Digital Collaboration in Adult Education

Nordplus

Collaboration Project
NPAD-2019/10142

Coordinating institution
Vilnius Adult Education Centre (LT)

Partner Institutions
SE-Vuxenutbildningen Kramfors (SE)
EE-Vestifex Adult Learning Centre (EE)

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Introduction to the Nordplus Adult project "Digital Collaboration in Adult Education"

ICT is becoming ever more an integral part of living in a modern world and innovation is not absent from education as well. However, what could the role of ICT in education be? We believe that ICT should create opportunities for **development of collaborative skills** through real communication of information and knowledge between learners and teachers and learners and other learners. The idea of "Digital Collaboration in Adult Education" is to encourage teachers to use ICT in the classroom to diversify the learning and bring sparkle to learning for students.

Over the lifetime of the project participants critically reflected and experimented with a range of digital learning activities and tools, evaluated their effectiveness, and embed the most relevant ones into the teaching/learning process. The goal was to clarify how teachers can effectively integrate digital technologies into their practice and promote collaboration in learning.

Participants researched, tested, experimented with various digital tools, and tried to identify not only those that are the most relevant, effective but also evaluated how easy it is to apply them in the teaching process and how easy are they to master for students as well. It was also the process of looking for tasks and exercises that can be accomplished with these digital tools and perhaps identifying specific subjects (e.g. languages or art) in which different tools are more appropriate.

It should be said that many of the digital tools that were tested could be used by the students to study collaboratively while learning distantly, but still, some of them, and not only those with low IT skills, require clear instructions, supervision, and feedback from an educator/teacher and practice in a classroom environment. Students with low IT skills and immigrants experience additional pressure and they might drop out if learning becomes too demanding or time consuming. Thus, the teacher who knows his or her class is the one to decide whether a collaborative learning is needed or not, which digital tool is relevant or even manageable for students. A lot depends on the class and how eager the students are to work this way. A teacher, to extend, should follow the class and not force it to do activities that are uncomfortable. However, students should also trust the teacher and give a go to new activities and experiences.

In the early stages of the project, the entire world was hit by the Covid 19-epidemic. It became obvious to all who are working in education how important it is to have effective digital tools integrated in the education system. When things go "back to normal", it could be expected that most of the teachers will be made aware of the importance of using at least some digital tools as part of their regular courses, to stay "up to date".

The teachers were surveyed to evaluate their current level of proficiency in ICT and identify the types of digital solutions they are already using, if any, for teaching / learning processes which are addressing collaborative aspects of learning.

Some of the questions for this questionnaire were adopted from the "Survey of schools: ICT and education" funded by the European Commission. And participants were surveyed twice before the project's activities and at the end of the project.
The questionnaire was made of three parts:
1. ICT in Education
2. Obstacles to use ICT in teaching and learning
3. Types of Learning activities

Respondents:
- 22 teachers
- work experience of teachers varies from 1 to 35 years

Results:
1. Both times the majority of respondents ((1) 84% and (2) 93%) agreed that providing students with **access to devices leads to better outcomes**.
2. During the first survey 50 percent considered **integration of new digital tools a top priority for the school** however another, over 30 percent were undecided, and one teacher replied, "Perhaps not 'top' priority but definitely a significant aspect". When surveyed for the second time 43 percent agreed with such a standpoint, 21 percent was undecided. Almost 15 percent considered it to be an important aspect and both time nobody viewed this as unfavorable direction.
3. The first time over 70 percent would allow **social media for educational purposes** 28 percent were undecided, however asked for the second time 63 percent agreed with this and 14 percent disagreed, there were those who were undecided about this. Perhaps these results are connected to the **issue of safety** since both times all the respondents identified the Internet safety as the #1 digital citizenship concern.

4. Surveyed first-time 80 percent of the teachers said that they **use the Internet and different devices** in class quite frequently, and by the end of the project all the participant used the Internet, however some of them commented that they would not use it that often were it not the Covid situation.

5. And talking about the **digital equipment** it could be said that both time teachers claimed smartphones are being used 100 percent, followed by laptops ((1) 60% and (2) 70%) and the least popular were interactive whiteboards, tablets, and cameras. Thus, **smart phone appears to be the most useful** equipment as well.

6. Questioned for the first time **the most popular apps** to be used in class were power point (57%), Kahoot (57%) and Google drive (57%), and some of the respondents (14%) also use YouTube, Quizzes or Prezi. The second time teacher still choose power point as the number one tool to use in class, however the diversity of tools doubled. Aside from already mentioned Kahoot and Google Drive respondents brought up such tools as Quizlet, Zoom, Padlet, Miro, Teams, jamboard, mentimeter etc.

7. Important aspect of research was to identify what **obstacles** teachers view as the most difficult to overcome while **implementing digital solution in their job** (both times the results were more or less similar) and it was found out that the Internet bandwidth and speed, insufficient technical support for teachers, lack of adequate material/content (and especially in the national languages) and lack of pedagogical models on how to use ICT for learning collaboratively are causing the major obstacles. The insufficient number of equipment is perceived as slightly or moderately challenging.

8. While analyzing the situation for the first time it turned out that, despite the fact that the majority of teachers use **the Internet and devices** in their classes, **they mostly use it** to present, demonstrate and explain to the whole class, as well as for students to take tests and assessments and everybody give students assignments to work individually and report back to the class. Interestingly enough, teachers quite often give students an opportunity to work on exercises or tasks in pairs / groups in **class**. And both times teachers agree that **computers and the Internet should be used** not only for searching for information but also for practicing collaborative work and learning.

Tool	**Quizlet** https://quizlet.com/en-gb
Overall purpose	• Team-based learning • Debate / discussion • Vocabulary drill / practice • Problem solving
Preparation time	Little
Complexity	Low
Description & Activities	Learning-teaching app. Offers the possibility to create flash cards to help students learn, and games that make it easy to get a handle **on various subjects** such as languages, science, arts and humanities, math, social science and other.

EXAMPLES OF ACTIVITIES FOR QUIZLET.

Collaboration

However, the most exciting option that this app has to offer is **Quizlet live** - it is possible to play it both remotely or in a live class in individual mode or, which is really important, in teams. Students are simply forced to collaborate, talk to each other, and discuss to achieve success. Students also observe the score on a board, or if they are on a distance learning they also view the score on their devices and this competitive aspect makes students to stay focused and united. While playing distantly students are being put into **breakout rooms** were **communication becomes even more intensive and students practice their reading, pronunciation and listening skills.**

It can be done with any set the teacher had created. And sets should not necessarily be created term-definition pattern, but the target word might be used in a sentence and the latter is split and students have to match the two halves of the sentence - **matching exercise.** Students **must work together** to find the term / half that matches the definition / beginning **because only one member of the team** has got the correct answer and this is exactly why this game is so unifying and exciting.

Apart from active communication this tool **promotes problem solving skills**. Students are engaged, they are focused, and communicate to win. Everyone on the team must

contribute. The practice promotes **accuracy over speed** - if a team matches incorrectly, they must start over from the beginning. They learn that speed is not always the way to win, especially when talking about learning and that communications is the best option in finding a solution. They also learn how to dispute and defend their position which also builds confidence.

|	
Recommendations & Comments	Truly an amazing tool, for every subject to both have fun and learn.
Tool	 **KialoEdu** **https://www.kialo-edu.com/**
Overall purpose	• Debate / discussion • Research • Think-Pair-Share / Write-Pair-Share
Preparation time	From medium to high
Complexity	From medium to high
Description & Activities	This is a free online discussion platform that can help you promote critical thinking skills with your students, have them practice using evidence and reasoning, as well as build their communication and **collaboration** skills in a digital environment. In a Kialo discussion, every student has a voice – there is no talking over each other, and students may explore arguments at their own pace. You can set up your account for free and debates on this platform are all private.

Inside the platform there is a team tab which shows different groups of students and it's probably best to think of teams as classes, though there is also a way to set it up so that you can create different groups within a single class. The teacher has an **overview of the participation across all the debates** that students participated in and how many claims each student has made and how many claims he or she has voted on. teacher may create a discussion where students dispute and support different theses, such as "Which resources are more efficient?" "Is solar power the energy of the future?" to make the task less extensive students should be **provided with specific instructions** for the task. For example, a teacher may limit the number of claims/arguments a student should make, like telling them to write only six claims, that they need to comment on other claims, collaborate with other students by making at least one suggestion to improve the claim or solve the problem.

So for example, for an assignment, that could be created in a Kialo debate students are arranged **into groups of six**. Three of whom are assigned to the Pro/For starting side, and three are assigned to the con/Against starting side. They begin with making arguments. Students should create at least five claims that support their side of the argument. Textual evidence from the class readings and links to outside research can both be used to make effective Pros. Once everyone have added the initial claims, starts the process of responding to the arguments. Students should read through what the opposite side has posted, and right at least two Cons to those claims. The purpose of the assignment is to make the best argument that students can for both sides. Students will be graded on e.g. the debate process, relevance, clarity, depth. The criteria are set by the teacher.

Recommendations & Comments	The tool could be used while learning distantly, however firstly it should be practiced during the live classes, especially if students' IT skills need improvement. It takes time while figuring out how to work with the platform set up teams and invite members and for students as well it is necessary to create an account, think of the username and password. Plus, there is an option to **choose a language of the debate** German, Danish or Swedish , and this gives an opportunity to hold a discussion **in any subject** be it arts or history. This is an intricate, well-made tool to teach critical thinking, which is one of the most difficult skill to learn.

Discovering the Past

What do you think space archeology might be? What technology do you think space archeologists use? How could it help archeologists?

Pros	Cons

Pros

First of all I think we, should find something to explore for "space archeologists". But when it will happen, I think it will be made some kind of anti gravity tools, vacuum pump for space dusts.

Space archeology might be next big step of revoliutionizing archeology. It could help archeologists to learn more about the history of earth and space.

1. Space archeology within itself could be a lot of things. From surface, core explorations of different moons to atmospherical events within the surrounding cosmos.2. Spacecrafts that can renew the energy. Research labs and resource storing facilities that would be "space friendly". 3. I doubt that space

Cons

I think we should explore first of all earth. Then start with space :p

Space archeology is extremely expensive and it might not bring any important achievements.
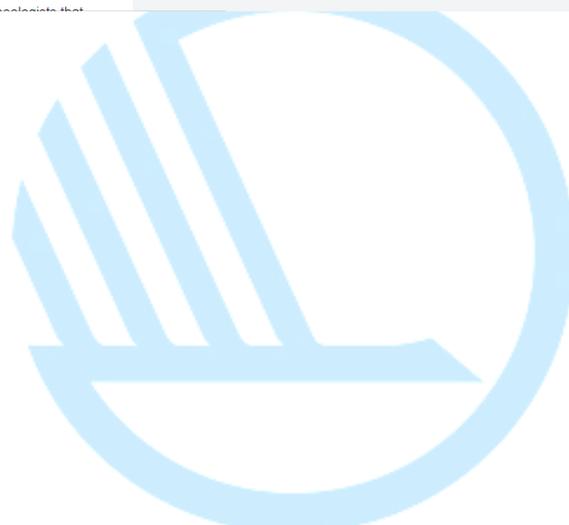
Tool	**Kahoot**
Overall purpose	- Activities with competitive elements - Vocabulary drill / practice - Team-based learning - Introduce new topics
Preparation time	From little to medium
Complexity	low
Description & Activities	Introduce **new topics** - assess prior knowledge, introduce new concepts or preview content. It is possible to **host games live via videoconferencing** or send **self-paced games** to connect with students at home and any other location as part of distance learning. This app is applicable for absolutely **various subjects such as languages, science, arts and humanities, math, social science and other.**

EXAMPLES OF ACTIVITIES FOR KAHOOT.

Collaboration with Kahoot

It is possible **to share** kahoots with your students to engage them after class, for example, directly **in Microsoft Teams or Zoom**. By using groups, you can also share kahoots with your colleagues and organize them around specific topics or subjects.

Students may create their own kahoots, individually or in groups, to deepen understanding and mastery. **Foster creativity & teamwork** - enhance collaboration, teamwork and communication by playing kahoots in team mode. Review content - identify topics that **need follow up** and help students practice for their tests.

Polls - add poll questions to your kahoots to gather learners' opinions or check their understanding of a topic.

(paid) Though polls are not necessarily a collaborative activity it all depends on how the

task is defined and what exactly students should do, they might present a joint decision if this is what is required.

Accuracy – there is an option to turn off the question timer and assign student-paced kahoots for a class to play anywhere, anytime on a computer or app, or to use this option for revision and answering withing groups. Run formative assessment - use analytics from game reports to assess class learning progress.

Break the ice – A fun way to get acquainted with your class and to take the tension away play a kahoot with a new class or use it as a fun way to sum things up. This app can also be used to brighten up your reports and engage other educators by adding a kahoot.

Tool	Zoom
	https://zoom.us/
Overall purpose	- Group discussions - presentations - lectures - reading aloud
Preparation time	little
Complexity	low (participant) medium (organizer)
Description & Activities	On the surface, zoom is a video conferencing tool. It has all the features you would expect it to have, like being able to have live video chats with video/voice. But there is more to Zoom than that.
	Easy to use. For the participant (not the organizer), Zoom is extremely easy to use. The organizer sends a link to the meeting, the participant clicks on the link and they are done! They do not need an account, or a login, or anything other than a device connected to the internet. There is a phone app that they can download for the phone that makes it work better. This is extremely helpful when teaching students **with low tech skills** from afar.

Highly customizable. There are a lot of settings where the organizer can customize how much of the features the participants will be able to use. Same link can be used forever. The organizer does not have to send out new links for new meetings.

The same link can be used every time, and the organizer can make it so that the **students can use it even without the organizer** being in the meeting. This makes it a great "digital classroom", **a place the students can meet for group tasks (Collaboration)** and **homework any time they want, even outside of classes**.

Digital whiteboard. A handy whiteboard that can be used to make notes anyone can see. The organizer can **allow every participant to use it**, so it is a great tool for example brain storming exercises or presentations.

Share screen. Participant can share what ever they like from their screens, including sound. This helps a lot **in reading exercises or presentations.**

Break out rooms. The group can be split into smaller "subgroups", and the teacher can "jump between" these groups. It is useful for discussions or work in pairs. There is a feature which allows a student to "call for help" and the organizer sees that he or she is wanted in a specific break out room.

Recording. The organizer can record the session, which is useful in presentations or tasks that require evaluation later.

Recommendations & comments	Very easy to use and is very much a digital classroom. To make use of it fully though, you must have a paid subscription. There is a free version, but the features are limited. The thing that makes Zoom preferable over other apps is how simple and intuitive it is to use. For some students the complexity of a tool can be a real problem, but Zoom can be used by anyone.
	There are a few features that is missing, that would make this even better though. Features I would like to have seen are:
	1. A feature that makes it possible to work on the same text document. No such feature is included.
	2. A message board of some sort. Zoom has a chat option, where written messages can be sent to some or all participants, but only while the meeting is in progress.

Since the link is always accessible, it would have been helpful to be able to leave messages for later in some way.
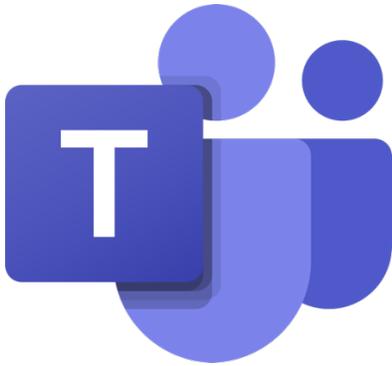
Tool	**Microsoft teams**
Overall purpose	• Video chat • share documents • message board
Preparation time	Medium
Complexity	medium to high
Description & Activities	Microsoft teams Microsoft teams is partly video chat, but also a platform for sharing documents and **collaborating** on text documents. It is integrated with office 360, which makes it possible to share and work together on text files. Microsoft teams has all the features of zoom (white board, breakout rooms, share screen, recording and so on) with the edition of having a message board and windows 360 integration. There is also features for creating tasks and publishing them for students to see.
Recommendation and comments:	Quote, a teacher from SE-Vuxenutbildningen Kramfors (SE): *"With teams having every feature I like about Zoom in addition to everything I miss, it would be easy to expect me to prefer Teams to Zoom – but I really don´t. Zoom is, in my mind, the far better choice for teachers, and it all comes down to accessibility. Teams can be a bit complicated for some students to use, they need account and logins and for some it is a little too much. But depending on the group, I can absolutely see the benefits of Teams having more to offer"*

Tool	WhatsApp Messenger
Activities	- Lectures - Discussions - After class meeting for home assignments / group work - Listening practices
Preparation Time	Just install the app and you are ready to use it. You do need to create an account when you start using it though.
Complexity	Low
Description	It can be used either on a phone, a tablet or a computer. It is possible to **share documents** also there is an option to have a **group chat**. The students can talk to each other as well as the teacher, and they can help each other. Even working in class there is no need in having a projector or using the printer if every student can access the text from their pocket. **Collaboration** **and creativity** are encouraged while students are creating the content themselves in sharing it with the peers, e.g. vocabulary practice - students are given a vocabulary item, then they are asked to use an online dictionary and the Internet to find example sentences and pictures related to the task. They do their best in understanding how the word is being used in the context. Though, if projector is available a teacher may display the gathered material and give feedback (in class environment). Or practicing grammar, e.g. a teacher posts a picture and students have to use the correct tense to describe the picture, or set an order in which students answer and they should write a story one sentence each based on a picture or statement.

Recommendations & Comments	It could be recommended to use this app **to work with students with low IT skills** to hold discussions in small groups and to spread information, and especially if the students already are familiar with the app which takes away some of the initial difficulties with adapting to on-line learning.

EXAMPLE OF AN ACTIVITY FOR ANY VIDEO CONFERENCING APP

e.g. Zoom, Microsoft Teams or Google Meet

COVISION

The method of covision is suitable for a group of learners who have similar work responsibilities, roles or life situations. In covision it is possible to search for solutions to complex situations, and learning is done through analyzing the situation that needs to be solved from the perspective of participants' work and personal experience and developing solution strategies. Covision helps participants purposefully, productively, and systematically seek solutions, improve their work, and increase interpersonal skills and competence by analyzing more complex cases through discussions, joint learning and thinking.

Group size: ideally 6 – 8

Time frame: 2.5 hours

Process:

1. Ask everyone to introduce themselves briefly.

2. Ask each participant to write down a situation/case that they want to discuss and post all the situations to the wall. Choose the most popular case by asking everybody to vote for one that they would like to discuss the most.

3. Let the author of the case introduce it within 5 minutes and make sure that others are listening without interrupting. After that the participants can quickly specify the details.

4. Ask each participant to share their opinion: what would they do in the described situation? What would they recommend? Others are not allowed to interrupt, specify, add anything. The author of the case is writing down the ideas.

5. Invite the author of the case to respond to the advice, explain extra details of the case and comment what he/she finds possible or impossible.

6. Invite the participants to share their last comments about the case.

7. Close the co-vision with the brief feedback circle.

Make sure that there is an open and trustful atmosphere and equity in the group.

If you have a big group, divide the participants into smaller groups. It would be easier to make it simultaneously in several groups, if some of the participants were familiar with the method.

Quote: *"We have been running covisions for adult educators and trainers regularly for several years and since March 2020 we have been running them regularly online via Zoom."* EE-Vestifex Adult Learning Centre (EE)

Tool	**Padlet** https://padlet.com
Overall purpose	• Collaborate on walls in real time • Share information • Revision/repetition of the material
Preparation Time	Little
Complexity	Low (both for teacher and students)
Description & Activities	Padlet could be used for a variety of reasons. Not only can students collaborate on walls in real time; students can also work on their own walls individually. This, coupled with the ability to upload just about any type of media onto a wall, means that Padlet can be used for almost any lesson. Students can document their learning by uploading how-to videos, creating newspapers, solving math problems, and taking pictures for ice-breaker activities. They can reflect on their learning, during the process or at its completion, adding notes to the walls they have created. Padlets may then be turned into picture files and blogged for sharing. Brainstorming on a topic, statement, project or idea, Live question bank, Opinion forums, Online student portfolio, Exit Ticket Padlet,

Icebreakers and team building, "Thinking" maps, Book discussions, Getting to know students' prior knowledge, Classroom newsletter, Geocaching, Notetaking, Complete the story, Timelines, Blogs, To-Do list, Inspiration board, Writing prompts, Collecting feedback, Collaborative note-taking, Photo collages, Solo or group presentations, Group greeting cards, Reflective practices.

EXAMPLE OF AN ACTIVITY FOR PADLET

TEAM LEARNING DIARY

The method is suitable for learners who participate in a long-term learning process in a group. Teamwork is a difficult process because individual and community needs should be balanced. Sometimes there is a desire to stop with it and move on. Learning diary guides how to reflect about the following important questions: „How do we learn together? How do we stall or encourage learning? What new skills, behaviours and attitudes we could wish to develop in order to apply the intelligence we have in a team?" The team learning diary shows to the team members how they bring their ideas and interpretations to discussions and experiences.

Objectives: to perpetuate and record individual and collective learning, to formulate observations, to examine assumptions/theories, to find study questions, to create collective intelligence and to guide the development.

Complexity: low

Group size: 5 - 15

Time: long-term process, but takes 15-45 minutes each time

Process:

1. Start team learning diaries with individual processes. At the end of each meeting ask each team member to answer a few questions on paper related to learning. It gives an opportunity to reflect and give feedback for the next meeting. You could start with the following questions: „What new awareness or understandings have I discovered inside me as a result of our meeting? What questions or what confusion have emerged in me after the meeting today? How could we as a group improve our learning and quality of the decisions made?"

2. Collect the answers and ask the person nominated before to re-write them word for word, but without the names, into one document. Then share it to the team before the next meeting.

3. Look through the team learning diary all together whenever a need for reflection arises or the group needs to review where they are now and where they go.

Awareness exercise: Let each member of the team write down tendencies that they notice in the team learning diary. Facilitate the discussion that focuses on the following questions: „How can we use the fact that we are aware of these patterns and tendencies, to change our behaviour at future meetings so that we could discuss and learn together more efficiently? "

Tips for facilitators/teachers:

Make sure that all team members trust the person who is appointed to re-write individual answers. The individual questions can be answered either after each meeting or periodically.

Tool	Canva www.canva.com
Overall purpose	- create social media graphics - presentations - posters - documents and other visual content
Preparation Time	Moderate
Complexity	Moderate
Description & Activities	Canva is a graphic design platform. The app includes templates for users to use. The platform is free to use and offers paid subscriptions like Canva Pro and Canva for Enterprise for additional functionality. Canva for Education makes it easy to create, **collaborate**, and communicate visually in the classroom and beyond. Canva is very user-friendly, and it comes with countless templates for every type of resource you could imagine to start off from. Here are some examples:

- Worksheets
- Posters
- Infographics
- Graphic organizers
- Videos, gifs and animations
- Presentations
- Name cards
- Menus
- Invitations etc.

Canva is a great way for students to collaborate on a creative project.

Example of an activity for Canva

COLLAGE

"The creation of an art collage from the soul is an inner journey that allows your soul to speak to you. Your soul's voice can be heard through the images, feelings and insights that surface…"
~ Kathleen Carrillo

Overview:

The traditional way of making a collage is to cut out pictures and glue them into place on a background. But using Canva to create a digital collage from photos or images enhances design and layout skills, encourages creative expression, and actively engages your students to bring out their 'inner artist'.

Complexity: medium

Group size: 2-4

Time: 20 - 40 min

Process:

1. Choose a photo collage template or create one from scratch.
2. Upload your photos and drag or drop them into your design.
3. Personalize colors and fonts and add captions to your photos.
4. Add stickers, graphics, and illustrations.
5. Share your collage by posting it online or downloading a copy.

METAPHOR CARDS

Metaphor cards are reflective tools that use metaphors or symbols to represent participant's reactions to an experience. These cards are useful as introductory activities, for processing a specific experience, for closure, or even as tools to help participants resolve conflict.

Metaphor cards activities are appealing to the participants, can be used in many different ways, and are appropriate for all age groups. Because participants talk about a card rather than directly about themselves thus, they are often more willing to share. We often use different paper metaphor cards or board game cards, such as Dixit for this purpose but it is also possible to run this activity online using online resources with metaphor cards.

Examples of the activities with metaphor cards:

- Use as an introductory activity to "break the ice", help group members get to know each other, and set the tone for the program.
- As a check-in activity in the early parts of a training programme the learners pick a card that best represents where they are at that moment. Then ask participants to share why they picked the card they did and why that card represents them or where they are.
- You can also do this at the end of the day or after an activity. Ask each participant to pick a card and share why they picked the card they did and why that card represents them or an experience they have had.

Some online services have examples of activities with metaphor cards that could be adapted to different educational purposes, themes and learner's profiles.

Tool	
	STORYBOARDTHAT
	https://www.storyboardthat.com/
Overall purpose	• create storyboards
	• graphic organizers
	• book reports
	• creative writing
Preparation Time	Extended
Complexity	From Medium to High

Description & Activities	StoryboardThat empowers users to create storyboards and graphic organizers with a Storyboard Creator. It offers a customizable art library that features drag and drop characters, scenes, and props and users can select from 6 different layouts. Storyboards are great to supplement a classroom activity for **book reports, history lessons, creative writing, foreign language and other subjects**. StoryboardThat is an easy drag-and-drop creation platform offering a free version and a premium subscription version with extensive abilities. The Storyboard Creator allows people of all skill levels to create amazing visuals for teaching, learning, and communicating. StoryboardThat has grown into a platform where teachers can create materials and lessons for their classes, students can take ownership of their voice and learning.

EXAMPLE OF ACTIVITES FOR STORYBOARDTHAT.

- Use digital storytelling to integrate instructional messages with learning activities
- Create engaging and exciting learning environments and provide meaningful educational outcomes for the trainees
- Use digital storytelling to enhance trainees' upskilling regarding writing, design, library research, technology and communication

Group size: 20 – 25 learners
Time required: The process could take from 7 – 15 sessions of at least 1 hour each
Resources: Computers with an Internet connection
Process: It is proposed a five-step process to implement digital storytelling that can be adapted to different age groups and students' backgrounds:

1. **Brainstorming with tranees about the stories:** The typical duration for this step is one to three days. Trainers divide trainees into groups and allocate topics for them to discuss, sharing their ideas with each other and brainstorming the story in different ways. The trainees discuss ideas and write the initial narrative on the particular topic assigned to them.

2. **Storyboarding:** The purpose of this step is to create a storyboard. The estimated duration is two to four days. Trainers help their trainees in writing the storyboard to organise the story's sequences. They also help trainees clarify the main ideas of the story. Trainees, on the other hand, create the storyboard and select the right element(s)

for it. They may also start by writing a draft of their storyboard. This assists in planning the visual materials in the right order, and thinking about how to match images or videos with the voiceover and music.

3. **Creating the digital story:** The objective is to use the SoryboardThat software to create a digital story. StoryboardThat allows for creating animations, infographics, presentations or posters. Trainers may manage the trainees' accounts from a single dashboard, organise and retrieve the trainees' files in one place, partner trainees into multiple workgroups, share projects and get instant feedback. Trainers help the trainees who want to develop their digital story. They can review and help the trainee to make the story more attractive, adjusting the length of each visual element to make sure it matches the narration, and this is done over the entire digital story.

4. **Editing and feedback:** The duration of this step is one to three days. After the first version has been created, trainers provide feedback to incorporate further improvements before the digital story is finalised. Trainees revise and edit the drafts based on the trainer's comments and feedback. Then they discuss the final drafts with the trainer and other trainees. The final form of the story is prepared based on these comments and feedback.

5. **Presentation and evaluation:** The final step of digital story creation is presenting and evaluating the finalised digital stories over one or two days. Trainers attend the trainee presentation and evaluate them based on story elements, story creation and presentation. The sole responsibility of the trainees in this lesson is to present the digital story to the trainers, classmates and parents.

Note: Digital storytelling can be implemented using different software or IT means. Here we propose StoryboardThat, but there are other free software and apps available that trainers may decide to use. As a simplified example, you can use Google slides (https://sites.google.com/site/appsusergroup/ideas/slides-stories).

Conclusion

All in all, the majority of teachers surveyed in the project agreed that access to devices leads to better outcomes and many of them also viewed integration of new digital tools as an important aspect in improving learning-teaching process. Teachers / trainers also face specific institutional aspects such as lack of resources, low IT competence both of students' and teachers', lack of pedagogical models on how to use ICT for learning or lack of adequate material content that impede the growth of online instruction in education. However, the continuing implementation of online solutions in education, courses or training across public and private sectors is increasing. Thus, fluency in online

learning is becoming progressively more important for professional growth and career advancement for everybody.

To equip learners with necessary competitive skills to meet the demands of the modern world schools and adult centers have to widen up the arsenal of methods used in teaching. But what is more important to remember is that not only should lessons be engaging and sometimes fun but also maintain high educational value. Poor pedagogy in online instruction and poor content are possible factors that lead to poor learning outcomes and low enthusiasm. Teaching online is fundamentally distinct from teaching face-to-face and requires teachers/trainers to develop new lesson planning skills. All these tendencies require training, time, and resources for teachers / trainers to prepare quality classes.