



Equip EQF level 5 trainings for managers in the transport sector with inclusive teaching methods, tools and training material to ensure online and distance teaching and learning, continuous learner monitoring and the evaluation of learning outcomes

Inventory of pedagogical methods and digital tools for inclusive distance, blended or face-to-face training

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Inventory of pedagogical methods and digital tools for inclusive distance, blended or face-to-face training

In this inventory we present 55 innovative pedagogical methods and digital tools that emerged from a desk research and a survey with over 60 teachers and trainers in six different European countries.

To make it easier and faster for you to find the right method or tool, we have defined and colour-coded nine different categories.

Starting on page 5 of this document, you will find a summary table of all methods and tools and their main characteristics, organised per category. Each method and tool is then described in detail on two pages:

- the first page contains a brief description of the method/tool,
- the second page presents its main features and the formats for which it is particularly suitable.

On the following pages we briefly present the nine categories as well as the different training formats.

Introducing a lesson/new topic in a dynamic way **p. 9**

The beginning of a course should be motivating and increase students' curiosity. This section provides tools and methods to start the course in a dynamic way and/or to break the ice between the participants.

Knowledge transfer **p. 17**

This category includes methods that aim at the transfer or acquisition of knowledge and thus contribute to problem solving.

Note-taking and schematising content **p. 37**

Writing down important information logically and in a well-ordered manner during and/or after class is a basic skill that every learner should have. It can also be helpful for teachers and trainers to think critically about how they present their course content. We therefore suggest some methods that help to present information in a clear way.

Application of knowledge and skills **p. 45**

In this category you may find methods that foster the ability to apply acquired knowledge in practice. Learners will need to apply their available knowledge and skills to make decisions and perform tasks.

Foster collective intelligence

p. 63

Collective intelligence is shared or group intelligence that emerges from collaboration, collective efforts, and competition of many individuals and appears in consensual decision-making. These methods enrich classical frontal teaching and are particularly suitable for topics where many different points of view, needs or opinions need to be considered, or to work on compromise solutions.

Empower students to learn in an active way

p. 79

The aim of these methods is to empower students to be active learners and give them more responsibility. This will help to engage them more, provide a more democratic and motivating learning experience and, of course, find strong resources in your classroom.

Testing knowledge

p. 87

Here we would like to introduce some gamified and motivating tools and methods to measure students' knowledge or their ability to complete a certain task. These tests provide information about the level of knowledge or skills acquired.

Increasing and evaluating involvement

p. 99

This category offers methods to better accompany learners and understand their situation in order to increase their engagement. Obtaining feedback from learners enables the teacher to adapt the course to the learners' needs.

Useful tools

p. 105

In this section we offer you additional tools that are used by teachers and trainers in the six partner countries of this project and support efficient, dynamic and gamified teaching (at a distance and face-to-face).

For the presentation of the suitable formats, we have used icons. A legend to these icons can be found on the following page.



100% AT A DISTANCE

Asynchronous distance learning:

Self-directed e-learning (100% autonomous)



Self-directed e-learning with tutor support

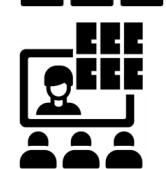


Synchronous distance learning:

Virtual classroom training (100% synchronous)



Virtual classroom training (synchronous) with synchronous break-out sessions (either group or self-study sessions)



Hybrid distance learning:

Flipped classroom (self-study followed by tutor-supported and/or social learning forms)



Blended formats (100% digital synchronous and asynchronous learning)



HYBRID: FACE-TO-FACE & DISTANCE

Blended formats (digital training and face-to-face training)



Blended formats (one part of the learners in the classroom, the other part online at the same time)



100% FACE-TO-FACE

100% face-to-face training using digital tools



If you want to learn more about these different formats, their advantages and inconvenients for online and distance training, please refer to the e-ManTRA “Guidelines for developing & implementing digital training“.

Summary table of all methods and tools:

N°	Title of the method/tool	Main feature of the method/tool	Page
Introducing a lesson/new topic in a dynamic way			
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Foster collective intelligence			
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N°	Title of the method/tool	Main feature of the method/tool	Page
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Empower students to learn in an active way			
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N°	Title of the method/tool	Main feature of the method/tool	Page
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Ice-breakers

Introducing in a dynamic way

- To encourage students to participate from the start of a session, to get to know each other and to feel at ease working with others.
- To feel more comfortable and less isolated in the distance education environment.
- To have a chance to try out learning management system features in a low stakes activity,
- To interact more with other learners.



Summary table

Description of this pedagogical approach:

- Ice-breakers are an introductory activity to “break the ice” during which students can get to know each other.
- They help set the tone for the course or unit of activity. In an ice-breaker, students are given a task to help them pass on information to other students and create a proper learning environment.

Online resources:

http://www.mindtools.com/pages/article/newLDR_76.htm

<http://www.nwlink.com/~donclark/leader/icebreak.html>

<https://symondsresearch.com/icebreakers-for-online-teaching/>

<https://blog.sli.do/virtual-icebreakers/>

<https://worldstrides.com/blog/2020/09/virtual-icebreakers-for-distance-learning/>

- The trainer must prepare in advance the assignment description. Students will need access to tutorials on the use of the appropriate synchronous or asynchronous tool used in conducting the ice-breaking activity.



Duration of implementation:

5 minutes

- At the beginning of a course, students are asked to complete an activity. The directions are provided in an obvious location and may be linked to an initial welcome message from the instructor. They can be done synchronously or asynchronously. Prior to performing the activity, students may need instructions on using the appropriate synchronous or asynchronous tool.
- Conducting this activity in a synchronous session to start off the course can help loosen up students’ mood and provide them the opportunity to get used to the tool during a low-stress activity.
- Linking an ice-breaking activity to the actual content is a good way to meet two objectives with one activity: see [this example](#) for more information.
- To motivate students and start the course on a positive note, provide a modest number of points toward the course grade through this activity.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Simple to implement • Suitable to activating and motivating students • Build rapport among students and trainers • Prepare students for collaborative group work 	<ul style="list-style-type: none"> • Not suitable to standardised and formalised assessment purposes • Ice-breakers that require movement can be difficult or even impossible for some people with physical disabilities • Can take a lot of time, if it is not well prepared • Can be considered offensive or boring

Ice-breakers

Introducing in a dynamic way

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/ trainer:

- Requires low level of effort in implementation

Applicability for specific social learning forms:

- Applicability for group work

Content-specific criteria:

- Appropriate for social-communicative competences

Target group specific criteria:

- Applicability to learners with a low level of learning competence
- Applicability to learners with a low level of learning motivation

Other criteria:

- Raising motivation
- Entrance methods / Ice-breakers
- Appropriate for one-off application (e.g. ice-breaker)

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

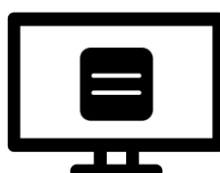


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Fun Fact

Introducing in a dynamic way

Ice-breaker:

- Get to know more about each other.
- Fun Fact is a simple and great energizer, that can be used when participants do not usually learn/work together, or do not know each other in the beginning of a training.
- Learners will anonymously write a fun fact, then the group will try to match a person with his/her fun fact.



Summary table

Description of this pedagogical approach:

Implementation in class:

- The trainer distributes two post-its per learner.
- Ask the participants to think about a fun fact about themselves individually.
- Instruct learners to write their first name on one post-it and the fun fact anonymously on the other.
- Then collect all the post-its and make two piles (one with the first names and one with the fun facts).
- Stick the post-its containing the fun facts on the flip chart visible to all learners.
- Ask a learner to come to the flip chart and take the pile of post-its with the names.
- Learners must then find out which fun fact corresponds to which participant.

Remote implementation:

- The trainer explains the activity to the learners and then asks them to think about a fun fact about themselves individually.
- Either the trainer sends the following fun fact link to the learners and asks them to write a fun fact on it:
<https://app.funretrospectives.com/agendas/-Ms-2w1hk0LOLCTNLzS3#mainCourse>
- Or the trainer asks learners to write the fun fact on post-its into the Klaxoon page he/she created.
- All learners write a fun fact about themselves via the link sent.
- The trainer shares his/her screen so that the learners can see all the fun facts.
- Then ask all the learners to open their microphones to discuss together and find out which fun fact corresponds to which learner.
- Once a fun fact is matched to a learner, write the name of the person it matches in the section below the fun fact.



Duration of implementation:
Energiser: 20 minutes

Advantages	Disadvantages
<ul style="list-style-type: none"> • Fun and fast game • Ice-breaker • Easy to implement 	

Fun Fact

Introducing in a dynamic way

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/trainer:

- Requires low level of effort in preparation
- Requires low level of effort in implementation

Target group-specific criteria:

- Applicability to learners with a low level of learning motivation

Content-specific criteria:

- Appropriate for social-communicative competences

Other criteria:

- Raising motivation
- Entrance methods / Ice-breakers
- Appropriate for one-off application (e.g. ice-breaker)

100% at a distance:



e-learning



e-learning with tutor support



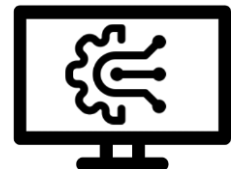
Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

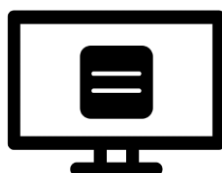


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Coffee break

Introducing in a dynamic way

- This is a method to stimulate discussion during breaks and can be used very well as an ice-breaker or to get to know each other.



Summary table

Description of this pedagogical approach:

Preparation:

- The trainer prepares a slide with images of typical “coffee break ingredients”.

Implementation:

- All participants are asked to make themselves comfortable.
- The trainer shows a PowerPoint slide with coffee break ingredients for participants to select. Behind each "ingredient" is a question:
 - Where are you from?
 - Have you been abroad this year?
 - What was your motivation for attending this training?
 - ...?
- Participants are asked to select an ingredient, then the question is asked and a short facilitated discussion can follow.
- There are no limits to the questions.



Duration of implementation:

Depending on size of group and purpose between 15-45 minutes.

Options:

- This method can also be slightly modified to allow for more content-oriented discussions, e.g. to reflect on the applicability of the learning in the workplace.
- This method can also be used for assessment purposes if it is adapted to ask assessment-oriented rather than personal or reflective questions.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Funny and creating a certain level of comfort and intimacy in the virtual world • Good to initiate social but also content-related exchange, particularly in more quiet groups 	

Coffee break

Introducing in a dynamic way

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/trainer:

- Requires low level of technical know-how for preparation and implementation

Target group-specific criteria:

- Applicability to inclusive learning settings (e.g. learners with low levels of target language skills)

Content-specific criteria:

- Appropriate for social-communicative competences

Other criteria:

- Raising motivation
- Activating / enriching
- Entrance methods / Ice-breakers
- Appropriate for one-off application (e.g. ice-breaker)
- Appropriate for long-term / course-encompassing implementation (e.g. training portfolio)

100% at a distance:



e-learning



e-learning with tutor support



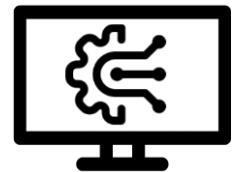
Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

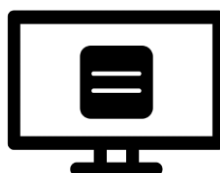


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Word Clouds (AnswerGarden)

Introducing in a dynamic way

- AnswerGarden is a simple tool that can be used to create a word cloud with a group or with each learner alone.
- The principle is to collect words in such a way that the more often a word is mentioned, the bigger it appears in the picture.



Summary table

AnswerGarden is available at: www.answergarden.ch.

Description of this tool:

Preparation:

- To get started, it is helpful to take a moment to create your first word cloud so you can learn about the different possibilities.
- Word clouds are easy to prepare. They are suitable for at least the following cases:
 - to map preconceived notions,
 - to examine the meaning and various dimensions of the concept,
 - to study the relationships between concepts (e.g. which words are related, which are superconcepts, which mean the same, which are opposites, ...),
 - practicing the application of concepts already learned (for example, combining concepts from different theories or themes with a specific task).



Duration of implementation:

Once created, a word cloud platform can be used at any time during the training. It takes only a few minutes of a lesson.

Implementation:

- Once a word cloud in AnswerGarden is created, it can be easily divided into several different channels. In addition to the traditional link, you can also get a QR code.
- AnswerGarden also works on mobile devices, making it easy for students to participate in word cloud creation from any device.
- The word cloud outcome can be used as part of the lesson and at the end of the lesson according to its purpose. The word cloud creates a good overview of the topic covered.

Evaluation:

- It makes sense to have a discussion with the students.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Simplicity of word cloud use • Words have a stronger effect (on emotions) than other visualised information • The word cloud is visually vibrant and appealing • The anonymity of the respondents encourages participation • The word cloud can tell you how much all the students have learned and the areas where they need to improve • A word cloud lets other participants see what other members of the group think about a topic 	<ul style="list-style-type: none"> • Hard to see every word, especially smaller ones • Too much color and activity can attack the senses • Some factors can affect how viewers understand the meaning of words • Small variations in the word are presented as separate results

Word Clouds (AnswerGarden)

Introducing in a dynamic way

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/ trainer:

- Requires low level of effort in implementation
- Requires low level of effort in preparation
- Requires low level of technical know-how for preparation and implementation

Target group specific criteria:

- Applicability to learners with a low level of learning motivation

Content-specific criteria:

- Appropriate for social-communicative competences

Other criteria:

- Activating / enriching
- Entrance methods / Ice-breakers

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

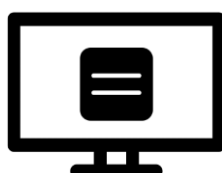


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Microlearning

Knowledge transfer

- Focus on a specific knowledge through small learning units and short-term learning activities.
- The learners anchor the theoretical part of their learning in class/with a teacher by reviewing and reinforcing the contents in another way.
- The teacher may also use this method to create the link between the theoretical contents of the training and the reality in the field or to stimulate debate.



Summary table

Description of this pedagogical approach:

- Microlearning consists of open digital and very short training contents (videos of 2-3 minutes, short podcasts, slideshows, knowledge quizzes...) to avoid time consuming sessions and allow asynchronous learning.
- It is appropriate for theoretic content but can also be used for technical aspects, e.g. the demonstration of professional gestures or processes.

Preparation:

- Creating microlearning requires defining the duration, frequency, content, methods and media used (video, podcast, quizzes, MCQ...), the type of learning (repeated, in groups, individual learning...), its objective (repetition of learned contents, link with the sector, debate on divisive notion).
- The content has to be adapted to microlearning, here is some good practice:
 - Describe complex knowledge through narration, short stories, anecdotes, graphic illustrations/ videos/ photos...
 - Arouse learners' curiosity, learning through pleasure, while disseminating qualitative information.
 - Sequencing: break down a complicated subject into micro-elements that become digestible and make them interact.



Duration of implementation:

Short sequences of 2-10 min max.

Implementation:

- In the context of the transport manager training, we suggest three ways of using microlearning:
 - **To anchor the learning of theoretical and complex content:** The trainer prepares short sequences repeating the main knowledge to be acquired and/or quizzes and MCQs allowing the learners to self-assess but also to anchor their knowledge.
 - **To create a link between the theoretical contents of the training and the reality in the field:** The microlearning is used as a complement "to go further" than the regular course contents. For this purpose, the trainer selects resources available online (e.g. short videos, podcasts or articles from the specialised press, etc.) so that the students learn what is happening in the sector.
 - **To stimulate debate:** Give a video, article or other document to the learners, which concludes with a divisive notion and raises questions in the student's mind. This allows to go deeper into the subject, end with discussion.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Time optimisation • Open access to the educational content, learners can come back to it as often as they need to • Encourage learners' autonomy • microlearning can facilitate teaching of complex content by sequencing • Straight to the point • Entertaining 	<ul style="list-style-type: none"> • Risk of making it an informal learning process with no follow-up by trainers • Does not allow to learn the globality of a subject as a whole

Microlearning

Knowledge transfer

Main features of this pedagogical approach

Applicability for specific social learning forms:

- Applicability for self-study

Content-specific criteria:

- Appropriate for self-competence (e.g. autonomy, organisation)
- Facilitates teaching of complex content

Target group specific criteria:

- Applicability to learners with a low level of learning competence
- Applicability to inclusive learning settings (e.g. learners with low levels of target language skills)

Other criteria:

- Activating / enriching
- Appropriate method to be divided into short sequences (e.g. application in microlearning units)

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

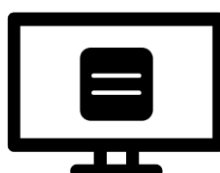


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Microlearning for self-directed e-learning

Knowledge transfer

- Focus on a specific knowledge through small learning units and short-term learning activities.



Summary table

Two ways of using microlearning for self-directed e-learning:

1. To anchor the learning of theoretical and complex content
2. Create a link between the theoretical contents of the training and the reality in the field

Description of this pedagogical approach:

- Microlearning consists of open digital and very short training contents (videos of 2-3 minutes, short podcasts, slideshows, knowledge quizzes...) to avoid time consuming sessions and allow asynchronous learning.
- It is appropriate for theoretic content but can also be used for technical aspects, e.g. the demonstration of professional gestures or processes.

Preparation:

- As microlearning is proposed here for self-directed e-learning, the trainer must make sure to provide his/her learners with a detailed and precise explanatory framework.
- To do this, the duration, frequency, content, methods and media used, type of learning, and the goal of the microlearning must be defined.

Implementation:

- The trainer sends learners the content or makes the resources available on the e-learning platform.
- Requires from the trainer to master the platform to be able to set it up correctly.
- The learner must be able to get an overview of their progress in the course.



Duration of implementation:

Short sequences of 2-10 minutes max.

- The content has to be adapted to microlearning, here is some good practice:
 - Describe complex knowledge through narration, short stories, anecdotes, graphic illustrations, videos, photos...
 - Arouse learners' curiosity, learning through pleasure, while disseminating qualitative content.
 - Sequencing: break down a complicated subject into micro-elements that become digestible and make them interact.
 - Divide the training into micro-objectives and determine an expected outcome for each objective.
 - Be careful about the size of the files and the fluidity of navigation for mobile use (connection qualities!).

Evaluation:

- In self-directed e-learning, it is important to evaluate each microlearning, at least in a light way, so that the learner can situate him/herself. If the result of this assessment is not satisfying, it should lead the learners to return to the content or provide them with feedback on the correct answers to retain.
- The assessment must be either in the microlearning unit (such as a question or action to check understanding) or in an assessment sequence close enough to make a direct link with the microlearning module concerned.
- Some types of microlearning are an evaluation method themselves (e.g. a quiz organised via Kahoot gives feedback to learners who can assess themselves).

Advantages	Disadvantages
<ul style="list-style-type: none"> • Time optimisation • Open access to the educational content, learners can come back to it as often as they need to • Encourage learners' autonomy • Microlearning can facilitate teaching of complex content by sequencing • Straight to the point • Entertaining 	<ul style="list-style-type: none"> • Requires a clear pedagogical intention • Does not allow to learn the globality of a subject as a whole • Learners must demonstrate a high degree of autonomy

Microlearning for self-directed e-learning

Knowledge transfer

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/trainer:

- Easy to pass on / share with a colleague

Content-specific criteria:

- Appropriate for self-competence (e.g. autonomy, organisation)
- Facilitates teaching of complex content

Applicability for specific social learning forms:

- Applicability for self-study

Other criteria:

- Raising motivation
- Activating / enriching
- Appropriate method to be divided into short sequences (e.g. application in microlearning units)

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom



Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Presentation

Knowledge transfer

Expositive method

- To deliver knowledge on a given topic.
- To acquire new information.
- To sensitise learners and influence their attitude towards specific subjects.



Summary table

Description of this pedagogical approach:

Preparation:

- The trainer must prepare the presentation before the course.
- **Some examples for presentation apps:** Microsoft PowerPoint, Canva, Google Slides, Prezi, SlideShare, [Haiku Deck](#)

Implementation:

→ As learning material:

- The presentation can be delivered as learning material.
- Students access the presentation through the file-sharing platform whenever they want.
- **Some examples for file-sharing platforms:** Google Drive, Dropbox, Microsoft Onedrive.

→ In synchronous training:

- The trainer delivers the course with the help of the presentation.
- To increase the efficiency of this method, the trainer can use the [storytelling](#) approach for his/her presentation.
- In remote settings:
 - The teacher can use specialised software that usually includes a range of tools such as digital whiteboards, applicationsharing, audio conferencing and chat functions, etc.
 - **Some examples for video conference platforms:** Zoom, Google Meet, Microsoft Teams, etc.
 - Learners can use these tools to interact with the teacher and other learners, ask or answer questions, vote, receive feedback, etc.



Duration of implementation:

Recommended for synchronous training:
20 minutes for one subject.

In remote settings, it is important to have short sessions and regular breaks, especially when there is no interaction with the learners (30 min max. of uninterrupted presentations).

Advantages	Disadvantages
<ul style="list-style-type: none"> • The information can be conveyed concisely, accurately • The presentation can be resumed by the student, in order to better understand the information contained 	<ul style="list-style-type: none"> • It needs tutor support, in order to give needed explanations • Does not allow assessment of the training

Presentation

Knowledge transfer

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/trainer:

- Easy to pass on / share with colleagues

Target group-specific criteria:

- Applicability to learners with a low level of learning competence

Content-specific criteria:

- Appropriate for self-competence (e.g. autonomy, organisation)
- Facilitates teaching of complex content

Other criteria:

- Appropriate for long-term / course-encompassing implementation (e.g. training portfolio)
- Appropriate method to be divided into short sequences (e.g. application in microlearning units)

100% at a distance:



e-learning



e-learning with tutor support



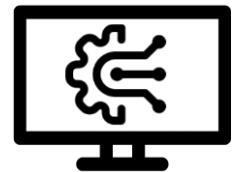
Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

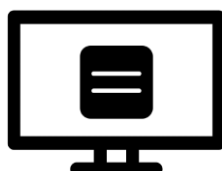


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Podcast

Knowledge transfer

- A podcast is an audio recording published on the Internet, which can be listened to online or downloaded.
- The podcast makes it possible to diversify the learning methods offered to the learners.
- It is a good tool to train and evaluate active listening (listening comprehension) of the learners as well as their note taking.



Summary table

Description of this pedagogical approach:

The use of audio podcasts in training:

- Introduce a subject.
- For deepening course content.
- For anchoring and to avoid learning gaps between students.

Here are some best practices to help you to select an existing podcast:

- Choose the theme of the podcast.
- Target the podcast to your audience: Who is the podcast for?
- Formalise learning objectives.
- Choose a short podcast or select a specific part of a podcast: Be careful to select a podcast that is not too long so as not to lose the attention and concentration of learners.
- Podcasts can be found online via multiple free platforms (Spotify, Pocket casts, Tootak, Anchor...).



Duration of implementation:

It is easy and quick. Depends on topic and podcast.

- Allocate a specific time to listen to the podcast.
- Setting goals for learners:
 - Set up an active listening of the podcast by combining it with note taking or by asking for a restitution.
- At the end of the listening session, set up a time to discuss the podcast.
- The podcast can be used as a support to assess the oral comprehension and the note taking of the learners. It can be combined with a quick comprehension test (e.g. MCQs).
- For the particularities of implementing podcasts in the framework of self-directed e-learning, please read "[Microlearning for self-directed e-learning](#)".

If you want to know how to create a pedagogical audio podcast, please refer to the sheet "[Creation of an audio podcast for training](#)".

Advantages	Disadvantages
<ul style="list-style-type: none"> • Diversifies the modes of exposure of a concept • Can create a link with the "real world" of T&L companies • Encourages multimodality • Adapted to all formats • Trains learners in note-taking • Advance knowledge of the content to be covered • For visually impaired learners or those with learning disabilities such as dyslexia, dyspraxia, etc., the podcast is an easier support than text 	<ul style="list-style-type: none"> • Requires attentive listening from learners • May be too long for the learners' concentration time • Need to find a relevant podcast according to the targeted subject

Podcast

Knowledge transfer

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/ trainer:

- Requires low level of effort in implementation

Applicability for specific social learning forms:

- Applicability for self-study

Target group specific criteria:

- Accessibility (e.g. learners without the necessary means such as computers, etc.)

Content-specific criteria:

- Facilitates teaching of complex content
- Appropriate for self-competence (e.g. autonomy, organisation)

Other criteria:

- Raising motivation
- Activating / enriching
- Appropriate method to be divided into short sequences (e.g. application in microlearning units)

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

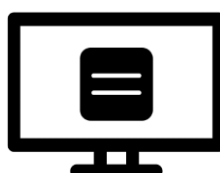


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Creation of an audio podcast for training

Knowledge transfer

- How to create a pedagogical audio podcast?
- The podcast makes it possible to diversify the learning methods offered to the learners.
- It is a good tool to train and evaluate active listening of the learners as well as their note taking.



Summary table

Description of this pedagogical approach:

- This description focuses on the creation of audio podcasts
- To know in which way to use a podcast in your training, please refer to "[The use of audio podcasts in training](#)".

Preparation:

- It is very important to choose a quiet environment to record a podcast to avoid any disturbing noises.
- To create a podcast, the trainer will need recording equipment and a good microphone.
- It is necessary to draft the script of the podcast before recording the voice.

Some advice for the draft of the script:

1. Use short and simple sentences to ensure the oral comprehension.
2. Organise the content in a clear way, in several logical chapters f.ex.
3. Announce the contents of the podcast in the beginning (f.ex. I will first give an introduction on this, and then explain points A, B, C, ...)
4. Reflect on the way you want to present the content: an interview with an expert or another trainer is easier to listen to than a monologue of one single voice f.ex., etc.
5. Caution: if you involve an expert/ professional, you need to prepare their text with them as well to ensure that the answers are clear and concise.

Also check this website for writing styles for podcasts and example templates:

<https://www.buzzsprout.com/blog/write-podcast-script-examples>

Useful tools:

- To create a podcast, trainers can use the Anchor platform, which is easy to use and free: <https://anchor.fm/>

Useful advice:

- The 4 Different Types of Podcasts: <https://www.voices.com/blog/4-different-types-podcasts/>



Duration of implementation:

The duration of creation of a podcast is very variable, it will depend on its content, the number of speakers but also your technical knowledge of the editing platform

Advantages	Disadvantages
<ul style="list-style-type: none"> • Create your own content • Create a relevant podcast according to the targeted subject 	<ul style="list-style-type: none"> • Takes a lot of time to create

Creation of an audio podcast for training

Knowledge transfer

Main features of this pedagogical approach

These features and formats apply for the use of an audio podcast in training, they are not relevant for the creation.

Criteria regarding the effort for the teacher/ trainer:

- Requires low level of effort in implementation

Applicability for specific social learning forms:

- Applicability for self-study

Target group specific criteria:

- Accessibility (e.g. learners without the necessary means such as computers, etc.)

Content-specific criteria:

- Facilitates teaching of complex content
- Appropriate for self-competence (e.g. autonomy, organisation)

Other criteria:

- Raising motivation
- Activating / enriching
- Appropriate method to be divided into short sequences (e.g. application in microlearning units)

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

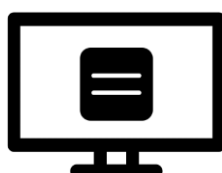


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Lectures

Knowledge transfer

- Transmit a huge amount of information to a lot of people in a short amount of time.



Summary table

Description of this pedagogical approach:

- The training setting of online lectures is quite similar to a classroom setting, but teachers need to consider some specificities to ensure successful lectures at a distance:
 - The duration of the sessions must be adapted, the concentration span in remote settings is shorter than in class!
 - More regular breaks are necessary.

Preparation:

- The teacher should prepare the explanation of the contents and organise them in short bits of approx. 20 min.
- To increase the efficiency of this method, the trainer can use the [storytelling](#) approach for his/her lectures.



Duration of implementation:

Lectures: depends on the content
 Answering the learners' questions: 1 hour
In remote settings, it is important to have short sessions and regular breaks, especially when there is no interaction with the learners (30 min max. of uninterrupted lectures).

Implementation:

- The teacher should explain in the beginning the goal of the lecture.
- The trainer can use various tools:
 - for presentation, documentation and visualisation, such as PowerPoint presentations, virtual whiteboards or flipcharts (e.g. [Haiku Deck](#), [Canva](#), [Classroom screen](#), etc.)
 - for collaborative knowledge construction (e.g. [Flinga](#), [Conceptboard](#), [Padlet](#), etc.)
 - for quizzes (e.g. [Kahoot!](#), [Jeopardy](#), etc.)
- The teacher should make the students active and involve them through questions, discussions, etc.

Evaluation:

- Feedback from the teacher can be given to the students after the session, individually or in the group.

Option:

- The material prepared for the lectures can also be used for individual learning: Students will learn with the resources suggested by the teacher and look for additional information on their own.
- A debriefing session to answer questions, discuss the main points or do practical exercises in class can be organised afterwards (flipped classroom format).

Advantages	Disadvantages
<ul style="list-style-type: none"> • Allows the teacher to monitor whether or not learners understand the contents 	<ul style="list-style-type: none"> • Difficult to monitor the quality of the lecture done (depending on the group size)

Lectures

Knowledge transfer

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/trainer:

- Easy to pass on / share with colleagues

Target group-specific criteria:

- Accessibility (e.g. learners without the necessary means such as computers, etc.)

Content-specific criteria:

- Facilitates teaching of complex content
- Appropriate for self-competence (e.g. autonomy, organisation)

Applicability for specific social learning forms:

- Applicability for self-study

Other criteria:

- Appropriate for assessing learning progress / competence development
- Appropriate method to be divided into short sequences (e.g. application in microlearning units)

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

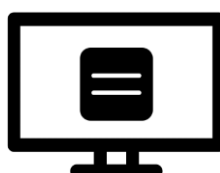


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Storytelling

Knowledge transfer

By transforming facts, processes, and procedures into a narrative, teachers will be able to hold learner attention longer and to help them retain information more easily.



Summary table

Description of this pedagogical approach:

- The art of storytelling is centuries old and was originally used to pass on information from person to person. By using this technique in education, both advantages can be used: Passing on knowledge to learners and at the same time arousing their attention and interest.
- Complex content can be made interesting using stories.
- Using storytelling:
 - Creates an emotional connection between learners and lessons.
 - Allows teachers as content experts to inject creativity and levity into complex, dry topics.
 - Makes content memorable. It will be easier for the learners to retain the information provided, to use it for their further training and to apply it during the periods in the company.
 - Increases the pleasure of learning and makes students enjoy their training experience.



Duration of implementation:

The duration depends on the content and the associated methods.

In remote settings, it is important to have short sessions and regular breaks, especially when there is no interaction with the learners (30 min max. of uninterrupted speech of the teacher).

Preparation:

- **Follow the classic story arc:** It is important to start with a clear beginning to set the stage for the narrative to come and to introduce concepts and characters on which the rest of the story builds. You then create tension or conflict in the middle of the story that is resolved at the end and reinforces the lesson.
- **Be creative:** Use relatable characters and likely scenarios to illustrate the concepts and/or processes the learners need to understand. Imagine the learners' experience in the workplace and look for ways to create an engaging, parallel experience with your content.
- **Use descriptive language:** Choose words and phrases that appeal to the senses and describe experiences in terms of how they look, feel, smell, sound, or taste.
- **Include supporting images:** Nothing brings stories to life like captivating images. Whenever possible, incorporate graphics, animation, or live-action visuals to better illustrate concepts and visually support what is happening in your narrative.

Implementation:

- The storytelling can be used for [lectures](#) or [presentations](#) and can also be perfectly combined with other methods such as [simulations](#) or [case studies](#).

Advantages	Disadvantages
<ul style="list-style-type: none"> • Efficient • Helps learners to retain the information more easily • Increases the attractiveness of the lessons and the interest of the learners 	<ul style="list-style-type: none"> • Requires a high level of effort in preparation, especially when the teacher is not used to work with this method

Storytelling

Knowledge transfer

Main features of this pedagogical approach

Target group specific criteria:

- Applicability to learners with a low level of learning competence
- Applicability to learners with a low level of learning motivation
- Accessibility (e.g. learners without the necessary means such as computers, etc.)

Other criteria:

- Raising motivation
- Activating / enriching
- Appropriate for long-term / course-encompassing implementation (e.g. training portfolio)

Content-specific criteria:

- Facilitates teaching of complex content

100% at a distance:



e-learning



e-learning with tutor support



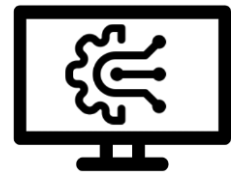
Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom



Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

PowerPoint presentations with voice recordings

Knowledge transfer

- Theoretical input.
- The learners receive a PowerPoint Presentation in which the trainer explains the content via voice recordings.



Summary table

Description of this tool:

- The trainer prepares a presentation depending on the content. He/she produces voice recordings and inserts them into the presentation.
- The trainer sends the presentation to the learners or uploads it in a learning platform. The learners should be informed via email (or other communication channels) about their task to watch the presentation.

Some useful advice:

- In a flipped classroom setting, the method can be used prior to the virtual classroom session.
- It is a useful method to teach content before applying it.



Duration of implementation:

The learners can watch the presentation whenever they want. The duration depends on the number of slides and the length of the voice recordings.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Flexibility: the learners can study when and where they want • Much knowledge can be taught • It is not necessary that teacher and learners find an appointment 	<ul style="list-style-type: none"> • Not interactive • No direct feedback to/from the teacher • The learners can't ask questions directly • It can be boring, if it needs too much time • The teacher can't control if the learners do study

PowerPoint presentations with voice recordings

Knowledge transfer

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/trainer:

- Requires low level of effort in implementation
- Easy to pass on / share with a colleague

Content-specific criteria:

- Appropriate for self-competence (e.g. autonomy, organisation)
- Facilitates teaching of complex content

Applicability for specific social learning forms:

- Applicability for self-study

Other criteria:

- Scaffolding methods for supporting highly self-directed learning formats
- Appropriate for long-term / course-encompassing implementation (e.g. training portfolio)

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom



Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

360° pictures and interactions

Knowledge transfer

- You can set points on a 360° image to find more text, images, videos, or other content shared on the web.
- For example, you can use an image of a real work environment and embed additional information about the topic being taught for students to search for.
- The goal for the students is to connect the study of the picture and the theory with the real working environment.



Summary table

Description of this tool:

- The goal can be to combine the study of real images and theory with the right work environment.
- An interactive image (360° image or still image) of the real working environment (for example a transport company office / the fleet) is described for educational use.
- Each hotspot in the 360° image is accompanied by additional information that explains the functionality and purpose using text or an additional image or video.

Preparation:

- This requires a 360° camera (or regular camera) and a programme to process the image and embed the necessary information sections (see information about the tools on the right).
- The image can then be embedded in a learning environment, Moodle for example, making it very easy to use when studying alone or with a group, in the classroom or online.
- Suitable as part of the Flipped classroom method, where the students get acquainted with parts of the theory and get more information during the lesson.



Duration of implementation:

Depending on the image and the topic covered.

Implementation:

- A 360° image is a good start to a lesson that introduces you to the features and functionalities of a vehicle.
- The image can be used in many ways in both the classroom and online implementation. The image allows the student to study independently (e.g. in Moodle) and to practice.
- Different pieces and functionalities can be clearly and visibly explained to a group at the same time, and there are no obstacles to visibility.
- More suitable for individual training.

Tools that can be used:

- www.thinglink.com (fee required, but can be tried for free)
- www.h5p.org (free under certain conditions)

Advantages	Disadvantages
<ul style="list-style-type: none"> • Everyone can practice in peace • Does not require much technical expertise • There is no place or time limit 	<ul style="list-style-type: none"> • In different vehicles, the buttons are located at different points • There is no game feature in the picture that would motivate learners to practice / study

360° pictures and interactions

Knowledge transfer

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/ trainer:

- Requires low level of effort in preparation
- Easy to pass on / share with colleagues

Content-specific criteria:

- Appropriate for professional skills development
- Appropriate for motoric skills

Target group specific criteria:

- Applicability to learners with a low level of learning competence

Applicability for specific social learning forms:

- Applicability for self-study

100% at a distance:



e-learning



e-learning with tutor support



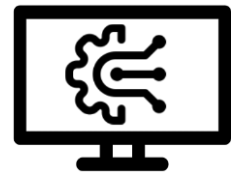
Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom



Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Learning videos

Knowledge transfer

- Learning videos with activating questions and elements that test learning (H5P) can be used to repeat things and practice different protocols, procedures and processes.
- The learning goal for the learner is to be able to absorb the knowledge and be competent in the real working environment.



Summary table

Description of this tool:

- The learner watches a video showing the activities of a transport manager in a transport company office when the drivers' work plan for the coming days is distributed for example. The transport manager acts correctly in the situation and the learner must consider the correct steps in the action. The video automatically stops at different situations and asks the learner questions about the situation. The learner responds and is informed of the correct / incorrect answer immediately.
- The learning package can be implemented in the school's LMS (e.g. Moodle platform), so it does not require the installation of separate software.



Duration of implementation:

Implementation is quick and easy.
Depends on the length of the videos.

Implementation:

- The learners watch the video and answer the questions independently.
- After answering the questions, the students will automatically receive feedback on their answers.

Evaluation/debriefing:

- After watching the video, the group discusses the situation and considers different scenarios to deal with it.
- A useful tool can be, for example, the use of the [Padlet platform](#), to raise awareness and answer the question "What happens next?", etc.
- The teacher can also verbally add a challenge to the situation, allowing the topic to be considered from another perspective.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Enables learning for both the first-timer and the reviewer • Confirms memorising the operating protocol • Emphasises the learners' safety 	<ul style="list-style-type: none"> • The situation is always the same, no variability

Learning videos

Knowledge transfer

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/ trainer:

- Easy to pass on / share with colleagues

Content-specific criteria:

- Appropriate for professional skills development
- Appropriate for self-competence (e.g. autonomy, organisation)

Applicability for specific social learning forms:

- Applicability for self-study

Other criteria:

- Raising motivation
- Activating / enriching
- Appropriate for one-off application (e.g. ice-breaker)

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

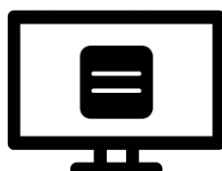


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Mind mapping

Note-taking & schematising content

- To visually outline information.
- To show links and relationships between the main ideas of the subject.
- To organise ideas and information by making it accessible on a single page.
- To stimulate creative thinking and creative solutions to problems.
- To review learning in preparation for a test or examination.



Summary table

- Mind mapping is a structuring method, which shows the (hierarchical) relationship between ideas.
- As ideas are fleshed out and connected to each other, one can see how concepts tie together to get a better understanding of the subjects that are studied.
- Mind mapping takes a conceptual approach to teaching and learning, and helps students visualise a subject and understand how various ideas are interconnected in both the theoretical and practical senses.

Description of this pedagogical approach:

- The trainer first explains the students how to draw a mind map.
- The learners are asked to design a mind map related to the subject of the lesson taught, by drawing it on paper or using an appropriate software (please see the specific "[Mind mapping tools](#)" sheet for more information).



Duration of implementation:

- For a synchronous session: At least 15 to 20 minutes to develop the concept map.
- For an asynchronous setting: 1 to 2 days can be given once the topic has been revealed.

In e-learning, this method can be implemented through two formats:

Asynchronous:

- Interactive e-lessons using a combination of animations and operational simulations that allow learners to interact with the system and receive feedback on their actions.

Synchronous:

- Virtual classroom, in which the instructor shows the application using application-sharing tools and allows learners to take control of the application to practise it.
- Additionally useful tools would include a synchronous chat space within which students can connect concepts.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Allows trainers to improve their presentations through visual software, giving an overview of a large subject/broad topic and allowing them to represent it in a more concise way • Enables students to plan/make choices about the selection of resource material they have for an assignment and where you are going to place it • Provides a more attractive and enjoyable format of the information • Trainers can use mind mapping to lay out lesson plans and prepare lectures for a course 	<ul style="list-style-type: none"> • Needs tutor support, in order to give needed explanation • Maps can be visually overwhelming or messy when used to explore large concepts • Maps limit users to using keywords, which can lead to vague concept maps • Maps can be more time-consuming than other forms of visualisation

Mind mapping

Note-taking & schematising content

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/trainer:

- Easy to pass on / share with colleagues

Content-specific criteria:

- Appropriate for self-competence (e.g. autonomy, organisation)
- Facilitates teaching of complex content

Target group-specific criteria:

- Applicability to learners with a low level of learning motivation

Applicability for specific social learning forms:

- Applicability for group work
- Applicability for self-study

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

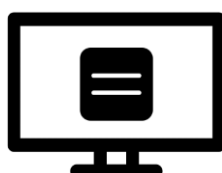


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Mind mapping tools

Note-taking & schematising content

- Synthesis of content explained in one / various lessons.



Summary table

Description of the method and suitable tools:

- Mind mapping is a structuring method, which shows the (hierarchical) relationship between ideas.

For more information about this method, please also have a look at the [specific description](#).

For the creation of mind maps, especially in distance training contexts, there are a lot of useful online applications such as:

- [Genial.ly](#)
- [Canva](#)
- [Miro](#)



Duration of implementation:

Depending on the topic, but approximately half a session (1 hour).

Should be used in the middle or in the end of a learning sequence.

Some useful advice:

- A portfolio should be made with all the mind maps created so that students can access them in the future.
- Teachers can provide categories into which the ideas can be classified.

Evaluation:

- [Peer to peer assessment](#) of each other's mind maps could be implemented.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Allows students to identify main ideas of a topic • Works as a tool for revision or preparing future tests 	<ul style="list-style-type: none"> • Students may be wrong at identifying the core ideas, leading into poor mind maps • Lack of interaction between learners in the creation process

Mind mapping tools

Note-taking & schematising content

Main features of this pedagogical approach

Content-specific criteria:

- Appropriate for self-competence (e.g. autonomy, organisation)
- Facilitates teaching of complex content

Applicability for specific social learning forms:

- Applicability for group work
- Applicability for self-study

Target group specific criteria:

- Applicability to learners with a low level of learning motivation

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

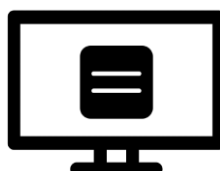


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Sketchnoting

Note-taking & schematising content

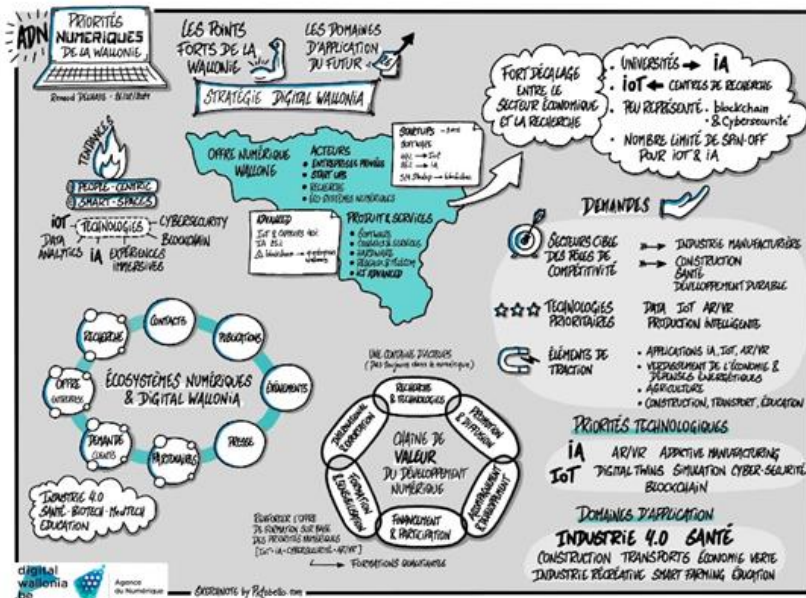
- Sketchnoting is a form of note-taking.
- Visual and graphical method of organising information, which helps to understand complex relationships and makes use of the entire space hierarchically.



Summary table

Description of this pedagogical approach:

- Ideas are synthesised by scribbling diagrams, lettering and words, illustrations and characters, banners and speech bubbles.
- It involves bringing more visuals into the process compared to typical note-taking.
- The difference with the [mind mapping](#) lies in the fact that here, you do not start from a central idea but you use the whole space in a hierarchical way.



➤ Can be used at the end of a course to create a visual summary.



Duration of implementation:

- As a problem-solving, without involving the students, this method takes 15 to 30 min; if the learners participate, it will take about 1h
- As a story-telling, in this context, students usually do not participate and listen to the teacher, it will take about 30 min
- as a course support, it depends on the duration of the sequence

Advice if the learners use this method:

- During 15 min the trainer can give a demonstration of sketchnoting (thanks to a whiteboard or Sketchboard digital platform).
- After that, during 30 to 45 min students can create their own sketchnoting.

Tool that can be used:

- Sketchboard: <https://sketchboard.io/>

Tutorial on how to use Sketchboard:

- <https://www.youtube.com/watch?v=0R-9lxEZfr8>

Advantages	Disadvantages
<ul style="list-style-type: none"> • Boosts the trainer's and learners' creativity • Facilitates the memorisation of learners • Keeps learners focused and captivated • Simple to use and fun 	<ul style="list-style-type: none"> • Requires time to master the method • Requires an effort of concentration and reflection • Learners may have difficulties filtering information and organising their sketchnote

Sketchnoting

Note-taking & schematising content

Main features of this pedagogical approach

Target group-specific criteria:

- Applicability to learners with a low level of learning motivation
- Applicability to inclusive learning settings (e.g. learners with low levels of target language skills)

Content-specific criteria:

- Facilitates teaching of complex content

Applicability for specific social learning forms:

- Applicability for self-study

Other criteria:

- Activating / enriching
- Appropriate for one-off application (e.g. ice-breaker)
- Appropriate method to be divided into short sequences (e.g. application in microlearning units)

100% at a distance:



e-learning



e-learning with tutor support



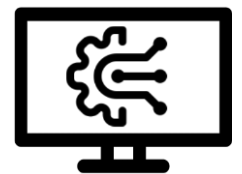
Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

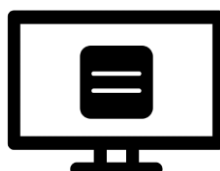


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Synthetic card

Note-taking & schematising content

- Summarise contents worked throughout a lesson / a course.
- Supports revising contents before an exam.



Summary table

Description of this pedagogical approach:

- The aim of this approach is to provide a 1-page summary of the course content with key definitions, key words and key points, which have to be retained by the learners.

Preparation:

- To support the learners with this task, the teacher can prepare a template to be filled by the students with the key elements from the lesson / course. If learners / groups of learners work on different topics, this also has the advantage that all results have the same shape, which will help the learners to find and remember the relevant information.

Duration of implementation:

The duration depends on the content and the work method (individual vs. group work). As an example:

- Introduction of the method: 10-15 min
- Asynchronous individual work: at least 1 day
- Synchronous group work (breakout session): 1,5h

Implementation:

- The synthetic cards can either be filled individually or in group work.
- To cover the topics of a whole course, it is possible to create groups who work on different topics. The resulting synthetic cards are then presented in class and shared with all learners.
- The synthetic cards are an excellent preparation for tests in the end of a course / module or even for the final exams as they help revising all relevant content.
- In the case of group work, the workload for preparing the revision of the learning content is distributed among the learners, which saves time, reduces stress and promotes group cohesion.
- The use of a template in group work is advisable to ensure consistent results.
- The synthetic card can be combined with other methods such as [Expert groups and peer learning groups \(Jigsaw\)](#).

Advantages	Disadvantages
<ul style="list-style-type: none"> • Efficient • Summarising content on 1 page forces learners to concentrate on the key points • The synthetic card can be used later by every learner to repeat the content or to study for an exam/test 	<ul style="list-style-type: none"> • In the case of group work, the quality of the synthetic cards may vary • Requires motivated learners with learning experience • Misunderstanding the content or miss important elements in the summary

Synthetic card

Note-taking & schematising content

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/ trainer:

- Requires low level of effort in implementation
- Requires low level of effort in preparation

Content-specific criteria:

- Facilitates teaching of complex content

Applicability for specific social learning forms:

- Applicability for group work
- Applicability for self-study

Other criteria:

- Scaffolding methods for supporting highly self-directed learning formats
- Appropriate for long-term / course-encompassing implementation (e.g. training portfolio)

100% at a distance:



e-learning



e-learning with tutor support



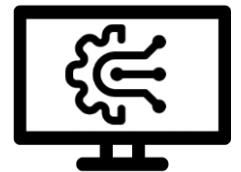
Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom



Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Micro-doing

Application of knowledge & skills

- Unlike [microlearning](#), this method aims to anchor the practical part of the training.
- Application of knowledge and skills through the realisation of micro-tasks specific to the training of a learner.



Summary table

Description of this pedagogical approach:

- Micro-doing uses the codes of microlearning but goes one step further by encouraging the practical application of all the knowledge taught.
- Any content consumed is systematically punctuated by a practical exercise, a concrete action to be carried out in a work situation with the aim to progress.
- Learning by doing: entertaining autonomous methods to allow students to apply their competences in a practical way.

Preparation:

- The trainer must create and/or prepare micro-doing before the session.
- Need to define clear objectives to be achieved.
- A micro-action template could be created.
- The preparation of a micro-doing is very important. The instructions given must be clear so that they are easy and quick to understand.
- The task to be carried out must be short, the trainer must avoid creating too long exercises.



Duration of implementation:
Short sequences of 2-10 min max.

Implementation:

- The trainer gives learners access to the micro-doing exercises or links to resources available online.
- Here are some examples for the specific tasks the learners can carry out in the context of micro-doing in transport manager training:
 - Organise a road freight transport operation: The learner is provided with information about transport orders: Types of goods to be transported, packaging of the goods, time and date of provision, address of provision, desired date and time of delivery, place of delivery, special conditions for delivery...
 - Each step in the organisation is one micro-doing exercise (e.g. calculate duration of the transport, identify a driver, identify a vehicle, calculate the price, ...).
- The tasks given as examples can be carried out independently as long as the teacher provides all the information needed.

Evaluation:

- From the tasks set and the answers given by the learners, the teacher can monitor and identify the difficulties of the students.
- To evaluate micro-doing, the trainer can discuss the results of the tasks in class with the learners.
- He/she can provide the expected explanations and solutions to the learners according to their answers.
- The trainer can also check the implementation of the skills at the end of the course (e.g. if a learner is able to perform a task in 3 min, we can assume that he has all the relevant knowledge and know-how required for that).

Advantages	Disadvantages
<ul style="list-style-type: none"> • Time optimisation • Encourage learners' autonomy • Straight to the point • Proactivity of the learners 	<ul style="list-style-type: none"> • Risk of making it an informal learning process with no follow-up by trainers

Micro-doing

Application of knowledge & skills

Main features of this pedagogical approach

Content-specific criteria:

- Appropriate for professional skills development

Target group-specific criteria:

- Applicability to learners with a low level of learning competence
- Applicability to learners with a low level of learning motivation
- Applicability to inclusive learning settings (e.g. learners with low levels of target language skills)

Applicability for specific social learning forms:

- Applicability for self-study

Other criteria:

- Raising motivation
- Appropriate for assessing learning progress / competence development
- Appropriate method to be divided into short sequences (e.g. application in microlearning units)

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

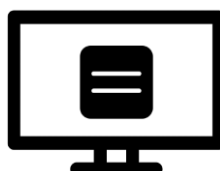


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Micro-doing for self-directed e-learning

Application of knowledge & skills

- Unlike [microlearning](#), this method aims to anchor the practical part of the training.
- Application of knowledge and skills through the realisation of micro-tasks specific to the training of a learner.
- Develop learners' autonomy by giving them open access to educational content.



Summary table

Description of this pedagogical approach:

- Micro-doing uses the codes of microlearning but goes one step further by encouraging the practical application of all the knowledge taught.
- Any content consumed is systematically punctuated by a practical exercise, a concrete action to be carried out in a work situation with the aim to progress.
- Learning by doing: entertaining autonomous methods to allow students to apply their competences in a practical way. Based on short, impactful and actionable content.

Preparation:

- As micro-doing is proposed here for self-directed e-learning, the trainer must make sure to provide the learners with a detailed and precise explanatory framework including all access links to the exercises.
- The pedagogical intention must be clearly explained.
- The instructions given must be clear so that they are easy and quick to understand.
- The task to be carried out must be short, the trainer must avoid creating too long exercises.
- The trainer can also create a digital library with all micro-doing contents for learners to access whenever they want.
- A micro-action template could be created.



Duration of implementation:

Short sequences of 2-10 min max.

Implementation:

- The trainer gives learners access to the micro-doing exercises or links to resources available online.
- Here are some examples for the specific tasks the learners can carry out in the context of micro-doing in transport manager training:
 - Organise a road freight transport operation: The learner is provided with information about transport orders: Types of goods to be transported, packaging of the goods, time and date of provision, address of provision, desired date and time of delivery, place of delivery, special conditions for delivery...
 - Each step in the organisation is one micro-doing exercise (e.g. calculate duration of the transport, identify a driver, identify a vehicle, ...).
- The tasks given as examples can be carried out independently as long as the teacher provides all the information needed.

Evaluation:

- In self-directed e-learning, it is important to evaluate each micro-doing, at least in a light way, so the learner can situate him/herself.
- If the result of this assessment is not satisfying, it should lead the learners to do the exercise again or provide feedback on the correct answers to retain.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Time optimisation • Straight to the point • Encourage learners' autonomy • Open access to the educational content, learners can come back to it as often as they need to • Micro-doing can facilitate teaching of complex content by sequencing 	<ul style="list-style-type: none"> • Requires a clear pedagogical intention • Does not allow to learn the globality of a subject as a whole • Learners must demonstrate a high degree of autonomy

Micro-doing for self-directed e-learning

Application of knowledge & skills

Main features of this pedagogical approach

Applicability for specific social learning forms:

- Applicability for self-study

Other criteria:

- Activating / enriching
- Raising motivation
- Appropriate for assessing learning progress / competence development
- Appropriate method to be divided into short sequences (e.g. application in microlearning units)

Content-specific criteria:

- Appropriate for professional skills development
- Appropriate for self-competence (e.g. autonomy, organisation)

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom



Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Case study/scenario exercises

Application of knowledge & skills

- Challenging situations where learners are required to make decisions by choosing from different options.
- To apply knowledge and principles to a concrete professional situation.
- To assign scenarios based on situations in which students observe, analyse, record, implement, conclude, summarise, or recommend.
- Case studies are created and used as a method for analysis and discussion.



Summary table

Description of this pedagogical approach:

- In case-based learning, students are the ones who ask questions about the case, solve the problems, interact with and learn from their peers, analyse and summarise the case.
- This method promotes the development of skills such as communication, active listening, critical thinking, decision-making and metacognitive skills as students apply knowledge of the course content, reflect on and make sense of their knowledge and approach to analysing a case.

Preparation:

- The trainer must prepare the case study before the course.



Duration of implementation:

- Synchronous training: one session with introduction: 0.5h + 3h of work + 0.5h of correction
- Asynchronous training: one-two weeks

Implementation:

- The role of the instructor is to create and share a case based on a practical, professional situation.
- To introduce the case, he/she can use the [storytelling](#) method.
- Students can be asked to read a case and/or watch a short video, respond to quiz questions and receive immediate feedback, post questions to a discussion, and share resources.
- **Asynchronous training:**
Interactive e-learning lessons where feedback is provided to learners through comments on the appropriateness of their choices, after which they proceed to the next situation.
- **Synchronous training:**
Activities with challenges to solve, either individually or in groups, using whiteboards, polls, breakout rooms for group work.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Greater student engagement in their learning • Deeper student understanding of concepts • Stronger critical thinking skills • Increasing ability to make connections across content areas and view an issue from multiple perspectives • For trainers, it offers an opportunity to provide instruction while conducting formative evaluation 	<ul style="list-style-type: none"> • It needs tutor support, in order to give needed explanations

Case study/scenario exercises

Application of knowledge & skills

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/trainer:

- Requires low level of effort in implementation
- Requires low level of technical know-how for preparation and implementation

Content-specific criteria:

- Appropriate for professional skills development
- Facilitates teaching of complex content

Target group-specific criteria:

- Accessibility (e.g. learners without the necessary means such as computers, etc.)

Other criteria:

- Raising motivation
- Appropriate for assessing learning progress / competence development

100% at a distance:



e-learning



e-learning with tutor support



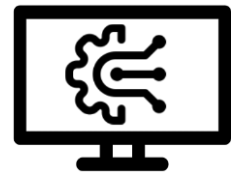
Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

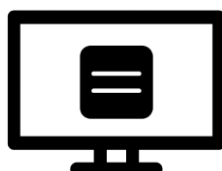


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Problem-based learning (PBL)

Application of knowledge & skills

- The aim of problem-based learning is to engage students in real-world applications and to foster hands-on learning and critical thinking.
- PBL is a student-centred approach where students learn a topic by working in groups to solve an open-ended problem.



Summary table

In an online setting, the teacher and the students must have access to an online conference tool, such as Zoom, Jitsi or Teams.

Description of this pedagogical approach:

Preparation:

- Identify an appropriate problem: Ideally, it is a real-world situation that the students might encounter in their future job.
- The problem must be formulated in such a way as to stimulate the use of the knowledge already acquired and to facilitate the acquisition of new knowledge.



Duration of implementation:

1 week

Implementation:

- Self-directed study groups discuss and analyse selected cases/problems.
- Each student in the study group presents his/her work to the others.
- The group members discuss the information and decide who will continue with which tasks.
- The aim is for the students to organise their work in such a way that their individual work complements the work of the group so that they can develop a broader perspective on the issues involved.
- The role of the teacher attending the sessions is primarily to facilitate the learning process, i.e. to facilitate the group's work and internal communication.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Improves problem-solving abilities • Student-centred rather than teacher-centred approach • Activity of collaboration • Provides a deeper understanding of knowledge • The learners learn to be self-dependent • Discussions help to develop the students' expressiveness 	<ul style="list-style-type: none"> • Involves mental activity only • Lack of suitable references and book sources for the learners • Time-consuming method

Problem-based learning (PBL)

Application of knowledge & skills

Main features of this pedagogical approach

Applicability for specific social learning forms:

- Applicability for group work

Content-specific criteria:

- Appropriate for professional skills development
- Appropriate for social-communicative competences
- Appropriate for self-competence (e.g. autonomy, organisation)
- Facilitates teaching of complex content

Target group-specific criteria:

- Applicability to learners with a low level of learning motivation

Other criteria:

- Raising motivation

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom



Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Goal-based scenario

Application of knowledge & skills

- To promote skills and the learning of factual knowledge in the context of possible applications.
- For this purpose, tasks are developed that are similar to real-life problems that learners must deal with outside the learning environments.



Summary table

Description of this pedagogical approach:

Preparation:

- According to the learning objectives, the instructor prepares a task with a cover story similar to the problems learners might face in real life.
- For example, a task could be the development of an innovative service/product.
- The cover story could explain the current relevance and the great need for this product.
- The instructor must also prepare all the materials that the students will need to complete the task.



Duration of implementation:

The duration depends very much on the mission. It can take one hour, but a bigger mission could also be accomplished in several training sessions.

Implementation:

- The teacher provides the learners with all the information material. The students then work on the task as a team.
- The teacher remains in the online space to support the students, but takes a passive role.

In an online setting, the teacher and the students must have access to an online conference tool, such as Zoom, Jitsi or Teams.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Skills and knowledge can be improved • Highly motivating method • High practical relevance 	<ul style="list-style-type: none"> • High preparation effort for the trainer

Goal-based scenario

Application of knowledge & skills

Main features of this pedagogical approach

Target group-specific criteria:

- Applicability to learners with a low level of learning competence
- Applicability to learners with a low level of learning motivation
- Accessibility (e.g. learners without the necessary means such as computers, etc.)

Content-specific criteria:

- Appropriate for social-communicative competences
- Appropriate for professional skills development
- Facilitates teaching of complex content

Applicability for specific social learning forms:

- Applicability for group work

Other criteria:

- Raising motivation
- Activating / enriching

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

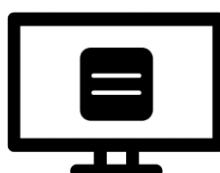


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Group competition simulation

Application of knowledge & skills

- To take decisions within a group in a competitive simulated environment.



Summary table

Description of this pedagogical approach:

- Students are given a work-related context in groups (e.g. to manage a transport company or to calculate the optimal option for sending shipments from A to B in cooperation with other groups, etc.); the groups compete with each other to find the best solution to the problem.

Preparation:

- The teacher should prepare the explanation of the contents (or its revision if already taught earlier) before the students start the simulation. He/she can therefore use the [storytelling](#) methodology.
- Students search for the information on their own and/or use the resources suggested by the teacher.



Duration of implementation:

- Explaining the simulation: 2-4 hours
- Creation of the group and choosing the role of each learner: 1 hour
- Time for students to look for the information: 2 hours
- Simulation: it depends on the simulation itself and periods decided by the teacher, but at least 2 sessions per period: 1 hour/session
- Final presentation: 1 hour

Implementation:

- The teacher explains how the simulation works.
- Students or the teacher create the groups.
- Each learner has a specific role in the group, which depends on the simulation used and its goal (e.g. route planner, head of sales, head of communication, head of human resources, etc.).
- All groups work on the same topic/simulation and compete among them to find the best solution or position.
- Each group then presents how they have managed to the other groups.

Evaluation:

- The teacher should organise a debriefing session with all participants in the end.

Technical requirements:

- Projector (in the case of presential training)
- Simulation software, for example:
 - MARC - Multi-Agent Route Choice Game
 - Markstrat for Marketing company management
 - CargoWiz from Softtruck in Canada
 - Useful website: <https://www.anylogistix.com/academic/>
- Students' laptop or other device with internet connexion

Advantages	Disadvantages
<ul style="list-style-type: none"> • Increases motivation • Allows teachers to monitor if learners are achieving the training contents 	<ul style="list-style-type: none"> • Difficult to monitor the work done by each member of the group

Group competition simulation

Application of knowledge & skills

Main features of this pedagogical approach

Target group-specific criteria:

- Applicability to learners with a low level of learning motivation

Content-specific criteria:

- Appropriate for social-communicative competences
- Appropriate for professional skills development
- Appropriate for self-competence (e.g. autonomy, organisation)

Applicability for specific social learning forms:

- Applicability for group work

Other criteria:

- Raising motivation
- Activating / enriching
- Gamified

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

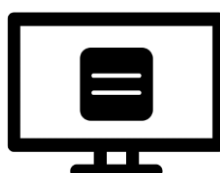


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Payslip track game

Application of knowledge & skills

- Group track game based on a video setting the context and on solving rebuses.
- Rebuses give access to clues helping the learners to apply their knowledge and professional skills to prepare the payslip and the payment check of a driver.



Summary table

Description of this pedagogical approach:

- A game made up of different steps: The teacher prepares small situations that describe the activities of a driver. The students, divided into groups, have to determine and calculate the different items of a payslip.

Preparation:

- If possible, 2 trainers who lead the game.
- Use of Zoom, Teams,... to create virtual rooms.
- Website to create rebuses: <http://www.rebus-omatic.com/>.
- Create different rebuses for each step for each team. The rebuses are the fun element and serve to “unblock” clues sent by the teacher.
- Define referents and groups of learners in advance.
- Prepare a blank payslip (e.g. with Excel).
- Prepare the information you will give to the learners to complete the payslip (e.g. driving times, hours driven, kilometres driven, days worked, ...).
- Prepare the e-mails to be sent to the learners during the game.
- Choose the appropriate video of the driver in the truck ([examples](#)). → This video does not transmit any relevant information for the game, it serves to set the mood and to show learners the daily life of a driver. If you can't show a video, you can prepare an oral introduction to the scenario.



Duration of implementation:

1 full day at the end of the module/unit of the payslip.
15 min for the option presented.

Implementation:

- Set the context: video or oral explanation of the situation.
- Give the relevant information about the driver's work in the previous month that is needed to prepare the payslip.
- Divide the students into their groups and designate the referent for each group.
- Start the game: 9 steps to be done (*adapt number of steps to your needs*), 1 rebus each time, breaks and explanations by the teacher after 3 steps. Each step has the same functioning:
 - Send the rebus to the referent of each group.
 - Return of the answer by the referents to the teacher (solving rebuses allows groups to get clues on how to create and organise the payslip).
 - Send the clue to fill the payslip.
- After each 3 steps, get back in plenary to explain all the elements that should have been learned through these 3 steps and make sure that all teams have understood the basic principles of preparing a payslip.
- Make a break and go back to the groups.
- The payslip will be filled progressively during the game as the learners go through the 9 steps. This means that in the end of the game with the 9 clues, the learners are able to fill in a complete payslip.

Option:

- You can divide the game in small sequences, to be implemented at the end of each step of learning.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Practical exercises allowing the learners to retain a lot of information • Arouses the curiosity of learners • Learners don't see the time passing by • Complex subject in the form of a game • Learners spend a fun day 	<ul style="list-style-type: none"> • Requires a lot of preparation time for the trainers • Competing students whose only goal is to win

Payslip track game

Application of knowledge & skills

Main features of this pedagogical approach

Content-specific criteria:

- Appropriate for professional skills development
- Appropriate for social-communicative competences

Target group-specific criteria:

- Applicability to learners with a low level of learning motivation

Applicability for specific social learning forms:

- Applicability for group work

Other criteria:

- Raising motivation
- Activating / enriching
- Gamified
- Appropriate for one-off application (e.g. ice-breaker)

100% at a distance:



e-learning



e-learning with tutor support



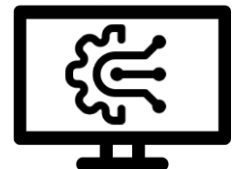
Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

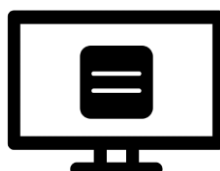


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Role playing

Application of knowledge & skills

Objectives:

- To understand the various roles of stakeholders in a given context.
- To acquire contextual understanding of a given issue in a professional environment.



Summary table

Description of this pedagogical approach:

- Students are confronted with a professional context or situation. Within this context, they take on specific roles (e.g. customer, driver, transport manager, ...) and have to act according to their role and its tasks and responsibilities.

Preparation:

- The teacher needs to prepare the assignment description, including background reading for each role and a division of roles for each student, including expectations for each role.
- Students have to read all the prerequisite materials.

Duration of implementation:

- **Synchronous** session:
Generally, 20 to 30 minutes may be needed to accommodate a role playing activity.
- **Asynchronous** discussion forum:
3 days would be necessary. An additional day can be expected for follow up discussion and question answering.

Implementation:

- The trainer provides students with roles: they are either assigned a role directly or they can choose a role.
- Students read, view, or listen to background materials of a given context.
- The lesson is then conducted, assessing the students' ability to stick to their roles, to carry out the relevant tasks or react in the right way, and to learn from the experience.

Synchronous:

- The roles can be assigned in advance, when the students have to research the respective role, or they can be played impromptu. Students have a set amount of time to play their roles.

Asynchronous:

- Students are given a set amount of time to write about their role in the discussion in an asynchronous discussion forum.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Motivates and engages students • Enhances current teaching strategies • Provides real-world scenarios to help students learn • Learn skills used in real-world situations • Provides opportunities for critical observation of peers 	<ul style="list-style-type: none"> • Some students may be afraid of the training if they know it will involve role-playing. This can affect an individual's confidence and contributions in such a session • In larger classes, role-playing may not be effective because not all students have the opportunity to participate. Many role plays involve only two or three people in a situation, leaving the rest of the students to just watch • Students may find the whole experience fun and turn the session into pure entertainment

Role playing

Application of knowledge & skills

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/trainer:

- Requires low level of technical know-how for preparation and implementation

Content-specific criteria:

- Appropriate for social-communicative competences
- Appropriate for professional skills development

Target group-specific criteria:

- Accessibility (e.g. learners without the necessary means such as computers, etc.)

Applicability for specific social learning forms:

- Applicability for group work

Other criteria:

- Raising motivation
- Gamified

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom



Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Virtual Reality learning tools

Application of knowledge & skills

- Learning takes place in real-life situations in a safe environment. The VR environment also allows for the creation and operation of risky situations (such as a fire extinguishing exercise).
- Works guided or as stand-alone solution.
- Requires VR equipment: goggles and hand controls.



Summary table

Description of this pedagogical approach:

- The teacher initially guides the students to act in the situation and teaches them to use the necessary equipment.
- In the VR environment, it is possible to move on to independent activities after the teaching phase.
- Exercises are carried out in Virtual reality and the view is combined to be seen by others, for example via Teams. The learning result is saved in the programme / LMS.
- Tasks can be, to load/unload a vehicle in accordance with the consignment note and taking into account the unloading order or perform a vehicle inspection.
- In preparation, it should be noted that the classroom is spacious so that safety is not compromised.



Duration of implementation:

If the technical equipment is pre-installed, logging in and completing the exercise is not much time in itself.

- The learning environment in the VR world tells the trainee what the purpose and goal of the task is and guides him or her to use the right equipment in the right way. The programme also gives feedback on its own performance and allows you to try the exercise again.
- It can be utilised in both classroom teaching and online teaching. In this case, one does an exercise (or the teacher can show an example) and the students follow its implementation through a screen or Teams. This can easily be combined with discussion, questions (what kind of choices are made and why), reflection on different options and outcomes.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Interactivity (freedom of movement, progress and feedback) • A safe way to try real situations (can go wrong many times) • Immersion (immersive learning) • An effective tool for enhancing learning or competence mapping (motivation, competence measurement, visualisation) • Versatility of learning and assessment (immediate feedback, choice of assessment criteria) 	<ul style="list-style-type: none"> • Technology (equipment, space) • Precise control

Virtual Reality learning tools

Application of knowledge & skills

Main features of this pedagogical approach

Applicability for specific social learning forms:

- Applicability for group work
- Applicability for self-study

Content-specific criteria:

- Appropriate for professional skills development
- Appropriate for motoric skills

Other criteria:

- Raising motivation
- Activating / enriching
- Gamified
- Entrance methods / Ice-breakers

100% at a distance:



e-learning



e-learning with tutor support



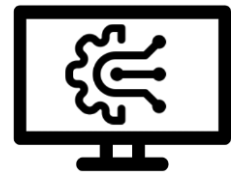
Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom



Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

6 hats

Foster collective intelligence

- Debate and brainstorming about a concept or/an idea.



Summary table

Description of this pedagogical approach:

- The teacher exposes the topic wearing the blue hat.
- Each hat colour has a different meaning for the following discussion:
 - **White:** gives objective data
 - **Red:** passionate, not objective ideas
 - **Green:** creativity
 - **Black:** suggests solutions in the event that the worst situation occurs (pessimistic point of view)
 - **Yellow:** benefits obtained after putting into practice the agreed solution (optimistic point of view)
- Students discuss about the topic given by the teacher expressing different points of view.



Duration of implementation:

Depending on the topic, but approximately a complete session of about 2 hours.

2 possibilities for implementation:

- Either each group has one hat colour, meaning that the learners take one single role (for example, in the case of the white hat, they will try to collect objective data).
- After the group discussion, the class will confront their different opinions in plenary.
- Or within each group discussion, there is enough time so that all five hats are worn by the students, meaning that they will take different roles all together (first the white hat, then the red hat, ...).
- Each group can then present in plenary the main points of their discussion for each hat colour.

➤ This method can be used to elaborate a conclusion about a specific topic considering all relevant elements.

Tool(s) used:

- Physical or virtual board
- 6 different colour hats (blue, white, red, green, black, yellow)

Advantages	Disadvantages
<ul style="list-style-type: none"> • Increases motivation • Allows teacher to monitor whether or not the learners understand the contents 	<ul style="list-style-type: none"> • Difficult to monitor the quality of all the questions depending on the group size

6 hats

Foster collective intelligence

Main features of this pedagogical approach

Target group-specific criteria:

- Applicability to learners with a low level of learning motivation

Content-specific criteria:

- Appropriate for social-communicative competences

Applicability for specific social learning forms:

- Applicability for group work

Other criteria:

- Raising motivation
- Gamified
- Entrance methods / Ice-breakers

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

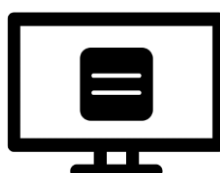


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Moodboard

Foster collective intelligence

- Visual presentation or 'collage' consisting of various elements such as images, text or samples of objects in a composition.
- This method can be combined with [group debate](#) or collaborative group work.



Summary table

Description of this pedagogical approach:

- The moodboard is a type of visual presentation or 'collage', which consists of images, text, and samples of objects in a composition.
- A moodboard can be used to convey a general idea or feeling about a particular topic.
- Moodboards are effective presentation tools, which may be physical or digital.
- In the context of vocational training, the moodboard will be based on a set topic and allows to build and explain a topic from [group debate](#).

Preparation:

- The teacher needs to set a suitable topic.
- To be more efficient during the sessions, teachers should ask the students to prepare this topic to be able to debate about it.



Duration of implementation:

Depending on the topic, but approximately, one or two complete sessions of about 2 hours.

Implementation:

- This method can be implemented with the whole class or in working groups.
- The teacher exposes/reminds the topic to work about.
- Learners need to find the best definitions/ relevant information for the issues raised by the teacher, debate them and write them on the moodboard.
- To have a more visual support in the end, the learners should use images as the main bit for the moodboard.
- In this way, the topic set by the teacher will be developed and explained through the debate and the creation of the moodboard.

Some useful tools:

- To organise a moodboard in a remote setting, applications such as Miro (<https://miro.com/>) or [Padlet](#) can be used.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Increases motivation • Students feel engaged with their classmates • The moodboard can be used later by every learner to revise the content or to study for an exam/test • In the case of group work: Allows teachers to check whether students can work in collaborative groups 	

Moodboard

Foster collective intelligence

Main features of this pedagogical approach

Content-specific criteria:

- Facilitates teaching of complex content
- Appropriate for social-communicative competences

Applicability for specific social learning forms:

- Applicability for group work

Other criteria:

- Raising motivation
- Gamified
- Entrance methods / Ice-breakers

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom



Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

World café

Foster collective intelligence

- Develop concrete ideas shared by all, using collective intelligence.
- Ask learners to work in groups of 4/5 at tables/virtual spaces to come up with proposals on a particular topic.
- Learners then switch tables/virtual spaces periodically to add to and develop each other's ideas.
- Ideas, questions, and topics are linked together as participants move from one exchange to the next.
- By the end of the second round, all tables or dialogue groups have been cross-fertilized with ideas from the previous round.



Summary table

Description of this pedagogical approach:

Preparation for in-class training:

- Define the question(s) to be asked. One question or topic per table will be proposed.
- Define the number of iterations and the duration of the discussion for each.
- A time master must be designated for each table among the learners.
- Prepare each table with felt pens, post-its, A3 sheets. On the A3 sheets, mark the respective question for each table.
- Before starting, explain the implementation and different roles of participants.



Duration of implementation:

Approx. 1h30

Preparation for remote training:

- Define the question(s) to be asked. One question or topic per virtual room will be proposed.
- Create the number of virtual rooms necessary for groups of 4-5 participants max.
- To avoid problems with the changing between the virtual rooms, predefine the composition of all groups for each iteration. The groups should not stay the same, the objective is that they change at each iteration.
- Using a digital whiteboard tool (e.g. Klaxoon <https://klaxoon.com>) can be useful to collect the groups' ideas

Implementation:

- Explain the question(s) or topic(s) you have prepared to the learners.
- Explain that there will be, for example, 3 iterations of 10-15 minutes and that at each iteration all participants will change tables except one table master.
- Once the iterations are completed, invite the last table masters to speak and present the main ideas.
- The teacher should conclude the world café session by creating links with the further training content or completing the learners' ideas with relevant information, etc.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Allows learners to exchange with each other • Allows group emulation • Development of ideas • Knowledge sharing • Stimulates innovative thinking • Allows analysis of action possibilities in relation to topics and issues 	<ul style="list-style-type: none"> • Very long to implement and prepare remotely • The trainer cannot follow all the live exchanges remotely • Possibility that learners may drop out if they are not motivated or do not participate (especially online)

World café

Foster collective intelligence

Main features of this pedagogical approach

Content-specific criteria:

- Appropriate for social-communicative competences
- Appropriate for self-competence (e.g. autonomy, organisation)

Applicability for specific social learning forms:

- Applicability for group work

Target group-specific criteria:

- Applicability to learners with a low level of learning competence
- Applicability to learners with a low level of learning motivation

Other criteria:

- Raising motivation
- Activating / enriching

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom



Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

1 2 4 All

Foster collective intelligence

- Working together in different group sizes to find solutions to a particular issue or difficulty.
- Allows the instructor to start a new session/topic.



Summary table

Description of this pedagogical approach:

Participants reflect on the topic:

1. First individually,
2. Then in pairs,
3. Then in fours and
4. Finally all together.

Preparation:

- Define the question(s) to be asked.
- Hand out post-its to the learners and ask them the question you want them to think about.
- Remotely, the trainer can create virtual rooms and go from one to the other.

Implementation:

- Step 1: Invite learners to think individually on the issue and to write down their ideas.
- Step 2: Invite learners to pair up and generate ideas from their individual thoughts.
- Step 3: Form groups of 4 (2 pairs of pairs) and invite each group to share their ideas.
- Step 4: The trainer asks all participants to present the main ideas that came out of the groups of 4.
- Step 5: All the ideas are then pooled by the teacher and discussed to launch a new theme.



Duration of implementation:
Approx. 30 min.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Helps learners communicate with each other (ice-breaker) • Develops their analytical skills • All learners are obliged to participate 	<ul style="list-style-type: none"> • Not suitable for large groups because the trainer cannot accompany all the groups

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/trainer:

- Requires low level of effort in implementation

Content-specific criteria:

- Facilitates teaching of complex content
- Appropriate for social-communicative competences

Applicability for specific social learning forms:

- Applicability for group work

Target group-specific criteria:

- Applicability to learners with a low level of learning motivation
- Applicability to inclusive learning settings (e.g. learners with low levels of target language skills)

Other criteria:

- Raising motivation
- Entrance methods / Ice-breakers

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

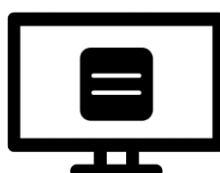


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Brainstorming

Foster collective intelligence

- Brainstorming is a method of generating ideas and sharing knowledge to solve a specific problem in which participants are encouraged to think without interruption/evaluation.



Summary table

Description of this pedagogical approach:

- Generally, students are confronted with a problem, situation, or goal.
- As a group, they share ideas and agree on a solution, interpretation, or procedure.
- During the brainstorming, all ideas are noted without criticism.
- [Mind mapping](#) is probably one of the most well-known brainstorming techniques. It helps teams visually represent a hierarchy of ideas and how they are interconnected.
- After the brainstorming session, the ideas are evaluated.

After the brainstorming session, students are able to:

- Compare and distinguish ideas,
- Judge the value of the different solutions,
- Reach a consensus on the given solution,
- Defend their own ideas and the ones they have chosen,
- Predict possible outcomes of a process,
- Outline a proposal,
- Report on their final proposal, and/or list possible solutions.



Duration of implementation:

- A synchronous session should typically allow at least 10 minutes to 1 hour of brainstorming.
- For asynchronous brainstorming, allow at least 2 days, but no more than 4 days, or students will lose interest.

- The session is usually followed by the creation of a service/product that is shared with the instructor and may be part of a larger course project.

Tool that can be used:

- Please see the specific "[Concept board for group brainstorming / discussion processes](#)" sheet for more information.

Advantages	Disadvantages
<ul style="list-style-type: none"> Possible to refine the ideas of different people for a better solution to the problem Allows people to use maximum creativity to find solutions Increases harmony among people in reaching to a feasible solution The person participating may not be highly qualified or a consultant but may find a solution Easy to understand and not a complicated technique Generated ideas and solutions may be used elsewhere as well 	<ul style="list-style-type: none"> Some "dump" ideas may also be accepted for evaluation Overlapping of ideas is possible Some emotional and environmental mental blocks are possible e.g. unease with chaos, fear of criticism, and perpetuation of incorrect assumptions

Brainstorming

Foster collective intelligence

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/trainer:

- Requires low level of effort in implementation

Content-specific criteria:

- Facilitates teaching of complex content
- Appropriate for social-communicative competences

Applicability for specific social learning forms:

- Applicability for group work

Target group-specific criteria:

- Applicability to learners with a low level of learning competence
- Applicability to learners with a low level of learning motivation

Other criteria:

- Raising motivation
- Activating / enriching

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom



Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Conceptboard

Foster collective intelligence

Conceptboard for group brainstorming / discussion processes:

- Documentation and visualisation of brainstorming and discussion processes.
- Conceptboard is a rather complex visualisation and documentation tool that enables many different functions for teamwork, also in subgroups.
- The goal is to make cognitive and creative processes visible for the entire group and to document learning processes.



Summary table

The Conceptboard is available at: www.Conceptboard.com

The basic version for individuals to get started with Conceptboard is for free; the premium version has a fee of 5€/month.

Description of this tool:

- The trainer can prepare a board by already providing categories and questions.
- The trainer should familiarise himself/herself with the tool, as its complexity and variety of functions require some time to get used to it.
- Can be conducted in plenary or break-out sessions.

For more information about the brainstorming method, please also have a look at the [specific description](#).

Some useful advice:

- Depending on the learning competence of the learners, the discussion processes can be more or less structured by questions and desired outcomes as well as moderated or unmoderated.
- Depending on learning competence and autonomy, predefining questions, categories, etc. as well as moderating the actual discussion processes on the board can pre-structure and scaffold the discussion process.



Duration of implementation:

Tool for use in different collaborative processes, depending on duration of training sequence.

For example: 30-minute break-out discussions.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Visualisation • Documentation • Many graphic and technical functions compared to other whiteboard / documentation tools • Possibility to visibly predefine questions and categories, e.g. through the use of cards and stickers 	<ul style="list-style-type: none"> • Technically somewhat more complex than other whiteboard / documentation tools

Conceptboard

Foster collective intelligence

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/trainer:

- Requires low level of effort in implementation

Target group-specific criteria:

- Applicability to inclusive learning settings (e.g. learners with low levels of target language skills)

Content-specific criteria:

- Appropriate for social-communicative competences

Applicability for specific social learning forms:

- Applicability for group work

Other criteria:

- Raising motivation
- Activating / enriching
- Appropriate to get feedback from the learners
- Appropriate for one-off application (e.g. ice-breaker)

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom



Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Group discussion

Foster collective intelligence

Learning method:

- Group discussion is a student centred strategy, in which students are divided into groups and encouraged to discuss on the subject matter given.

Objectives:

- Develop critical thinking.
- Develop problem-solving skills.



Summary table

Description of this pedagogical approach:

- Usually, a group discussion will be organised around a central topic chosen by the teacher.
- It is moderated/facilitated by the teacher.
- Classroom climate should be open so that ideas can be debated respectfully.

Implementation:

- The trainer can prepare specific questions to guide students through the group discussion.
- Dividing the class into small groups for a moment can encourage more participation.
- The trainer can ask the participants to discuss the issue with another person from the group for 5 minutes.
- Then everyone can come back together and share the discussions they had. Everyone's comments can be written on a board.
- Using a combination of introductory and probing questions can be an effective approach for the teacher to elicit further ideas.



Duration of implementation:

1/2h - 1h

Evaluation:

- At the end of the discussion, the trainer makes a short debrief about the new notions learned and the reached conclusions.
- The feedback can also reflect on how effective each of the participants was during the discussion.
- Another possibility is that the students observe each other and give feedback on the specific areas of input that have been covered during the discussions.
- Finally, the trainer can also monitor the groups and make notes for evaluation on the whole group or on individual performances.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Group discussions can be an effective way to increase attention span • In most cases, participation in group discussions triggers a thought in students' minds that makes them think and connect with the topic of the group discussion • Misconceptions in students' minds can be corrected during the group discussion • Group discussion can encourage students to express themselves more clearly by asking questions and expressing opinions 	<ul style="list-style-type: none"> • Risk that only a few students dominate the whole discussion • Time-consuming • If not guided properly, a discussion can degenerate into a reflection on inappropriate issues that creates confusion rather than clarifying the lesson

Group discussion

Foster collective intelligence

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/trainer:

- Requires low level of effort in implementation
- Requires low level of effort in preparation
- Requires low level of technical know-how for preparation and implementation

Target group-specific criteria:

- Applicability to learners with a low level of learning competence
- Accessibility (e.g. learners without the necessary means such as computers, etc.)

Content-specific criteria:

- Appropriate for social-communicative competences

Applicability for specific social learning forms:

- Applicability for group work

Other criteria:

- Raising motivation

100% at a distance:



e-learning



e-learning with tutor support



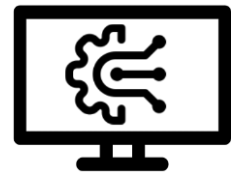
Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom



Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Debate

Foster collective intelligence

- The primary goal of a debate is for students to develop effective critical thinking in relation to the key issues on a given topic.



Summary table

Description of this pedagogical approach:

Preparation:

- First decide if this will be a formal or an informal debate:
 - Formal debate would have more guidelines and clear topics.
 - Informal debates may involve exploring issues where neither side really takes a side, or cases where everyone agrees but some take on the role of the "devil's advocate".
- This method can be combined with the creation of a [moodboard](#).



Duration of implementation:

The actual debate can be synchronous with a time limit (approx. 30 min) or asynchronous with a requirement to post actively during the debate time (2-3 days).

Implementation:

- Provide your students with a controversial topic.
- Students need an adequate reading level and sufficient background knowledge on the concepts being explored or time to acquire it.
- Following research on the given topic, students are assigned a position to debate with each other. The aim is that the learners defend this opinion or approach during the debate.
- The instructor should have prepared questions to guide the debate.
- During the debate, questions are usually addressed to the debaters with an alternation between who answers first and second.
- Each participant should be given a final statement.

Evaluation:

- You can organise a follow-up discussion on the debate to critically analyse the performance.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Allows students to look at both sides of an issue • Improves students' communication and expression skills in a public setting • Enhances techniques of searching information • Improves skills for gathering, evaluating and synthesising data from various sources in order to develop arguments • Fosters appreciation of opposing viewpoints • Enhances debating/arguing techniques against opposing opinions • Allows more interactive exchange among students and teachers 	<ul style="list-style-type: none"> • Debates are time-consuming (e.g. time for research and preparation, time for presentation) • Students who do not like public speaking would be less motivated in participating

Debate

Foster collective intelligence

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/trainer:

- Requires low level of effort in implementation
- Requires low level of technical know-how for preparation and implementation

Target group-specific criteria:

- Applicability to learners with a low level of learning motivation
- Accessibility (e.g. learners without the necessary means such as computers, etc.)

Content-specific criteria:

- Appropriate for social-communicative competences

Applicability for specific social learning forms:

- Applicability for group work

Other criteria:

- Raising motivation

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom



Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Expert and peer learning groups

Empower students to learn in an active way

- Can be applied for group work and supports peer learning processes.
- The learners can gain extensive knowledge about a topic and teach it to other students.



Summary table

Description of this pedagogical approach:

- This method (also called 'Jigsaw') allows peer learning and peer exchange by apportioning the work of learning – each student in a small group is responsible for acquiring expertise about a topic and sharing it with the other group members.

Preparation:

- In remote setting, use a software that enables the learners to work together in breakout sessions. They should be able to share their screen and to work together on one document/ presentation, e.g. via google docs.
- The teacher divides the study topic into 4 or 5 subtopics and prepares information material.
- The teacher then organises the class in learning teams of 4-5 students (number of learners/group must correspond to the number of subtopics).



Duration of implementation:

The duration depends on the content and the number of expert groups. As an example:

- Introduction of the method: 10-15 min
- *If individual work before expert group work: at least 1 day*
- Expert group (breakout session): 1h
- Break: 0,5h
- Peer learning group (breakout session): 1,5h
- Break: 15 min
- Discussion afterwards: 0,5h

Implementation:

- Each student studies the subtopic by reading the corresponding material. This can be a homework or directly organised through group-work.
- *(After the independent work phase, if applicable,)* The experts with the same subtopic meet in breakout rooms to discuss the issue together and filter the material for the most important information. They must be able to explain it later to their peers. The expert group members work together on a small presentation or a document with notes about their topic. A format used can be the "[synthetic card](#)".
- The learners then return to their original learning team and meet again in breakout sessions. This means that in every peer learning group, there is one member of each expert group.
- The experts transmit their knowledge using the material prepared in the expert group, retaining in turn the information presented by their colleagues, experts in the other subtopics. The time for each expert to present should be limited (e.g. 5-7 minutes).

Evaluation:

- The teacher can ask questions, ask for a report, or give each student an assessment sheet.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Efficient, much content can be learned • Activates/motivates the learners • Encourages students to listen to each other, to work as a team, and have a social engagement • The time learners save by not having to do their own research makes this process a great benefit • The presentations/notes of the expert groups can be used later by every learner to repeat the content or to study for an exam/test 	<ul style="list-style-type: none"> • High preparation effort for the trainer • Good computer skills necessary (for teacher and learners) • Requires motivated learners with learning experience • Misunderstanding the content • Learners who don't feel comfortable speaking in front of a group may not feel at ease

Expert and peer learning groups

Empower students to learn in an active way

Main features of this pedagogical approach

Applicability for specific social learning forms:

- Applicability for group work

Other criteria:

- Activating / enriching

Content-specific criteria:

- Appropriate for social-communicative competences
- Appropriate for professional skills development
- Appropriate for self-competence (e.g. autonomy, organisation)
- Facilitates teaching of complex content

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom



Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Interview with an expert

Empower students to learn in an active way

- The learners interview an expert about a specific topic according to their interests and/or the tasks set.
- The learners can clarify their questions and get an impression of the field / practical application.



Summary table

Description of this pedagogical approach:

Preparation:

- The expert interview should be planned structurally, questions should be collected in advance and, if necessary, a list of questions should be prepared by the students.



Duration of implementation:

As an example:

- Preparation of questions for the interview and determining a responsible student: 1h
- Interview with the expert: 1h
- Reflection: 1h

Implementation:

- The expert is invited in the (virtual) classroom. The teacher moderates only at the beginning in an introductory organisational way and then fades into the background.
- The students interview the expert based on the prepared questions.
- It can be useful to determine one learner who is responsible for leading the interview.

➤ To ensure the learning success, the expert interview should be reflected in a follow-up session and the collected information should be recorded, corrected and consolidated.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Activating/motivating method • Learners can get insights from an experienced person (serves as a role model) • Practice-oriented and real insights are made possible 	<ul style="list-style-type: none"> • The learning outcomes of this method can't be planned previously

Interview with an expert

Empower students to learn in an active way

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/trainer:

- Requires low level of effort in implementation
- Requires low level of effort in preparation
- Requires low level of technical know-how for preparation and implementation

Target group-specific criteria:

- Applicability to learners with a low level of learning competence

Content-specific criteria:

- Facilitates teaching of complex content
- Appropriate for social-communicative competences

Other criteria:

- Activating / enriching

100% at a distance:



e-learning



e-learning with tutor support



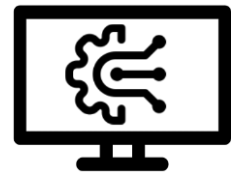
Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom



Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Peer to peer assessment

Empower students to learn in an active way

- Students assess their colleagues.
- Increases the motivation level among learners.



Summary table

Description of this pedagogical approach:

- The assessment is organised with students: they evaluate their peers' results/productions.
- This method also makes all students revise the content worked on throughout a lesson/ course.

Preparation:

- The teacher needs to prepare a framework for the assessment, which must be presented and given to the learners before the assessment situation.
- It must be clear for all learners who assesses who and which criteria must be considered. It is possible for the teacher to define these criteria in collaborative work with his/her class.
- It can be useful to prepare an evaluation grid to be filled by the learners.
- Learners must be aware that criticism must always be constructive.



Duration of implementation:

Depending on the topic, but approximately two complete sessions of about 2 hours.

Implementation:

- The students will be asked to prepare a task about a topic.
- They will then do their presentation in class/ during a virtual classroom.
- Other students will assess the result using the criteria defined beforehand and/or the evaluation grid.
- They will then have to explain and justify their assessment to the student who presented.
- If necessary, the teacher completes the learners' observations.
- During the whole assessment, it is very important that the teacher ensures a positive and friendly classroom atmosphere.

Option:

- The peer to peer assessment can be organised in working groups as well.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Increases motivation • Gives responsibility to the students • In the case of group work: Allows the teacher to check whether students can work in collaborative groups 	<ul style="list-style-type: none"> • Students feel engaged when having to assess their peers

Peer to peer assessment

Empower students to learn in an active way

Main features of this pedagogical approach

Content-specific criteria:

- Appropriate for self-competence (e.g. autonomy, organisation)

Applicability for specific social learning forms:

- Applicability for group work

Other criteria:

- Raising motivation
- Activating / enriching
- Gamified
- Entrance methods / Ice-breakers
- Appropriate for assessing learning progress / competence development

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom



Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Forums

Empower students to learn in an active way

- Exchanging points of view on a specific issue in an online forum.



Summary table

The forum space is usually part of a virtual learning environment such as Moodle.

Description of this pedagogical approach:

Implementation:

- The teacher presents information about a specific issue (i.e. the impact of transport in global warming).
- The students join a forum in a virtual learning environment (such as Moodle).
- Each student writes a post on his/her opinion about the topic.
- Students are then encouraged to interact with their colleagues' posts.
- Teachers may intervene in the forum, interacting with learners.
- Student interaction should be part of the assessment process.

Options:

- A poll could be created in order to pick the best posts on the forum.
- Videos could be used to explain the topic.

Advice:

- This method should be used at a time where students already have some technical knowledge.



Duration of implementation:

Depending on the topic, but approximately a complete session of about 2 hours. Once the forum is created and enough comments have been posted, students can post updates once in a while.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Enhances students' writing skills • Suitable in any learning situation 	<ul style="list-style-type: none"> • Depends a lot on the level of interaction • Some ideas might be expressed wrongly

Forums

Empower students to learn in an active way

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/trainer:

- Requires low level of technical know-how for preparation and implementation

Content-specific criteria:

- Facilitates teaching of complex content
- Appropriate for social-communicative competences
- Appropriate for self-competence (e.g. autonomy, organisation)

Other criteria:

- Appropriate for assessing learning progress / competence development

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

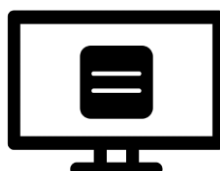


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

The “Last idea game”

Testing knowledge

- Allows the trainer to come back to a central element of the day to check what the learners have learned.
- The game can also be used to open a new chapter/topic and check learners’ initial knowledge of it.



Summary table

Description of this pedagogical approach:

Preparation:

- It is important to have well prepared the wording of the question.

Implementation:

- The trainer asks learners a question.
- Learners then take turns to answer with a word or a short sentence until they run out of ideas.
- The winner is the last one to find an answer.
- In remote mode, the game can be set up using video conferencing tools. The trainer can take control of the microphones and give the floor to the students in turn.



Duration of implementation:

- Depends on the size of the group, the topic(s) covered and the number of answers.
- Approx. 20 minutes.

Some useful advice:

- Trainers’ memory will be challenged because there might be repetitions in the answers of the students.
- The animation of the game must be dynamic: Not too much time for reflection, no dead time.
- As this method is easy to understand for the learners, it can be used from the beginning of the training year and during the whole course.
- The “Last idea game” helps learners to stay focused at the end of the day but also arouses their curiosity on a new theme.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Gamified • Competitive setting encourages learners to participate • Easy to set up • Creates a playful exchange at the end of a very theoretical day • Allows the trainer to verify the understanding of the topics covered 	<ul style="list-style-type: none"> • Not very suitable for a large group

The “Last idea game”

Testing knowledge

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/trainer:

- Requires low level of effort in preparation
- Requires low level of technical know-how for preparation and implementation

Target group-specific criteria:

- Applicability to learners with a low level of learning motivation
- Accessibility (e.g. learners without the necessary means such as computers, etc.)

Content-specific criteria:

- Facilitates teaching of complex content

Other criteria:

- Raising motivation
- Activating / enriching
- Appropriate for one-off application (e.g. ice-breaker)

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

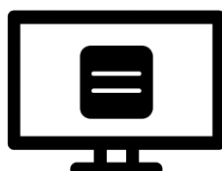


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Traffic light method

Testing knowledge

- Assessment of knowledge or attitudes.
- This method can be applied as a type of quiz to assess the actual knowledge of the learners, to check the learning progress or to get an impression of the attitudes of the learners towards a topic.



Summary table

Description of this pedagogical approach:

Preparation:

- Every learner needs 3 pieces of paper. A green one, a yellow one and a red one.
- The trainer prepares questions about a specific topic. Conceivable are questions that generate information about the knowledge and attitudes of the learners.

Implementation:

- The trainer explains the method and specifies the meaning of the colours:
Red means “wrong” or “I disagree”.
Green means “right” or “I agree”.
Yellow means “I don’t know” or “I partly agree”.

- The trainer asks one question after another, and the learners answer through showing the appropriate piece of paper.
- After each question, the trainer can clarify which answer is correct or ask several learners why they chose which answer.
 - If it is intended, the number of answers can be counted.
 - This could be the basis for a group discussion.



Duration of implementation:

This method does not need much time. The time of implementation depends on the number of questions

Advantages	Disadvantages
<ul style="list-style-type: none"> • Gamified, motivating method • The trainer gets easily an impression of the learners’ level of knowledge 	<ul style="list-style-type: none"> • It is necessary to prepare 3 pieces of coloured paper for every learner

Traffic light method

Testing knowledge

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/trainer:

- Requires low level of effort in implementation
- Requires low level of technical know-how for preparation and implementation

Target group-specific criteria:

- Applicability to learners with a low level of learning competence

Content-specific criteria:

- Facilitates teaching of complex content
- Appropriate for social-communicative competences

Other criteria:

- Activating / enriching
- Gamified
- Appropriate to get feedback from the learners

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

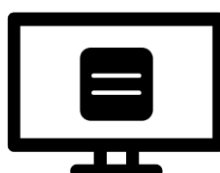


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Quizzes and tests

Testing knowledge

- Assessment or repetition of knowledge.
- The teacher prepares some questions and the learners answer them in a quiz or test tool.
- Helps the learners to repeat the content and the teacher to check the learning progress.
- Quizzes/tests can also be used at the beginning of a training process to check the knowledge.



Summary table

Description of this pedagogical approach:

Preparation

- The trainer prepares the questions for the test and inserts them in the online tool (e.g. [Kahoot!](#), [Quizizz](#), [iSpring Suite](#), [Google Forms](#), [Respondus](#))

Implementation

- The teacher sends a link (and password if relevant) to the participants, and they can start the quiz directly.



Duration of implementation:

The duration depends on the number of questions (appr. 15 minutes)

- The appropriate time point depends on the individual goal of the method. If the trainer intends to use a quiz as an assessment of knowledge, it can be useful to implement it at the beginning of a training course or lesson. If the trainer wants to use the method for the learners as a repetition of the learned content, it can be implemented during or at the end of a lesson.

Variant:

- It can be the students who create the questions for their classmates.
- In this case, give time to the students, f.ex. in the end of a lesson, to create questions (with 3/4 possible answers for each question) on the topic(s) discussed during the lesson.
- It is important that the teacher supervises the process of question creation.
- In groups, the learners then play the different quizzes created.

Evaluation:

- The test can also be used as a method to evaluate the learning progress of the learners at the end of the training.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Activates and motivates the participants • The participants and the trainer can easily assess the learning progress and knowledge deficits • The participants have fun during the implementation 	<ul style="list-style-type: none"> • Needs preparation time for the trainer • The competition character can create pressure for some participants (but there are also tools without competition character) • For some complex topics, it is difficult to find appropriate questions (multiple choice)

Quizzes and tests

Testing knowledge

Main features of this pedagogical approach

Target group-specific criteria:

- Applicability to learners with a low level of learning competence
- Applicability to learners with a low level of learning motivation

Content-specific criteria:

- Facilitates teaching of complex content

Applicability for specific social learning forms:

- Applicability for self-study

Other criteria:

- Raising motivation
- Activating / enriching
- Gamified
- Appropriate for assessing learning progress / competence development

100% at a distance:



e-learning



e-learning with tutor support



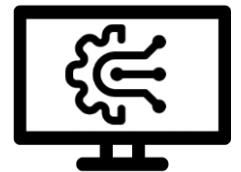
Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom



Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

The blind zone

Testing knowledge

- Review each learner's level of knowledge and their gaps in knowledge through a reflective exercise.
- Learners are asked to place themselves in the knowledge spectrum.
- Help learners identify gaps in their knowledge and develop their self-assessment.



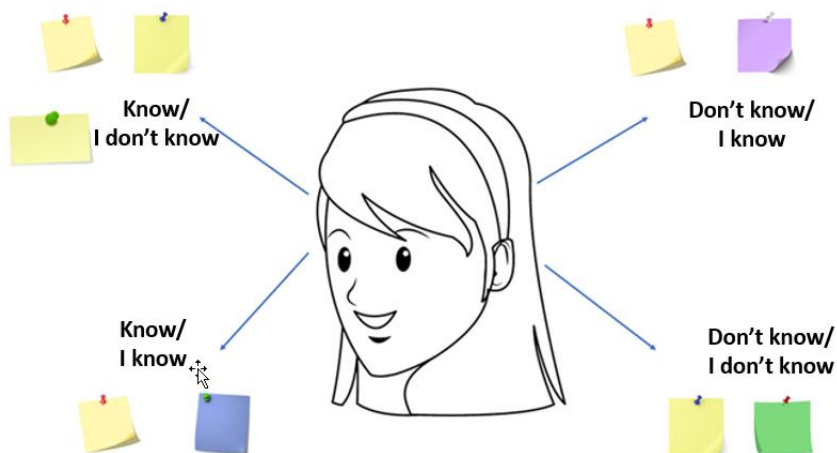
Summary table

The instructor can get a comprehensive picture of the learners' knowledge and gaps and track the development of their knowledge at the beginning and end of a session.

Description of this pedagogical approach:

Preparation:

- Prepare a large flip chart (or use an online whiteboard like [Scrumblr](#) or [Klaxoon](#)) to draw a profile and 4 arrows that go in 4 directions.
- At the end of the first arrow write “Know / I know”, at the end of the second “Know / I don't know”, “Don't know / I know” for the third and the fourth ends with “Don't know / I don't know”:



1. First arrow: each person will write down “what I know that I know” → I am aware that I have learned and know/understand this.
2. Second arrow: “what I know that I don't know” → I am aware that I do not know/ understand this.
3. Third arrow: “what I don't know that I know” → The knowledge that I have but that I am not aware of.
4. Fourth arrow: “what I don't know that I don't know” → I am not aware that I do not know/ understand this.

Implementation:

- Distribute posts-it notes or invite participants to the online whiteboard.
- Students then complete arrow one, then arrow two, and so on.
- For arrow four, learners will probably run into trouble: the trainer can play an active role here and support the learners: have a look at the charts already completed to identify what they don't know yet. Then ask targeted questions to guide the learners' reflection and help them identify their knowledge gaps.

- Depending on the learners' level of training and autonomy and their ability to self-assess, this exercise can be done in teams (of up to 4-5 learners) or individually.
- If the teacher wants to go a step further, he/she and the learners can think collectively about how to present the concepts not understood by the learners in another form.



Duration of implementation:

About 1 h

- This method is not adapted in the beginning of a training course.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Fun way to self-assess • Gives complete feedback to the trainer on the knowledge of each student • Develops self-assessment • Enables perceiving major knowledge gaps immediately 	<ul style="list-style-type: none"> • Can take time to create and implement in remote • Learners must be mature and able to self-assess • Arrow 4 can be hard to fill and difficult to understand • Learners may find it difficult to admit their shortcomings to others

The blind zone

Testing knowledge

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/trainer:

- Easy to pass on / share with a colleague

Content-specific criteria:

- Facilitates teaching of complex content
- Appropriate for self-competence (e.g. autonomy, organisation)

Target group-specific criteria:

- Applicability to inclusive learning settings (e.g. learners with low levels of target language skills)

Applicability for specific social learning forms:

- Applicability for group work
- Applicability for self-study

Other criteria:

- Appropriate for assessing learning progress / competence development
- Appropriate for long-term / course-encompassing implementation (e.g. training portfolio)

100% at a distance:



e-learning



e-learning with tutor support



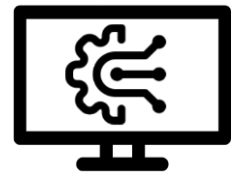
Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom



Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

K – W – L (Know, Want to know, Learned)

Testing knowledge

K – W – L is an effective method for structuring the knowledge that includes 3 phases:

- a) K = students seek what they know about the topic,
- b) W = students specify what they want to know/learn and formulate the questions,
- c) L = students define what they have learnt and want to remember.



Summary table

Description of this pedagogical approach:

- KWL encourages active learning by allowing teachers to assess their students' learning levels.
- KWL draws on student's prior knowledge of the subject matter. There is a relationship between learning comprehension and prior knowledge.

Implementation:

- This method can be used for individual work, work in pairs or groups, you can fill in the table also in plenary and gradually add information to it. It can be written down by the teacher, student or group leader. Each group can work on the same or on different parts of the topic. The findings from all groups can be written and summarised in one table.
- On a piece of paper, draw a table with 3 columns:

I KNOW	I WANT TO KNOW	I HAVE LEARNT
...

- **Step 1:** In the first column "I KNOW", learners write down what they already know about the topic. Teacher or students can add their notes also on a board, where all the information will be summarised.
- **Step 2:** Into the second column "I WANT TO KNOW", learners write down what they would like to know. For now, they leave the third column empty. The learners who want to can read what the others have written. If they see information missing in their table, they can add it to their own.
- **Step 3:** Now, ask the learners to work individually (read a text, watch a video, etc.) or hold your lesson(s) as usual.
- **Step 4:** After the learning phase, they fill in the third column „I HAVE LEARNT“ with the information that was new for them.
- Ask them to check whether all their questions in the column "I WANT TO KNOW" have been answered. If not, you can discuss these questions in class or ask the learners to do further research to find the missing information.



Duration of implementation:
Approx. 1-3 hours

Advantages	Disadvantages
<ul style="list-style-type: none"> • Promotes active learning • Encourages academic success - since learners are actively engaged, they will be more connected to the class and the subject matter • Enhances learning • Teachers can figure out what students know • Easy to create for students • Helps with monitoring comprehension • Additional scaffolding for students when they might need it 	<ul style="list-style-type: none"> • Students might not have any prior knowledge to connect with • Students might just skip over the concepts they really don't understand and can't explain • Background information might be incorrect • Students might just copy information from text

K – W – L (Know, Want to know, Learned)

Testing knowledge

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/ trainer:

- Requires low level of technical know-how for preparation and implementation

Content-specific criteria:

- Facilitates teaching of complex content

Target group specific criteria:

- Applicability to learners with a low level of learning competence
- Applicability to inclusive learning settings (e.g. learners with low levels of target language skills)

Applicability for specific social learning forms:

- Applicability for group work
- Applicability for self-study

Other criteria:

- Scaffolding methods for supporting highly self-directed learning formats
- Appropriate for assessing learning progress / competence development

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

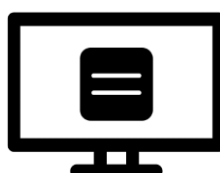


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Plickers

Testing knowledge

- Online assessment tool.
- Quick and easy way to check students' understanding.



Summary table

- Plickers is a free, accessible and engaging educational tool used by millions of teachers around the world to assess their students and collect instant results in the classroom or at a distance: www.plickers.com.

Description of this pedagogical approach:

- Plickers allows teachers to collect formative assessment data on the spot, without students having to use devices or paper and pencil.
- Teachers have access to a free Plickers account. These are designed for individual use and allow to create a customised online environment, which can be tailored to your individual needs and courses.
- Generally, Plickers is rather designed for in-classroom training using the standard Plickers cards. Since the Covid19 crisis, the platform also offers a new e-learning feature that allows students to participate securely at home and answer questions in real-time.
- Plickers is not adapted for asynchronous e-learning settings! For self-paced assignments, you can rather use [Quizizz](#) or [Kahoot!](#).

Preparation:

- Add student lists to the Plickers classes and assign a card number to each student.
- The 'Plickers card' of each student must be printed.
- Compile a library of multiple-choice questions (in the form of sets) to show to your students.

Implementation in the classroom:

- During class, teachers show their students the content created on the Plickers platform.
- Students submit their answers by holding up their 'Plickers cards' and facing them in a certain direction.
- The teacher then uses the Plickers app to scan the cards and collect the students' answers. The app controls the session by displaying the correct answers and going through the questions within a set.
- A step-by-step introduction for the use of Plickers in the classroom can be found [here](#).

Implementation in synchronous online training:

- The preparation is the same, but no need to print the 'Plickers cards' or to use the Plickers app.
- You send a unique individual link for your class to your learners, which they have to use to connect to the session and answer the questions online.
- A step-by-step introduction for the remote use of Plickers can be found [here](#).



Duration of implementation:

Approx. 15-20 min.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Gamified • Enhances learning • Quick and easy way to assess what students know 	<ul style="list-style-type: none"> • Not adapted for the assessment of all types of learning outcomes • Time-consuming for the teacher in the beginning to create the contents on the platform

Plickers

Testing knowledge

Main features of this pedagogical approach

Target group specific criteria:

- Applicability to learners with a low level of learning competence
- Applicability to learners with a low level of learning motivation

Content-specific criteria:

- Facilitates teaching of complex content

Other criteria:

- Raising motivation
- Gamified
- Appropriate for assessing learning progress / competence development

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom



Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

The Starfish

Increasing & evaluating involvement

- Obtain feedback on the teaching method / training session.
- Develop learners' analysis and reflection skills.
- Take stock after a session.
- Collect learners' opinions and feelings about the teaching methods and tools used.

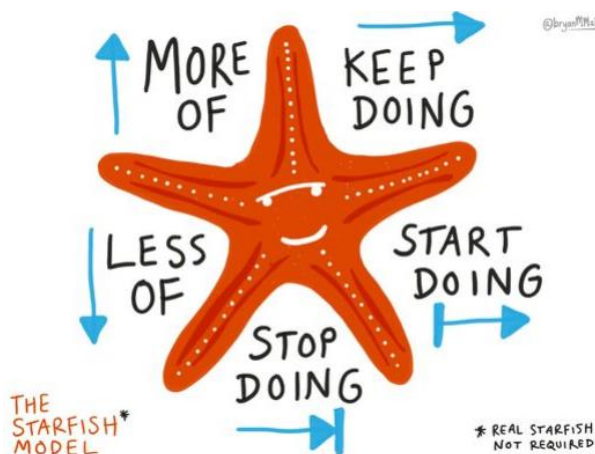


Summary table

Description of this pedagogical approach:

- Draw a star-shaped diagram on a flipchart. Write the following headings on each part of the diagram:

- We continue...
- We stop...
- We do less...
- We do more...
- We try/start...



- The trainer then gives each learner 5 post-its and explains what each part of the chart means:
 1. We continue: everything we liked about the session, everything that helped us in our work, and the results we achieved.
 2. We stop: everything that does not benefit us or hinders our work.
 3. We do less: the practices that need refinement in the current context.
 4. We do more: the practices that do not bring us enough benefit and that should be improved.
 5. We try out: any ideas for new practices that we should introduce.

- All learners then silently write down their ideas on the post-its to complete the diagram.
- One post-it per idea and per area.
- Learners then take turns presenting their ideas.
- The instructor then asks learners to vote on which ideas they think are most important.

In remote setting:

- The trainer opens a whiteboard on [Klaxoon](#).
- Then, in turn, each learner will bring one idea for each branch of the diagram.
- The trainer can also send the link of the Klaxoon created to the learners who will be able to modify it live by inserting their virtual post-its (within the limit of 20 participants max. for the free version). The advantage of this option is that it is more interactive and fun for the learners.



Duration of implementation:
About 40 minutes

Advantages	Disadvantages
<ul style="list-style-type: none"> • Allows the trainer to have feedback on his/her sessions • Allows the trainer to adapt his/her teaching methods to the needs of the learners • Develops the critical and analytical skills of learners • Method adapted to both face-to-face and distance learning 	<ul style="list-style-type: none"> • Does not allow for on-the-spot feedback • Not suitable for a large group

The Starfish

Increasing & evaluating involvement

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/trainer:

- Requires low level of effort in preparation

Target group-specific criteria:

- Applicability to learners with a low level of learning motivation
- Applicability to inclusive learning settings (e.g. learners with low levels of target language skills)

Content-specific criteria:

- Appropriate for social-communicative competences

Other criteria:

- Raising motivation
- Appropriate to get feedback from the learners
- Appropriate for one-off application (e.g. ice-breaker)

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

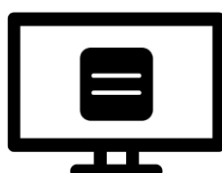


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Explorer, Shopper, Vacationer, Prisoner

Increasing & evaluating involvement

- Short activity to measure participants' engagement during a workshop/ group work start-up/ training session.
- Helps the teacher to find out whether the learners are very motivated and interested in the topic or rather reserved and enables him/her to react if necessary.



Summary table

Description of this pedagogical approach:

- On a large cardboard, the trainer draws four sections and writes the following terms: Explorer, Shopper, Vacationer and Prisoner (one term per section):



- The trainer then distributes a sticker/post-it to each learner and explains the meaning of each field (see explanations on the right).
- Learners place their sticker/post-it in the appropriate field.

- Researcher: You are eager to discover new ideas and perspectives. They want to learn as much as possible about the project.
- Buyer: is interested in all available information and is happy to go home with a new, useful idea.
- Vacationer: is not interested in the work group, but is happy to have a break from everyday life.
- Prisoner: feels forced to participate in the working group and would rather do something else.

Debriefing:

- You can ask your learners "Why do they feel like a prisoner/shopper/explorer/vacationer?"



Duration of implementation:

Approx. 15 minutes

Remote implementation:

- The trainer has two choices:
 - The survey is done at the beginning of the class/group work in a synchronous way: the trainer shares his/her [Klaxoon](#) screen (or another tool) on which will be displayed the link to the survey and the code to be filled in or simply a QR code to be scanned.
 - The survey is sent to the students before the class/group work starts and they will answer asynchronously.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Activating • Allows the teacher to know who to motivate more 	<ul style="list-style-type: none"> • Locks the learner into a role

Explorer, Shopper, Vacationer, Prisoner

Increasing & evaluating involvement

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/trainer:

- Requires low level of effort in preparation

Target group-specific criteria:

- Applicability to learners with a low level of learning motivation
- Applicability to inclusive learning settings (e.g. learners with low levels of target language skills)

Content-specific criteria:

- Appropriate for social-communicative competences

Other criteria:

- Activating / enriching
- Appropriate to get feedback from the learners

100% at a distance:



e-learning



e-learning with tutor support



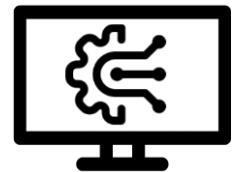
Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom



Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Mentoring

Increasing & evaluating involvement

- To give efficient support to students.
- To help the students attain psychological maturity.



Summary table

Description of this pedagogical approach:

- The mentoring we describe here is organised between students, for example:
 - a novice gets support and guidance from a senior student.
 - a student with difficulties in learning is supported by another learner in his/her class
 - etc.
- This method is very much adapted to give responsibility to students, support learners with difficulties or help new students to integrate the class, etc.

Preparation:

- The teacher needs to prepare a clear framework for the mentoring (frequency of meetings between the mentors and their “protégés”, type of support which can be expected from the mentors, support the mentors can get from the teacher, etc.)
- This framework has to be adapted if the mentoring is organised remotely (e.g. provide tools to the mentors allowing online meetings and support at a distance).



Duration of implementation:

Long term

Long-term / course-encompassing implementation:

- The teacher must explain the prepared framework in the beginning to both mentors and “protégés”.
- During the school year, the teacher must stay available and support the mentors if necessary.

Evaluation:

- In the end of the school year, it will be important that the teacher debriefs the experience with both mentors and “protégés”.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Increases motivation • Gives responsibility to the students • Mentor passes on his/her knowledge and experience to another learner 	<ul style="list-style-type: none"> • Difficult for the teacher to monitor the quality of the mentoring

Mentoring

Increasing & evaluating involvement

Main features of this pedagogical approach

Target group-specific criteria:

- Applicability to learners with a low level of learning competence
- Applicability to learners with a low level of learning motivation

Content-specific criteria:

- Appropriate for social-communicative competences
- Appropriate for professional skills development

Other criteria:

- Raising motivation
- Activating / enriching
- Entrance methods / Ice-breakers
- Appropriate for assessing learning progress / competence development

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

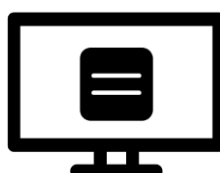


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Kahoot!

Useful tools

- Allows the trainer to connect with students when they're studying from home and increases participation.
- From student-paced game modes to game creation projects, Kahoot! powers up independent study and help learners become leaders.
- Kahoot! can help the trainer assess how the class feels about a topic and find out how students are really doing.



Summary table

- Engage students with content review in class and at home and identify topics that need reteaching.
- Identify knowledge gaps in your class and fine-tune instructions to reinforce these topics and help students master them.
- Capture valuable analytics from Kahoot! reports to assess learning outcomes and class progress, and target your instructions.
- Making your own Kahoot! starts with the teacher creating a user account for him-/herself. The main page can be found at: <https://kahoot.com/>.

Description of this tool:

- Create questions, accessible images or videos to be used for questions, and create answer options.
- 'Quiz mode' is the most used Kahoot! game. It records the respondents' answer times as well as their scores.
- 'Discussion mode' is a single question that helps the class to find an opinion on a particular issue.

- 'Survey mode' is basically the same as 'quiz mode', but it does not give points and is therefore not competitive. Surveys can be used to give feedback or see what kind of information students have.
- The goal is to promote learning by eliminating routines and preventing learners from becoming passivated.



Duration of implementation:

The duration depends a lot on the mission. It can endure for one hour, but a bigger mission could also be accomplished in several training sessions.

- The best moment to play a game in Kahoot! is when the theory and examples have been reviewed and you want to test your students' skills.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Everyone must answer for themselves and think of their own answer • The success or failure of one's own answer is not shown to the whole class • The percentage of those who answered correctly gives the trainer information about the success of the lesson and about the areas where there is still need for development • Playful character, interactivity - students like it • Students can also create their own games • Once created, the game is always available and can also be edited afterwards 	<ul style="list-style-type: none"> • Playing under a pseudonym does not identify the respondents to the trainer: if someone needs more assistance in learning, this game will not "reveal" the person who needs assistance (if you have the license, you can identify the nicknames and answers) • It takes time to formulate the right kind of questions • Questions and answers should be kept short (not suitable for all topics) • Competitive structure (not suitable for everyone)

Kahoot!

Useful tools

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/trainer:

- Requires low level of effort in implementation
- Easy to pass on / share with colleagues

Target group-specific criteria:

- Applicability to learners with a low level of learning motivation

Content-specific criteria:

- Facilitates teaching of complex content

Other criteria:

- Raising motivation
- Gamified
- Entrance methods / Ice-breakers
- Appropriate for assessing learning progress / competence development

100% at a distance:



e-learning



e-learning with tutor support



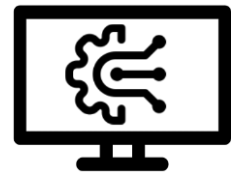
Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

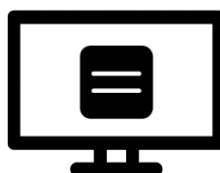


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Jeopardy

Useful tools

A Jeopardy game can be used at the end of a learning sequence to assess learning outcomes.

- Playful method.
- Helps assess learner progress.
- Promotes reinforcement of the learning previously covered.
- Creates social dynamics through competition.
- Brings fun and excitement to the classroom.



Summary table

Jeopardy is a a quiz competition game.

Tool(s): Many tools can be used for Jeopardy type games, in our case we use JeopardyLabs.com

Technical requirements: End device and internet access.

Description of this tool:

- Set learning objectives.
- Ask learners to prepare for a discussion.
- Provide direction and maintain focus.
- Ask questions that not only keep the discussion going, but also allow for deeper analysis.



Duration of implementation:
0,5 h - 1 h

Learning objectives of the method / training sequence:

- Gamified method.
- To assess learning outcomes.
- To reinforce learning content.

Evaluation:

- After the discussion, course participants can write down what they have learned, how their thinking changed, or how the discussion relates to other course content.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Increases the attention span • Stimulates reflection and establishes a connection to the subject matter • May encourage students to interact more clearly with each other by asking questions and expressing opinions 	<ul style="list-style-type: none"> • There is a possibility that a few learners dominate the discussion • The method is time consuming

Jeopardy

Useful tools

Main features of this pedagogical approach

Target group-specific criteria:

- Applicability to learners with a low level of learning competence
- Applicability to learners with a low level of learning motivation

Other criteria:

- Raising motivation
- Activating / enriching
- Gamified
- Entrance methods / Ice-breakers
- Appropriate for assessing learning progress / competence development

Content-specific criteria:

- Facilitates teaching of complex content

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

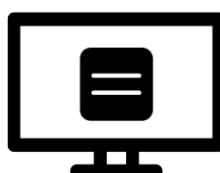


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Haiku Deck

Useful tools

- Haiku Deck is an online tool allowing to realise presentation materials.
- Each slide is a single image, to which the trainer can add a keyword.
- Create short, effective and attractive presentation materials.



Summary table

- Haiku Deck provides a free version available at: www.haikudeck.com.
- Templates, graphics and images are available on the platform.
- It is also possible to import your own images.

Description of this tool:

- Create your own presentation materials according to your needs (animate speeches, any type of short presentation, vocabulary walls, classroom procedures, ...).
- This method can allow the trainer to re-engage and motivate learners who have lost interest.
- It can break up a long sequence and make it more dynamic.
- Haiku Decks are automatically hosted online and can be downloaded in .pptx (PowerPoint) format.

- Haiku Deck can be used online, no need for download. The website is available from any computer and on smartphones and tablets with iOS.
- Haiku Deck can be used by learners as it is easier and more intuitive to use than PowerPoint.
- Allows learners to use their creativity while facilitating the realisation of their presentations.



Duration of implementation:

Approx. 5-10 minutes

Advantages	Disadvantages
<ul style="list-style-type: none"> • Very simple to use and understand, trainers can make their Haiku Decks from a phone or a digital tablet • Large library of images and templates 	<ul style="list-style-type: none"> • Not a lot of advanced options (few customisations...) • Not possible to add videos/YouTube links and audio with the free version

Haiku Deck

Useful tools

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/trainer:

- Requires low level of technical know-how for preparation and implementation

Other criteria:

- Raising motivation
- Activating / enriching
- Entrance methods / Ice-breakers
- Appropriate method to be divided into short sequences (e.g. application in microlearning units)

Target group-specific criteria:

- Applicability to learners with a low level of learning motivation
- Applicability to inclusive learning settings (e.g. learners with low levels of target language skills)

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

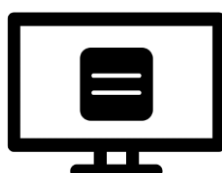


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Padlet

Useful tools

- Padlet is well suited for a wide variety of work, where really only the imagination of students and teachers is the limit.
- Padlet is also handy when you want to do a quick survey or, for example, repeat what has been remembered by the students during the last hour.
- Padlet is moreover suitable for group work and review.



Summary table

- Padlet (<https://fi.padlet.com/>) is a virtual wall that can store a variety of content. Messages can contain text, images, sound, map links, links, drawings, music, videos, and gif animations.
- There are several ways to place messages on the wall, such as a list or a mind map.
- Multiple people can work on the same wall at the same time.

Description of this tool:

- Padlet is an electronic memory wall, for example, to carry out ideas, tasks and group work.
- The teacher defines a “wall”, which is in this case an interactive website.
- On this wall, students can write, for example, ideas or opinions, respond to reflection assignments or review homework on a computer or mobile device as instructed by the teacher. When someone writes on a wall, others immediately see the writing on their own computer or mobile device.
- Padlet performs best in desktop and laptop browsers, as well as in a free mobile app. Mobile browsers do not support all features.



Duration of implementation:

It is easy and quick to use. Duration depends on the purpose.

Implementation:

- Create a new wall.
- Give students the link to the wall and other necessary instructions for the work to be done.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Very easy to use • Free • No registration required 	

Padlet

Useful tools

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/ trainer:

- Requires low level of effort in preparation

Content-specific criteria:

- Appropriate for professional skills development
- Facilitates teaching of complex content

Applicability for specific social learning forms:

- Applicability for group work

Other criteria:

- Raising motivation
- Activating / enriching
- Appropriate for assessing learning progress / competence development

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

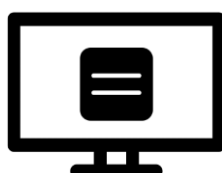


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Classroom screen

Useful tools

- Support your class activities, stimulate engagement and help your students get to work by using the intuitive tools of **Classroomscreen**.
- Classroomscreen is a website where you can create a digital whiteboard.
- It can be used well in both face-to-face and distance learning.



Summary table

The Classroomscreen is available at: [Classroomscreen | Home](#).

Description of this tool:

- The idea is for the teacher to create a board, bring out the tools you want, and share the board to make it visible for everyone.
- No need to log in.
- You can easily and quickly create a new board whenever you need it.
- You can use 13 different simple tools (widgets) to activate students, such as:
 - a respondent following a lottery,
 - drawing of pictures,
 - formulas,
 - calculations,
 - text writing in a separate box (which can also display the content of that lesson),
 - etc.
- There are different widgets to indicate the mode of work (e.g. quiet work) or count time.



Duration of implementation:

Creating a whiteboard takes 5-15 minutes, depending on what kind of widgets you use and for what purpose.

Preparation:

- Step 1: Launch & Project.
 - Project Classroomscreen with a beamer or digiboard in your classroom. Start by choosing a background or upload your own image.
- Step 2: Create your screen.
 - Choose the widgets you need from the widget bar. For example, use the text box to type your instruction and set the timer.
- Step 3: Start your lesson.
 - During your lesson, you can easily adjust the instructions on your screen, depending on what your students need.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Easy to use • Simple widget tools • Suitable for both face-to-face and distance learning 	<ul style="list-style-type: none"> • May not work for older students

Classroom screen

Useful tools

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/ trainer:

- Requires low level of effort in implementation
- Requires low level of effort in preparation
- Requires low level of technical know-how for preparation and implementation

Content-specific criteria:

- Appropriate for social-communicative competences

Target group specific criteria:

- Applicability to learners with a low level of learning competence
- Applicability to learners with a low level of learning motivation

Other criteria:

- Activating / enriching
- Raising motivation

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

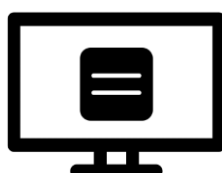


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Canva

Useful tools

- With Canva, you can make infographics, posters, invitations, magazines, e-books, and more to make presentations and theory material more interesting.
- For example, you can record yourself (your voice) during your presentation.
- Canva should not be confused with the Canvas service, which is an e-learning environment.



Summary table

Canva is available at: www.canva.com.

Description of this tool:

- The idea is to select one of the ready-made templates and customise it the way you want. You can add your own pictures or search for illustrations from Canva's huge stock.
- Canva works on your computer with a browser and on the iPad with its own application. The service is partly free, but also offers a lot of paid content. These are marked separately, but in the beginning attention is easily drawn to the creation itself and the paid elements become apparent at the latest when you try to publish the output. Teachers should therefore pay close attention to which areas are really free.
- The tool itself must first be learned before training materials can be created.
- Fits well for group work, presentations in class, learning from others.



Duration of implementation:

Long-term exercise for group work, for example: 1h/week during 3 months.

Some useful advice:

- Canva can be utilised in teaching by having students create content for each other that is commented on and interpreted. The captured images and the like can be downloaded to your computer in various file formats: PDF, jpg or png. From there, they can be forwarded to a common learning platform.
- As a new feature, Canva has the opportunity to work in a team. In the free version, users can share the content they have made (i.e. the image or slide set) for further editing. Another user can make the changes after logging in to Canva. An individual user can also create a group of up to ten members.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Intuitive browser interface • Millions of free images • Thousands of free elements • Wide range of fonts • Using your own images • Available in many languages • iPad apps 	<ul style="list-style-type: none"> • No grid to align elements • No rescaling of the designed image • No mobile browser interface

Canva

Useful tools

Main features of this pedagogical approach

Applicability for specific social learning forms:

- Applicability for group work
- Applicability for self-study

Other criteria:

- Scaffolding methods for supporting highly self-directed learning formats
- Activating / enriching
- Appropriate for long-term / course-encompassing implementation (e.g. training portfolio)

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

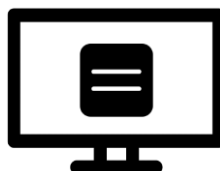


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools

Flinga

Useful tools

- The Flinga platform combines different mobile devices to function as a tool for collaborative knowledge construction.
- Students can participate individually or simultaneously to conversations or questions.
- It is possible to collect students' comments, questions and answers quickly and easily to be visible for all. The entire class can simultaneously participate in collaborative working in a fun way.



Summary table

Flinga is available at: [Nordtouch](http://Nordtouch.com).

Description of this tool:

- Activation, participation and cooperation of participants in face-to-face and online meetings:
 - Message board,
 - Joint brainstorming and voting on ideas,
 - Brainstorming and grouping of ideas,
 - Phased work of bulb groups,
 - Common visual outputs such as mind maps and thoughts.
- In Flinga, it is enough for one to log in to the service and create a session to which the others anonymously connect via the link.
- Flinga does not require any separate downloading of an application, as it works directly in the browser. The application functions on most used mobile devices (HTML5 support) and enables schools the use of BYOD (Bring your own device) environments.



Duration of implementation:

Group work: 15-30 minutes.
It can be used during the whole lecture.

How to get started?

- On the Flinga homepage, you can create an account for yourself, join a workspace created by someone else, or log in with your own credentials.
- The participants will join your Flinga session using a link, key or QR code.

Some useful advice:

- **Collaborative learning** means learning through a group, with the aim to achieve a shared goal.
- In community learning, group members have a common mission and goal that leads to a shared understanding. In the best case, collaborative knowledge building leads to an outcome that goes beyond what the team members would have achieved on their own. Depending on the duration of the group task, its implementation varies.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Basic use is free • No account required to participate (only host needs an account) • Simple - and therefore easy for participants • Great for the novice remote facilitator 	<ul style="list-style-type: none"> • The interface needs to be improved - it brings little downside to ease of use • No version history - if you delete something and don't press "Undo" within a few seconds, the content can no longer be restored. • The limits of the app are coming quickly when you want to expand your use • The paid version does not offer any new tools

Flinga

Useful tools

Main features of this pedagogical approach

Criteria regarding the effort for the teacher/ trainer:

- Requires low level of effort in preparation

Content-specific criteria:

- Facilitates teaching of complex content
- Appropriate for professional skills development
- Appropriate for social-communicative competences

Applicability for specific social learning forms:

- Applicability for group work
- Applicability for self-study

Other criteria:

- Activating / enriching

100% at a distance:



e-learning



e-learning with tutor support



Virtual classroom



Virtual classroom + breakout sessions



Flipped classroom

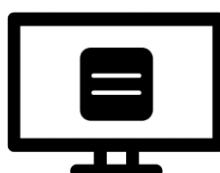


Blended (synchronous/asynchronous)

Hybrid – face-to-face & distance:



Digital / face-to-face



Some learners in the classroom, the others online at the same time

100% face-to-face:



Face-to-face using digital tools