NAME OF THE ACTIVITY: DESIGN YOUR ONLINE SEMINAR

Activity 1 / ICT-based learning

Content	Skills	Competencies
Selecting proper digital tools	- *Understanding of various digital tools used in education* - *Brainstorming* - *Design thinking*	- *Critical thinking* - *Digital skills* - *Instructional design*

Activity General Description and material

DESIGN YOUR ONLINE SEMINAR	
Activity overview	This activity focuses on using digital learning tools in the phase of designing a new online seminar on 'Effective Communication' for adult learners. Participants should think about: i) File sharing tools ii) Assessment tools iii) Meeting/chatting tools iv) Content curation tools v) Whiteboard tools The participants must select one tool per category and explain how they will use them while delivering the seminar. This activity will allow participants to navigate through various digital learning tools, brainstorm and create an ICT based training session, developing their critical and design thinking.
Material	Sheets, pen/pencil (in physical setting) Pc, ppt slides to present (if online)
Duration	HW preparation: 1 h Oral presentations and feedback: 5' per learner/pair Reflection in class: 10' Total duration in class: up to 1h, depending on the number of participants
Feasibility	Onsite: individually Online: via an online meeting platform that supports screen sharing

Activity

Explain to participants that the task of this activity is to assess and finally select one digital tool as of the categories below (check module's topic 3):

    i)   File sharing tools

    ii)   Assessment tools

    iii)   Meeting/chatting tools

    iv)   Content curation tools

    v)   Whiteboard tools

The participants must select one tool per category and explain how they will use them while delivering the online seminar. They should briefly explain the purpose for using the selected tools with one activity example. In other words, what do you really need the digital tool to do?

e.g. I will use the Miro whiteboard tool for an exercise on verbal and non-verbal communication, where each participant can add thoughts and then group them to identify key inputs.

This first part can be assigned as homework.

In-class/online, participants should present their plan orally or via presentation slides.

After presentations, some time should be devoted to discussion and reflection. Pose some questions to trigger discussion:

o   How did the chosen digital tools change your view of the value and usefulness of technology tools for learning?

o   Would you consider embedding more tools into the seminar delivery? Why?

o   Would you avoid using some of the presented tools in particular? Why?

Suggestion for the activity

Encourage students to think creatively and don't limit themselves only to the tools presented in topic 3. For example, can another existing tool be used in a new way to help with the learning task?

As the first of the activity is done as homework, participants can browse and learn about other tools that they can then share with peers during their presentation and expand knowledge for all.