Integrating Digital Education in

Adult Language Teaching

(IDEAL)

Online Training concept

The use of digital technologies in the field of language teaching and learning has long gained a foothold. The movement towards different modes of language teaching, from classroom-based to blended and fully online modes, requires from the profession of language teachers new competences and updated skills for moderating, developing and designing language activities, facilitating active learning and supporting collaborative interaction in digital environments – particularly as the extended and broadened Companion Volume of the European Framework of Reference for Languages (CEFR, 2018) also includes the area „online communication".

The Online training explores creative solutions for ICT implications in the language teaching in adult education as a hands-on approach.

The training concept includes the following aspects:

- What does the profile of a digitally competent language teacher in adult education imply with regard to the requirements of Digital Competence Framework for Educators (DigCompEdu, 2017) and of CEFR with new descriptors?
- How to benefit from digital competences and innovative digital technologies as a language teacher?
- Practical tips for using digital tools as teaching aids for creating various language communicative activities and preparing worksheets

Target group of the training: language teachers who practice their profession.

Before setting up the online training, it is suggested to watch the following video http://platform.ideal-project.eu/training. This video can be used for self-learning or can support staff in preparation of the online training activity. Below there is a proposal of the 3-day online training programme. In order to run the training programme, online tools like Zoom, Microsoft Teams, Google Meet, Skype etc. can be used.

Day 1

Time	Topic	Recommendations
30 min	Welcome and the round of introduction	– Purpose /main goals and up-to-dateness of the training presented in form of power point or freely spoken – Introduction of the participants: find out which character you're most like (AVATAR-Images);
10 min	Agenda outline	– Presentation of the agenda by trainer
20 min	IDEAL: project idea and envisaged outcomes	– General overview of the project Platform, especially home page
15 min	**Break**	
45 min	DigCompEdu, 2017: measuring teachers' digital competence	– Presentation of the main idea/ necessity of this framework/self-assessment tool; reffering to Digital Competence Framework for Educators (DigCompEdu) – https://ec.europa.eu/jrc/en/digcompedu
45 min	DigCompEdu, 2017 in the language teaching context: exchange in expert groups	– Setting up group work – The participants can be divided in 6 mixed groups (if possible) and will be assigned to have a closer look at one competence area and reflect/interpret what it means in the context of language teaching; ideas/concrete examples will be displayed virtually e.g. using padlet or whiteboard of ZOOM; This way the participants can share their opinions.
50 min	CEFR Companion Volume, 2018: overview on new descriptors.	– Outline the main innovations – Use break-out rooms: e.g. 4 groups

		Task: the juxtaposition of the new descriptors related to the digital tools and teaching/learning resources
		– In plenum: summary of findings with use of whiteboard or padlet.
15 min	Summing up the 1st training day	For summing up, the tool Drag wheel to spin can be used. Preparation of the key words from the first day: https://wordwall.net/about/template/random-wheel

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Co-funded by the
Erasmus+ Programme
of the European Union

Day 2

30 min	European profile of a digitally competent language teacher	– Short overview of the agenda items for the second day – IDEAL-Profile of a digitally competent language teacher, including introduction to the self-assessment tool.
30 min	Self-assessment tool for language teachers' digital competences	– Practical work, the participants go through the self- assessment tool
20 min	Opinion exchange in plenum	– Discussion and feedback moderated by trainer
15 min	**Break**	
60 min	IDEAL-learning platform: features and usage Creating and modifying digital resources: demonstration & practical implementation in groups	– Group work: how and what tools are most useful for my work as language teacher? How I can adapt the tools for my professional tasks?
30 min	Feedback on the tools considering the CEFR-new descriptors covered: discussion in plenum	– Disscussion moderated by trainer
15 min	**Break**	
40 in	Teaching, guidance and collaborative learning in online environments: demonstration and practical implementation	– Group work, how and what tools are the most useful to support collaborative learning and how digital tools can support learners
20 min	Feedback on the tested tools considering the CEFR-new descriptors covered: discussion in plenum	– Discussion moderared by trainer
10 min	Summing up the 2nd day of the training	

Day 3

50 min	Digital assessment tools and strategies: demonstration and practical implementation in groups	– Group work: which tools can I use in different phases of learning?
30 min	Feedback on the tested tools considering the CEFR-new descriptors covered: discussion in plenum	– Discussion moderated by trainer
15 min	**Break**	
50 min	Actively engaging language learners by means of digital tools: practical implementation in groups	– Group work: how can digital tools be helpful in diverse environment? What are the best tools for it?
30 min	Feedback on the tested tools considering the CEFR-new descriptors covered: discussion in plenum	– Discussion moderated by trainer
15 min	**Break**	
30 min	Evaluation of the training	– Use of digital tools e.g mentimeter or google forms
30 min	Summing up and reflection. Conclusion of the training	– General summary of the training