



TRAINING CURRICULUM

Digital Competences and Intercultural Values in e-Learning
Environments (e-Civeles) project



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1. Introduction

Six countries make up the international consortium of the international E-Civeles project on Digital Competencies and Intercultural Values in e-Learning Environments: Spain (University of Malaga), Germany (BIBA), Italy (ULE), Portugal (USE), Slovenia (INTEGRA) and Hungary (Trebag). The E-Civeles project is funded within the Erasmus + program to create a series of innovative materials and resources and to use ICT from a playful perspective. The core of the video games is the implementation of four historical city centers, where the players have to orientate themselves through the streets and squares in downtown in order to find the main monuments. The cities to visit through these video games are: Evora (Portugal), Antequera (Málaga), Udine (Italia) and Velenje (Slovenia).

Objectives

The e-Civeles project is based on two aspects:

- c) inclusion, favouring opportunities equivalent to two social groups especially vulnerable at this time in Europe: immigrants and the population over 55 years.
- d) social equity, contemplating the peculiarity and human diversity/ in space, among citizens from different geographical areas/; and in time, intergenerationally.

Therefore, the specific purposes of this project are:

- To promote the improvement of digital, linguistic and cognitive skills of the target groups.
- To foster social inclusion by raising awareness of the historical and cultural heritage in a European context
- To stimulate teacher updating in this field.

Methodology

The pedagogical methodology is in-class training with provision for project assignments and practical work. It is be tailored for 30 hours of education.

The training course addresses trainers, teachers, managers of those who deal with educating either people over 50 or people with migrant background both in the field of adult education irrespective of being formal, non-formal or informal education.

The project outcomes are:

- A Handbook that is used as a background material that contains theoretical and practical information in the course context.
- Practical exercises, which are included in the handbook but can be used as individual exercises implemented alone o together with the online games.
- Online platform with the database, which serves as a pool of resources for games in the context of the course
- Online games or videogames which are educational game-based learning tools

Results of the project

- Creation of a virtual platform containing a database on online games and e-learning materials dealing with spatial orientation, cognitive stimulation and linguistic training. It will also have associated materials like online games on cultural heritage, historical heritage and inclusion.
- Practical guide for trainers in groups on interculturality, social inclusion, etc. with practical exercises and recommendations, including a curriculum (syllabus) useful to organize courses along the aims of e-Civeles project.

2. Training course description

Learning objective

The course objective is to improve the knowledge and skills of the adult educators, teachers and trainer managers for the improvement of their teaching work through the use of digital tools and resources from an intercultural learning perspective (promotion of cultural integration and appreciation of European cultural-historical heritage) and a multicompetential approach (digital, geospatial, linguistic, cognitive stimulation)

Detailed objectives:

- learn to manage updated information and technology and communication tools that favour an intercultural perspective and the teaching of skills of different kinds (geospatial, digital, linguistic);
- accumulate practice in the use of the tools and apply it in daily work;
- be able to perform their work in a more effective and more creative way, increasing their motivation and that of their students through methodologies related to gamification;
- have the chance and the opportunity to expand their professional and personal perspectives with international aspects;
- contact other active professionals in the same field with those who share similar professional interests through the training and dissemination activities of the project;
- know suggestions and ideas to facilitate and promote additional knowledge and contacts;
- have free access to well-structured and easy-to-use teaching and study materials (virtual platform, database, video games, guide) in daily work;
- be enriched with socio-psychological aspects of the secondary target group (+55 students and immigrants);

Target groups

The target groups of the proposed training course are:

- teachers and trainers for adult education
- training managers in charge of the programmes of an adult learning centre
- facilitators in adult education

Recommended background

The course is appropriate both for those specialised on educating seniors as well as those dealing with adults with migrant background. Basic knowledge and some experience dealing with the respective groups is recommended before entering the course. The acquisition and use of the online platform and video games presumes some digital literacy for the start.

Learning methodology

The pedagogical methodology is in-class training with provision for project assignments and practical work. It is tailored for 30 hours of education.

The training course addresses trainers, teachers, managers of those who deal with educating either people over 50 or people with migrant background both in the field of adult education irrespective of being formal, non-formal or informal education.

The training course has been designed as a tutored-based learning. Learning material includes a virtual platform with database, a guidebook with theoretical background and practical exercises, online games with a short guide and the present curricula with a syllabus.

The training consists of 5 learning units. Each learning unit comprehends a general description of its objectives, duration, and contents. It is divided into different sessions and includes a range of learning materials, with the objective to support trainees to acquire theoretical knowledge and build up the skills and competences required for cultural and digital education in an intercultural environment. The learning materials that are used in the course consist of:

- Online platform with database
- Handbook
- Curriculum (present material)
- Online games

The training course will be managed by a trainer or a team of trainers or facilitators. The educators will have the main responsibility to manage the course, guide and support the trainees.

The training course will have duration of 5 days. Each day, the trainers will make an overview of the last day and a presentation of the learning units of the day.

3. Syllabus of the training course

The training course is structured in 5 parts: one introductory unit, four units corresponding to the competences and knowledge development in the field and a closing unit for practical exercises, feedback and assessment.

Unit 1

Title:	Introduction
Objectives/ expected outcomes	By the end of this unit, the trainee will <ul style="list-style-type: none">• become familiar with the project, its objectives and results• become familiar with the course through reading the syllabus• understand main objectives of the project and the course• reveal own motivation and interest as well as input competences in the field• able to look for information and example games in the database
Estimated duration:	5 hours
Contents	Introduction to the course Project objectives and results Course process and competences to be achieved Games in related topics and using the database
Learning material	Handbook: Part I Handbook: Part III: Icebreakers Online platform: Database
Activities	Presentation and discussion, online use of database

Unit 2

Title:	Intercultural and linguistic competences
Objectives/ expected outcomes	By the end of this unit, the trainee will: <ul style="list-style-type: none">• understand the concept of intercultural dialogue and learn its main aspects• understand the importance of social inclusion and apply its theory in the field of migration questions• understand the importance of linguistic competences• be able to improve linguistic competences for older age group
Estimated duration:	8 hours

Contents	Intercultural competences Intercultural dialogue Social inclusion and its challenges Social inclusion and its aspects Social inclusion and immigrants Linguistic competences Motivation and requisites for language learning Languages and older age
Learning material	Handbook: Chapter II.1 Handbook: Chapter II.4 Handbook: Chapter III.1 Database: games on immigration/inclusion
Activities	Presentation and discussion, Group work Games and exercises on intercultural dialogue

Unit 3

Title:	Geospatial competences
Objectives/ expected outcomes	By the end of this unit, the trainee will: <ul style="list-style-type: none"> • understand the meaning of geospatial and geolocation competences • be able to define location • be able to use several tools for orientation exercises like geocaching • know and be able to use educational tools for geolocation • know about online games in the topic
Estimated duration:	8 hours
Contents	Teaching geospatial competences in adult education contexts Definitions, concepts and relevance of geospatial location Education tools for teaching geospatial competences Education resources to develop geospatial competences Final recommendations for adult education teachers and professionals Kahoot

Learning material	Handbook: Chapter II.2 Handbook: Chapter III exercises Appendix I-II
Activities	Presentation, discussion, pair work, group work

Unit 4

Title:	Digital competences and Game-based learning
Objectives/ expected outcomes	By the end of this unit, the trainee will: <ul style="list-style-type: none"> • acquire knowledge on how to teach ICT on adults • be able to identify and handle challenges in teaching ICT-based context for older adults • be able to understand the basic concept of game-based learning • be able to plan and manage course content with game orientation • know how e-learning can be applied in adult education
Estimated duration:	8 hours
Contents	How to teach ICT to adults E-learning The role of the facilitator Game based learning
Learning material	Handbook – Chapter II.3 Handbook – Chapter II.5 Online platform and database Online games – and introduction
Activities	Presentation, discussion, pair work, group work

Unit 5

Title:	Practical and Closing Unit
Objectives/ expected outcomes	The last unit of the training course is a compilation of what has been learned so far put in a practical way. Moreover, it aims to give to the participants enough time to conclude their activities, to reflect on the newly acquired learning outcomes, to provide feedback to course organisers and to interact with other course participants By the end of this unit, the trainee will:

	<ul style="list-style-type: none"> • understand and be able to use the online games of e-Civeles • develop their knowledge on culture in various locations and know tools and methods how to transfer this knowledge to the target group • be able to use and create treasure hunt exercises for transferring cultural and geospatial competences
Estimated duration:	5 hours
Contents	<p>Videogames</p> <p>Cultural descriptions</p> <p>Online and offline exercises</p> <p>Treasure hunt</p> <p>Debriefing and closing by the trainer</p> <p>Evaluation questionnaire</p>
Activities	<p>Learning about the games and the online platform</p> <p>Using the online games</p> <p>Using the offline games on culture</p> <p>Applying offline games on orientation and treasure hunt</p> <p>Assessment</p> <p>Fill-in the evaluation questionnaire</p>

4. Course timetable

The materials and resources of the project can serve a flexible topic and time system within the scope of the given field of digital education in an intercultural context for adult learners. The teacher/facilitator can select and arrange pieces of resources to match the target group present and also to match verified training objectives as well as being watchful for possible time and resource restrictions. The training course described below is only one of the examples on how a 5- day-course can be built up. It has a total duration of 30 hours and it lasts for 5 days.

1st day

10:00 – 10:30	Welcome Introduction of participants	
10:30 – 12:00	Overview of the programme Presentation of the course: syllabus, methodology, learning outcomes, organisational issues Establishing rules for working together Introduction to E-civeles project	Presentation
12:00 – 13:00	Lunch break	
13:00 – 13:30	Icebreakers and networking	Group activity
13:30 – 14:00	Coffee break	
14:00 – 15:00	Introduction to the database and its use	Presentation

2nd day

9:00 – 9:10	Warm-up	Warm-up exercise
9:10 – 11:00	Intercultural Dialogue and Competences: Presentation and exercises	Presentation Group activity
11:00 – 11:15	Coffee break	
11:15 – 12:30	Social Inclusion and its aspects	Presentation Discussion
12:30 – 13:00	Linguistic competences <ul style="list-style-type: none"> • The importance of language learning • How to motivate people • Language learning in older age • Theory, tools, and techniques 	Presentation Group activity Discussion
13:00 – 14:00	Lunch break	
14:00 – 14:45	Practical aspects	Presentation Group activity

	Using (offline) games for examples on language learning and intercultural dialogues Handbook: Part III – Practical exercises	Discussion
14:45 – 15:00	Coffee break	
15:00- 16:00	Using (online) games selected from the database in relation to intercultural dialogue, social inclusion and language use	Presentation Group activity Discussion

3rd day

9.00 – 9.15	Warm-up exercises	Group work
9.15 – 10.15	Importance of geospatial competences. Knowing about localization	Presentation
10.15 – 11:15	Educational tools for teaching geospatial competences	Presentation
11:15 – 12:45	Educational resources: online tools based on handbook links and using database.	Presentation, Discussion, Using computers in pairs
12:45 – 13:45	Lunch break	
14.00 – 14.40	Kahoot on geological and cultural aspects	Group work, pair work
14.40 – 16.00	Practical use of tools, trying geocaching	Group work

4th day

9.00 – 9.10	Warm-up	Warm-up exercise
9.10 – 10.00	The importance of digital competences (terms, concept, methods)	Presentation Group activity
10:00 – 10:45	Challenges of ICT for older adults	Presentation Group work
10:45 – 11:00	Coffee break	
11.00 – 12.30	E-learning and blended learning	Group activity
12.30 – 13.30	Lunch break	
13:30 – 14:30	Game-based learning theory	Presentation Discussion
14:30 – 14:45	Coffee break	
14:45 – 16:00	Game – based learning. Examples. Introducing the E-civeles platform and games	Presentation Practice

5th day

9.00 – 9.10	Warm-up	Warm-up exercise
9.10 – 10.30	Introduction to the game, presenting user guide Challenges with playing the video games	Practical exercise/group work
10:30 – 10:45	Coffee break	
10.45 – 11.45	(Offline) games on culture and orientation - indoors	Practical exercise/group work
11:45 – 12:45	(Offline) games on culture and orientation: treasure hunt - outdoors	Practical exercise/group work
12:45 – 13:30	Summary Evaluation of the training course Certificates Farewell to participants	