tools: Participants will understand the variety and scope of digital tools used in different professional and educational contexts. - Categorisation of digital tools: Participants learn to categorise digital	1. overview of the digital tools in the category and the possible applications	Presentation: Tools Demonstration: Example tool for in-depth study Hands-on exercise: trying out a digital tool individually	Prezi / PowerPoint / Example tool

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Block	Topic	Learning objective	Contents	Method	Tool/ Material
		<p>tools to understand their applicability and functions better.</p> <ul style="list-style-type: none"> - Combination of digital tools: Participants acquire the ability to creatively combine different digital tools to solve specific educational or professional tasks more effectively. - Selection of suitable digital tools: Participants can quickly and efficiently select the digital tools best suited to their daily work needs. 	<p>2. present the advantages that the tools bring to teachers and learners in the respective learning setting, deepening the exact functionality of a tool in this category</p> <hr/> <p>3. the participants can try out an exemplary tool and thus familiarise themselves with the user interface.</p>		
120 min					
6	3. Gamification: Quiz	<ul style="list-style-type: none"> - Gain an overview of digital tools: Participants will understand the variety and scope of digital tools used in different professional and educational contexts. - Categorisation of digital tools: Participants learn to categorise digital 	1. overview of the digital tools in the category and the possible applications	Presentation: Tools Demonstration: Example tool for in-depth study Hands-on exercise: trying out a digital tool individually	Prezi / PowerPoint / Example tool

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7	4. Gamification: learning games	<ul style="list-style-type: none"> - Gain an overview of digital tools: Participants will understand the variety and scope of digital tools used in different professional and educational contexts. - Categorisation of digital tools: Participants learn to categorise digital 	<p>1. overview of the digital tools in the category and the possible applications</p>	<p>Presentation: Tools Demonstration: Example tool for in-depth study Hands-on exercise: trying out a digital tool individually</p>	<p>Prezi / PowerPoint / Example tool</p>

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		tools to understand their applicability and functions better. - Combination of digital tools: Participants acquire the ability to creatively combine different digital tools to solve specific educational or professional tasks more effectively. - Selection of suitable digital tools: Participants can quickly and efficiently select the digital tools best suited to their daily work needs.	2. present the advantages that the tools bring to teachers and learners in the respective learning setting, deepening the exact functionality of a tool in this category 3. the participants can try out an exemplary tool and thus familiarise themselves with the user interface.		
8	5. Video and Animation	- Gain an overview of digital tools: Participants will understand the variety and scope of digital tools used in different professional and educational contexts. - Categorisation of digital tools: Participants learn to categorise digital	1. overview of the digital tools in the category and the possible applications	Presentation: Tools Demonstration: Example tool for in-depth study Hands-on exercise: trying out a digital tool individually	Prezi / PowerPoint / Example tool

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			<p>3. the participants can try out an exemplary tool and thus familiarise themselves with the user interface.</p>		
120 min					
9	Preparation for own project	Form a small group (ideally 2-3 people)	The participants use the skills they have learnt to create their small project. Based on the five categories, they are divided into five groups. Participants in a similar work context should work together.	Small group work	
		Participants have selected category and tool(s)	The participant decides on a category. The chosen tool can be combined with others.	Small group work Course management controls the	

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Block	Topic	Learning objective	Contents	Method	Tool/ Material
				categorisation in the best way to cover all categories.	
	Development of own project	Developing new ideas	Small groups develop a joint idea professionally to integrate a digital tool into their everyday work.	Small group work	Moderation cards, pens, A4 paper for notes Summarised categories as a handout for a better overview
	Group work, creating an own "project" using the tools learnt.	<ul style="list-style-type: none"> - Transferring what you have learnt into practice - Participants have a practical idea of how they can use the tools 	<p>Each small group develops its small project in the best possible way using a digital tool - ideally related to its professional context.</p> <p>Each small group considers the area of work for which they would like to develop a digital tool and prepares it schematically. They could implement it in the first versions with a digital tool.</p>	Partner/group work	<p>Moderation cards, pens, A4 paper for notes</p> <p>Summarised categories as a handout for a better overview</p>
60 min					
10	Presentation of the projects	Presentation of the results to date	Each small group presents its results and shares its experiences	Presentation of results	

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Block	Topic	Learning objective	Contents	Method	Tool/ Material
	Questions and Feedback	<ul style="list-style-type: none"> - Contents were reflected - Understanding of what was learnt was promoted - Learning atmosphere and participation strengthened 	Clarify open questions. Obtain feedback on module 2.		e.g. Mentimeter for a short opinion poll (e.g. word cloud, survey, etc.)
60 min					
360 minutes TOTAL (net, without breaks)					

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Module 3 - Peer-to-Peer

Module 3 of the "Simply Digi" training concept builds on the knowledge and skills acquired in the previous modules. It focuses on further developing, applying, and communicating what has been learnt in a peer-to-peer context. The overarching goal of this module is to enable participants to deepen their digital skills and put them into practice, as well as pass on their knowledge and experience to others.

At the beginning, participants are given an overview of the objectives and expectations of Module 3 and reflect on the content of Module 2 to create a solid basis for the tasks ahead.

Further development of your project

The participants work in tandems or small groups and address various requirements to further develop their projects from Module 2. They consider the context in which the digital tool will be used, define the target group, discuss the required technical skills of the users and set goals for the application. Particular attention is paid to how the tool

can be fun for young people and support them in their career guidance and the sustainable aspects of the scenarios developed.

Creation of an interactive "SimplyDigi" example

Based on their scenario, the participants develop a digital implementation using the tools they have learned. They create content and design the tool so that other participants can test it. The aim is to apply what they have learned in practice by creating an interactive "SimplyDigi" example that illustrates the learning process and encourages further use and adaptation.

Presentation and peer testing

The other participants present and test the newly developed scenarios to obtain direct feedback on the user experience, the content's clarity, and the tool's effectiveness. This feedback is crucial for reflecting on and further improving the projects.

This structured process enables participants to use digital tools creatively and purposefully for educational purposes and act as multipliers who can effectively pass on their knowledge and experience in digital education to colleagues and students.



With Mentimeter in the classroom, we have been able to significantly increase student interaction and engagement. They appreciate the opportunity to share their opinions and ideas anonymously, which leads to more open and honest discussions. It has helped to develop a better shared understanding of young people's career aspirations and concerns



Massimo, Teacher, Vicenza

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Curricular Overview

Block	Topic	Learning objective	Contents	Method	Tool/ Material
11	Summary Module 2 Outlook Module 3	Get an overview of Module 3	Introduction to Module 3 / What is expected of the participants in this module? Continuation and consolidation of the project from Module 2	Conversation	
	Further development of your project into a scenario (Simply Digi)	<ul style="list-style-type: none"> - Recognising possible applications: Participants learn to appropriately select and use digital tools for different learning settings and target groups. - Targeted design: You will develop the skills to design content and tools that fulfil users' needs and support their learning process. - Ensure sustainable impact: The participants recognise the importance of their digital projects' long-term usability and positive effects. 	<p>Step 1: Examination of the following requirements</p> <ul style="list-style-type: none"> - Context/learning setting: in which professional or pedagogical context (learning setting) the digital tools can/should be used - Target group: Determining the users is essential to tailor the project design and content to their needs. - Technical skills: Consider what technical skills are expected of users to ensure the tool's accessibility. - Goals of the young people: The participants set goals for the young users to consider how the tool can promote their professional orientation and development. - Motivation and commitment: Consideration is given to how the new "Simply Digi" can be designed to increase young people's interest and enjoyment. 	Small group work	Moderation cards, pens, A4 paper for notes

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Block	Topic	Learning objective	Contents	Method	Tool/ Material
			- Sustainability: The long-term impact and benefits of the projects are considered to ensure their lasting influence.		
12		Create an interactive "SimplyDigi" example	<p>Step 2: Practical implementation and further development of the project started in Module 2. The participants use the previously defined requirements and contexts to develop a concrete digital application - the so-called "SimplyDigi" - with the selected digital tools.</p> <p>Development process:</p> <ul style="list-style-type: none"> - Selection of digital tools: Based on the findings and decisions from step 1, the participants select specific digital tools that are best suited to achieving their project goals and effectively addressing the target group. - Creation of own content: The participants develop and design content tailored to their target group's needs and interests, considering the young users' technical skills and learning objectives. - Design of the task: The task should be informative, interactive, and appealing to promote the engagement and motivation of the target group. The participants experimented with different 	Small group work	Notebook, tablet, smartphone, moderation cards, pens, A4 paper for notes

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Block	Topic	Learning objective	Contents	Method	Tool/ Material
			approaches to present the digital content in a lively and user-friendly way.		
120 min					
13	Presentation of the new scenarios (SimplyDigis)	The participants get to know the new scenario and the tools used for it.	Peer testing: The developed SimplyDigi is presented in the plenary session so that the other participants can try out the Simply Digi (with the tool used).	Pitch	Smartphone, tablet, digital tool (depending on the scenario)
		The participants test the scenario using the digital tool provided.	Interactive test	Hands-on	
		This test run provides valuable feedback on the user experience, the content's comprehensibility and the tool's effectiveness concerning the set learning objectives.	Whilst completing the SimplyDigi is desirable, the focus is on the learning process and the ability to implement constructive feedback.	Meaningful evaluation categories: Fun, knowledge transfer, comprehensible realisation, simplicity	e.g. Kahoot, Mentimeter
120 min					
14	Questions and Feedback	<ul style="list-style-type: none"> - Contents were reflected - Understanding of what was learnt was promoted - Learning atmosphere and participation strengthened 	Clarify open questions (modules 1-3). Obtain feedback on module 3.	Questions and Feedback	e.g. Mentimeter for a short opinion poll (e.g. word cloud, survey, etc.)
	Evaluation	Evaluation	Anonymous evaluation of the entire training course	Questionnaire	e.g. Easy-Feedback
30 min					
270 min TOTAL (net, without breaks)					

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Addendum: Exemplary schedule for a 7-day training course

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9.00 – 10.30		Module 1 Digital Skills	Module 2 Categories & Tools	Lessons learned: Revision & consolidation of Module 1+2	Module 3 Peer-to-Peer Introduction & tasks Group work	Module 3 Peer-to-Peer Group work	Lessons learned: Summary
11.00 – 12.30							Evaluation & Feedback
Lunch break							
13.30 – 15.00	Welcome Get-together Introduction to the course	Module 2 Categories & Tools	Module 2 Categories & Tools Group work	Free afternoon Styria tour	Module 3 Peer-to-Peer Group work	Module 3 Peer-to-Peer Group work	Goodbye & Farewell
15.30 – 17.00	Team building						