VIRTUALISING WORK-BASED LEARNING

A Training Programme
for Work-Based Learning Staff and Professionals

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INTRODUCTION

About the WBL_GOES_VIRTUAL Project

The WBL_GOES_VIRTUAL project is a direct answer to the extraordinary call in late 2020 by the European Commission to aid the negative consequences of the COVID-19 pandemic by providing support structures, educational offers and materials to vocational education. In the months of the raging pandemic and contrary to other educational sectors, vocational education and training (VET) providers and work-based learning (WBL) processes in particular have not been considered enough by national and regional decision makers, neither in their setup of regulations nor in terms of emergency plans. Thus, many VET and WBL learners were, just like their trainers, left to figure out the situation on their own.

Over the course of just 12 months, a transnational partnership of five professional organisations from Austria, Germany, Slovenia and Spain have developed a comprehensive and diverse Training Programme for WBL professionals that will support them to digitalise their learning content and enable them to teach/train their learners in a virtual context. Complementary, a Digital Toolbox has been developed to offer these trainers simple instructions for well-established digital tools, while linking these tools for quick access.

About the Training Programme

This document contains the complete Training Programme for WBL professionals. The WBL_GOES_VIRTUAL training programme for WBL practitioners and professionals in companies is the core output of the project. It will have the most crucial and significant impact on the resilience of WBL systems against crises and challenging periods where face to face learning and work-based learning is not possible. It is important to mention that the aim of this output is not to make any additional programme for WBL practitioners to become better "mentors", "coaches", "guides" or similar functions in the WBL process. The WBL_GOES_VIRTUAL training programme is exclusively designed to bridge the open gap between a VET training programme which is based on face-to-face and learning-by-doing interactions and one where, due to restrictions, this is not possible. Modern and digital instruments are needed (and available!) to enable remote work-based learning, however, the involved trainers and professionals are currently not at all familiar with such digital tools and their potential benefits for distance learning.

CURRICULUM

Module Overview and Time Frame

The WBL_GOES_VIRTUAL training programme is designed for high accessibility and maximum flexibility for the target groups. It has an overall duration of 40 learning units each consisting of 50 minutes learning and a 10-minute break). These are divided into four modules and two learning settings:

- 16 hours F2F/directed learning
- 24 hours self-directed learning (SDL)

In total, it amounts to 40 hours which correspond to about 1,5 ECVET credits, in which 1 hour of learning roughly corresponds to 0,04 ECVET credits.

The table below shows the overview of the curriculum, including the distributions of hours among the learning settings and four modules.

	Title	F2F	SDL/online
Module 1	Digital Learning Technology: Hardware (DLTH)	4 h	5 h
Module 2	Digital Learning Technology: Software (DLTS)	4 h	5 h
Module 3	Online Didactics	4 h	-
Module 4	Hands-on practice	4 h	14 h
		16 h	24 h
		40 hours	
		1,5 ECVET credits	

Learning Outcome Matrix

Each module of the WBL_GOES_VIRTUAL training programme sets specific learning aims which are presented in the table below. Following the ECVET methodology, they are expressed as learning outcomes in three different areas which demonstrate what a learner will be able to do upon accomplishing the module.

Module	On successful completion of this resource, learners will be able to:		
	Knowledge	**Skills**	**Competences**
M1.1: **Digital learning technology: hardware** **M1.2:** **Online testing: hardware**	• recall different types of DLT hardware • can describe functions of various DLT hardware • can differentiate between DLT hardware • recall technical requirements for DLT hardware	• compare/analyse different hardware for communication, management, e-learning, and collaboration • select the most appropriate DLT hardware for a specific purpose	• handle/manipulate DLT hardware devices • connect/disconnect DLT hardware devices • replace and install components of different DLT hardware devices when needed • upgrade different DLT hardware • to reflect upon his/her own action in relation to utilising a certain DLT hardware
M2.1: **Digital learning technology: software**	• name different types of DLTS • describe characteristics of DLTS tools • differentiate between DLTS tools • explain pros and cons for use • recall technical requirements for DLTS	• compare/analyse tools for communication; management; e-learning and collaboration • use the WBL goes virtual toolbox • select the most appropriate DLTS	• configure DLTS and develop a deeper understanding for its structure • apply and interpret netiquette • reflect upon his/her own action

Module	On successful completion of this resource, learners will be able to:		
	Knowledge	**Skills**	**Competences**
M2.2: **Online testing:** **software**	• differentiate between the different categories and features of DLTS (chapter allocations(?) • identify different tools and applications for communication, management, tutorials and collaboration • name different LM-Systems	• create and record a podcast • customise a LM-system • use communication tools • create a social media profile • select the best cloud storage solution • use audio & video editing tools	• test and configure a management authoring tool to communicate and collaborate online and via social media • use digital learning technology in his/her training environment
M3: **Online didactics**	• define online didactics • list what a virtual WBL tutor needs • name the different roles of the virtual WBL mentor	• analyse if the virtual WBL tutor has the necessary requirements • assess if the methodologies fulfil the tasks of the virtual WBL tutor. • compare the digital didactic methodologies	• manage some online didactic methodologies. • create/produce training content for virtual WBL
M4.1: Hands-on practice **M4.2:** **Developing own learning content**	• recognise learning contents suitable for digital delivery according to specific criteria • recall the structure of learning outcomes/learning goals • describe how storyboards and tutorials are used and created • distinguish good and bad examples of tutorials and define elements for success • elaborate on why calls to action are important and how they activate learners • outline basic functions and requirements needed to stream or	• arrange learning goals into smaller steps • Create learning goals for digital learning content using the template • Upload a video to YouTube and/or live stream on YouTube • Apply digital tools suitable for own learning content • Apply suitable assessment tools to check learning goals with learners	• define and prepare learning content which is suitable for digital delivery • translate learning goals in storyboards • identify most suitable digital tools for particular learning content • plan, design and implement own digital tutorial or webinar for specific learning goals • create and apply meaningful calls to action • choose and implement assessment tools to check achievement of specific learning goals of learners

Module	On successful completion of this resource, learners will be able to:		
	Knowledge	**Skills**	**Competences**
	upload videos on YouTube (incl. additional software and hardware if needed) • identify suitable assessment tools to check the achievement of learners' learning goals		

TRAINING PROGRAMME

On the following pages, the training programme content is presented by explaining each activity step-by-step. These explanations are addressed at trainers and educators who wish to implement the training programme with a group of WBL professionals as learners.

All mentioned training materials are available in all partner languages (English, German, Slovenian, Spanish) on the project website: www.wbl-goes-virtual.eu

The index below shows all learning activities:

MODULE 1

DIGITAL LEARNING TECHNOLOGY: HARDWARE

Introduction to Digital Learning Technology Hardware (DLTH)

45 MINUTES

F2F / DIRECTED LEARNING

TYPE OF ACTIVITY

LECTURE

DISCUSSION

RESOURCES

POWERPOINT PRESENTATION

Start by highlighting the importance of why WBL has to get ready for virtual settings and ask learners if and to what extent they can feel the trend towards digitalisation in their work.

WBL can happen in different settings: F2F, hybrid and completely virtually. Depending on how much and how actively the WBL learners should be involved, demands on the chosen software and hardware can vary.

What is the difference between hardware & software? How are they connected? Which DLT hardware is needed for what kind of WBL setting? Who needs to have access to which DLT hardware elements? What does a WBL mentor need? What does a learner need?

The lecture input will cover the basic DLT types and devices that are needed for the 4 main categories of DLT Software (Virtual Communication, Learning Management, Tutorial Making, VR/AR) such as PC/laptop, smartphone/tablet, webcams, VR/AR headsets, 360° cameras and additional input/output devices such as microphones, speakers/headsets, etc.

MODULE 1

DIGITAL LEARNING TECHNOLOGY: HARDWARE

DLT Hardware in Your Daily Life

25 MINUTES

F2F / DIRECTED LEARNING

TYPE OF ACTIVITY

INDIVIDUAL ACTIVITY

DISCUSSION

RESOURCES

POWERPOINT PRESENTATION

In this activity, the learners will first reflect on the following questions individually and then discuss in the group:

Think about your daily life and work context:

- Which of these hardware systems do you use on a daily basis (both private and personal life)? In what ways do you use them? Are there any functions these systems have that you do not actively use?
- Which of these hardware systems are new to you? Which have you never used?
- In an ideal setting, which of these systems would you wish to use in your work (bearing in mind the specific learning outcomes you want to achieve)?

MODULE 1

DIGITAL LEARNING TECHNOLOGY: HARDWARE

DLT Hardware: Specifications and Instructions

30 MINUTES

F2F / DIRECTED LEARNING

TYPE OF ACTIVITY

LECTURE

DISCUSSION

RESOURCES

POWERPOINT PRESENTATION

In short, this lesson will provide insight into different DLT hardware systems – the "what, where, and how to" of DLT hardware.

It will present an overview of the technical specifications for the mentioned DLTH in terms of basic requirements in infrastructure (internet, additional input/output devices)

- minimum requirements
- compatibility (old and new DLT hardware)
- interconnectivity of various DLT hardware

Together with participants, discuss their experiences about the following:

- Handling DLT hardware devices
- How to connect and disconnect DLT hardware devices (e.g. smartphone and TV)
- How to replace and install components of different DLT hardware devices when needed
- How to upgrade different DLT hardware
- How to find out if upgrades and replacements are needed

MODULE 1

DIGITAL LEARNING TECHNOLOGY: HARDWARE

1.1.4

DLT Hardware in Practice

50 MINUTES

F2F / DIRECTED LEARNING

TYPE OF ACTIVITY

GROUP ACTIVITY

RESOURCES

POWERPOINT PRESENTATION

Form groups of a minimum of 3 people (minimum requirement of two groups).

Within your group think of a typical situation within your company where you need to connect various devices, or think of a learning situation where that might be necessary. Then, choose at least three devices you can connect on the spot to form a DLT hardware system of devices (one device per learner) and decide on a file/media to transfer between the devices (video, image, PDF, etc.).

Think of the compatibility and interconnectivity issues that might arise and discuss them within your group.

Prepare short instructions, based on which another person should be able to effectively connect all devices into a setup.

Now, swap setups between groups (group 1 receives at least three devices from group 2, and group 2 instructs group 1 on how to connect them in a setup and vice-versa).

Discuss the experience within and between groups.

1.1.5

DLT Hardware in Comparison

25 MINUTES

F2F / DIRECTED LEARNING

TYPE OF ACTIVITY

LECTURE

DISCUSSION

RESOURCES

POWERPOINT PRESENTATION

In this lesson, it is time to focus on specific uses of different DLT hardware, depending on function and purpose.

Together with participants, compare different hardware for virtual communication, learning management, tutorial making, and digital collaboration and even VR/AR.

Provide general tips on how to choose the most suitable DLT hardware for a specific purpose and ask participants which criteria they consider most important when choosing a specific hardware.

After this lesson, learners should be able to compare/analyse different hardware systems and select the most appropriate DLT hardware for a given purpose.

MODULE 1

DIGITAL LEARNING TECHNOLOGY: HARDWARE

Your DLT Hardware Selection

45 MINUTES

F2F / DIRECTED LEARNING

TYPE OF ACTIVITY

GROUP ACTIVITY

DISCUSSION

RESOURCES

POWERPOINT PRESENTATION

Form pairs/groups. Learners should choose a real-life example of their WBL contents that they might want to digitalise.

The groups should create a list of your DLT hardware requirements and choose one for virtual communication, learning management as a trainer, accessing digital WBL offers from the perspective of their learners, and collaboration on the chosen topic.

To help you get started, here is a list of possible things to consider:

- What do you need the DLT hardware for (purpose)?
- Who will use it? How confident are the expected users in their ability to use it?
- Which kinds of DLT hardware are already being used in your company/setting/by your users?
- What features does the DLT hardware need to have?

Discuss your chosen DLT hardware with the groups: which similar choices have been made, and what were they based on? Which differences are most noticeable? What do you think are the most important factors that contributed to these decisions?

1.1.7

Take-Away and Outlook

20 MINUTES

F2F / DIRECTED LEARNING

TYPE OF ACTIVITY

GROUP ACTIVITY

DISCUSSION

RESOURCES

POWERPOINT PRESENTATION

Together with participants, review the most important aspects of the DLTH module. Hand out cards or sticky notes in 3 different colours on which they should note the following:

- Colour 1 (green): What contents will they take-away from today's session? What was most interesting and new?
- Colour 2 (yellow): What DLT hardware is most suitable for them? And which hardware do they want to use in the future?
- Colour 3 (red): What DLT hardware is not at all suitable for their WBL context? Why?

Ask participants to share what they have noted. Give them the opportunity to keep their written notes after the discussion.

If there is time left, ask them what they think the future of virtual WBL may be and what kind of DLT hardware will be in use in 2050.

Finally, briefly instruct them for the SDL phase.

MODULE 1

DIGITAL LEARNING TECHNOLOGY: HARDWARE

Estimating Upgrade Potential

60 MINUTES

SELF-DIRECTED LEARNING

TYPE OF ACTIVITY

INDIVIDUAL ACTIVITY

RESOURCES

ONLINE RESOURCE
www.wbl-goes-virtual.eu

PDF / HANDOUT

Think of specific WBL content you wish to digitalise. How would you implement it in a face-to-face setting? What are the most important parts of the process that cannot be omitted? What kind of alternatives do you have in an online environment?

Use a Venn Diagram to find opportunities that you can put into action online (template provided).

- Write the hardware possibilities you have on the left side (try to bear in mind different possible ways of using it).
- Write what you would ideally want to implement in this learning unit/lesson.
- The overlap area shows the best opportunities you have with the resources already available.

You can continue with using the Venn Diagram on the content in the right circle, which is not part of the overlapping area. What kind of hardware would you need to digitalise these ideas?

MODULE 1

DIGITAL LEARNING TECHNOLOGY: HARDWARE

SWOT Analysis of DLT Hardware

60 MINUTES

SELF-DIRECTED LEARNING

TYPE OF ACTIVITY

INDIVIDUAL ACTIVITY

RESOURCES

ONLINE RESOURCE
www.wbl-goes-virtual.eu

PDF / HANDOUT

When planning, designing and implementing WBL content online/through e-learning, you will be faced with the decision of which hardware device to choose in combination with a multitude of available software. This software might of course also vary in hardware requirements.

To help you choose, conducting a SWOT analysis might be useful.

SWOT analysis is a simple tool for assessing four aspects of decision-making: Strengths, Weaknesses, Opportunities, and Threats.

Think of a WBL topic you want to digitalise and use the template to analyse potential hardware options according to your specific needs.

Look for potential connections between the quadrants of the matrix. Are there any ways in which the hardware options could be improved?

Base your decision on the performed analysis to find the appropriate hardware for your specific needs.

MODULE 1

DIGITAL LEARNING TECHNOLOGY: HARDWARE

Your DLT Hardware Selection

60 MINUTES

SELF-DIRECTED LEARNING

TYPE OF ACTIVITY

INDIVIDUAL ACTIVITY

RESOURCES

ONLINE RESOURCE
www.wbl-goes-virtual.eu

Use of technology is inevitable in our everyday lives in our dynamic world. Contemplate your daily routine and count all the technology gadgets you use in just one day - you will realise how important technology is when you use mobile, watch TV, drive a car, and use a computer or any electrical machine.

In this activity, you will choose one of the hardware systems discussed in the F2F sessions that you use either in private or personal life (or both). In the last activity, you noted DLT hardware that you may want to use.

Take some time and try to find some examples of how this DLT hardware is used by your professional peers. Try searching for your specific WBL sector or the hardware you want to use.

What kind of preparation and resources do you need? Do you need to purchase specific DLT hardware components? Create a list of what you have at hand and what you would need to digitalise your WBL content and distinguish between the "must have" and the "nice to have" devices for you and your learners.

MODULE 1

DIGITAL LEARNING TECHNOLOGY: HARDWARE

Troubleshooting

60 MINUTES

SELF-DIRECTED LEARNING

TYPE OF ACTIVITY

INDIVIDUAL ACTIVITY

RESOURCES

ONLINE RESOURCE
www.wbl-goes-virtual.eu

PDF / HANDOUT

In today's world, technology is all around us, and we rely on it to perform specific tasks for us. However, devices we use can be prone to malfunction at some point – be it in personal or work life. Even the most tech-savvy encounter device malfunctions; however, knowing how to tackle potential issues will help you use hardware with more confidence and potentially avoid wasting time which could be used on WBL training on problem-solving.

Think back to find examples of your work devices malfunctioning, when troubleshooting had to be done. What was the problem and how was it solved?

Find three common hardware issues that may happen to your learners and set up a flowchart on how to solve them, for possible future reference.

Browse the web for tutorials on how to troubleshoot and structure possible ways of solving the issue. To create your flowchart, try one of the tools linked in the WBL GOES VIRTUAL Toolbox or the template provided.

MODULE 1

DIGITAL LEARNING TECHNOLOGY: HARDWARE

Acquiring DLT Hardware

60 MINUTES

SELF-DIRECTED LEARNING

TYPE OF ACTIVITY

INDIVIDUAL ACTIVITY

RESOURCES

ONLINE RESOURCE
www.wbl-goes-virtual.eu

In the previous activities, you have looked into the DLT hardware you have at hand and you may need for digitalising your WBL content.

Make a final check if the following requirements are met:

☐ You have chosen a cost-effective DLT hardware to digitalise your WBL content
☐ You are a confident user of the chosen DLT hardware
☐ You and your learners are in possession of all necessary DLT hardware devices to create and access the digital WBL learning content
☐ You are aware of possible challenges and have prepared strategies for troubleshooting with your learners

If you cannot tick all these requirements, go back to one of the earlier activities. Try to find tutorials on how to use your chosen hardware to become more confident in using it.

If you need to convince your employer to invest in your WBL digitalisation efforts, try to create a convincing elevator pitch and explain, why you and your learners need the desired DLT hardware to successfully implement virtual work-based learning.

If you have any further questions, get in touch with your peers or bring them to the next F2F session of the WBL GOES VIRTUAL training.

MODULE 2

DIGITAL LEARNING TECHNOLOGY: SOFTWARE

Introduction to DLT Software

30 MINUTES

F2F / DIRECTED LEARNING

TYPE OF ACTIVITY

LECTURE

RESOURCES

POWERPOINT PRESENTATION

In this introductory lecture you will learn the basics about DLT Software, mainly:

- the different types of DLTS
- characteristics of certain DLTS tools
- differences between DLTS tools
- different DLTS and e-learning Content
- pros and cons for use / added value
- technical requirements for DLTS

Further Reading & Sources:

Categories from WBLGV Toolbox

- https://www.g2.com/categories/digital-learning-platforms
- https://www.learntec.de/en/learntec/product-categories/e-learning-content/
- https://www.elucidat.com/blog/elearning-authoring-tools/
- https://elearningindustry.com/digital-education-tools-teachers-students

MODULE 2

DIGITAL LEARNING TECHNOLOGY: SOFTWARE

Your Dream DLTS

20 MINUTES

F2F / DIRECTED LEARNING

TYPE OF ACTIVITY

GROUP ACTIVITY

RESOURCES

POWERPOINT PRESENTATION

After learning the theoretical background and having received core information about the different tools, you will now apply this knowledge to your own situation/needs.

Form pairs and discuss your situation:

- What do you need DLTS for?
- Which kind of DLTS are you using in your company?
- Which features does it need to have (from most important to nice to have)?
- Who will mostly use it?
- Which technical set-up does it need to be integrated in?

Create a list of requirements for a DLTS that would ideally suit your situation/needs.

MODULE 2

DIGITAL LEARNING TECHNOLOGY: SOFTWARE

Categories and WBL Goes Virtual Toolbox

20 MINUTES

F2F / DIRECTED LEARNING

TYPE OF ACTIVITY

LECTURE

RESOURCES

POWERPOINT PRESENTATION

Taking a deeper dive into the different tool categories, this module will give you insights into tools for communication; management; e-learning and collaboration. After completion, you will be able to distinguish between them and compare/analyse the different tools.

To provide you with some practical application possibilities, the module will also explain the WBL goes virtual toolbox and its guidance in helping to select the most suitable DLTS.

MODULE 2

DIGITAL LEARNING TECHNOLOGY: SOFTWARE

Make The Toolbox Your Own

30 MINUTES

F2F / DIRECTED LEARNING

TYPE OF ACTIVITY

INDIVIDUAL ACTIVITY

DISCUSSION

RESOURCES

POWERPOINT PRESENTATION

ONLINE RESOURCE
www.wbl-goes-virtual.eu

Take 15 minutes to browse the WBL goes virtual toolbox and select the five tools that seem most striking and usable to you.

Present these tools to the group and explain (preferably with a specific example) why and how you would use it.

MODULE 2

DIGITAL LEARNING TECHNOLOGY: SOFTWARE

2.1.5

Configuring DLTS & Netiquette

20 MINUTES

F2F / DIRECTED LEARNING

TYPE OF ACTIVITY

LECTURE

RESOURCES

POWERPOINT PRESENTATION

ONLINE RESOURCE

After having learned much about the features of DLTS and how to apply it, you might not have found the most suitable one just yet.

Therefore, this module will explain how to configure DLT software and develop a deeper understanding of its structure. Since many are open-source or at least customisable, this module shows you how to make the tools your own to fit your needs best.

Additionally, it will give insights into Netiquette and provide you with measures to reflect upon your own usage of the tools.

Netiquette Staff guidance | Student guidance

https://www.youtube.com/watch?v=CFAD-EvLiHw

MODULE 2

DIGITAL LEARNING TECHNOLOGY: SOFTWARE

Your Configuration Plan

30 MINUTES

F2F / DIRECTED LEARNING

TYPE OF ACTIVITY

INDIVIDUAL ACTIVITY

DISCUSSION

RESOURCES

Think about your own work context in which the tool will be applied. Pick a tool that will be most suitable and write a plan (5 key points) to customise or even configure this tool if possible.

Also consider the Netiquette in the application and the possibility to share your progress with others.

Take 15 minutes for the development of your plan and then present it to the rest of the group.

MODULE 2

DIGITAL LEARNING TECHNOLOGY: SOFTWARE

2.1.7

Your Teaching Plan With DLTS

50 MINUTES

F2F / DIRECTED LEARNING

TYPE OF ACTIVITY

INDIVIDUAL ACTIVITY

GROUP ACTIVITY

RESOURCES

ONLINE RESOURCE
www.wbl-goes-virtual.eu

You have learned a lot of theoretical background which you have already been able to apply in small exercises. To be able to put all of this into practice, we will now create a lesson plan using the Digital learning technology Software.

Think about your topic and the content and information you want to convey (provide learners with a list of examples). Prepare your class for a digital format. Prepare:

- learning outcomes
- time frame
- modus of teaching (big group, smaller groups, individually)
- activities planned
- ...

Now go back to the toolbox and select the tools that best suit your purpose. Elaborate how and when you will integrate them and what added value they might give you and your students compared to non-digital learning.

Have two learners present their lesson plans and discuss them with the group.

MODULE 2

DIGITAL LEARNING TECHNOLOGY: SOFTWARE

2.2.1

Communication

50 MINUTES

SELF-DIRECTED LEARNING

TYPE OF ACTIVITY

INDIVIDUAL ACTIVITY

RESOURCES

POWERPOINT PRESENTATION

ONLINE RESOURCE
www.wbl-goes-virtual.eu

An essential part of teaching - maybe more so in virtual teaching - is communication. Besides the regular email, chat or maybe video call, there are numerous other options to keep in touch with your learners.

In this activity you will be provided with information about the toolbox chapter communication. You will receive information about the tools and how to use them (10min).

Afterwards, you will use them yourself to create your first small pieces of digital learning technology using the software (40min).

You will progress from the more familiar/easier to the more complicated ones.

MODULE 2

DIGITAL LEARNING TECHNOLOGY: SOFTWARE

2.2.2

Management

50 MINUTES

SELF-DIRECTED LEARNING

TYPE OF ACTIVITY

INDIVIDUAL ACTIVITY

RESOURCES

POWERPOINT PRESENTATION

ONLINE RESOURCE
www.wbl-goes-virtual.eu

Managing your learners as well as creating engaging ways to keep them engaged is your daily business.

How to do so in a virtual teaching environment will be the purpose of this activity. This can mean setting up a learning management system or even creating an escape game for your learners.

In this activity you will be provided with information about the toolbox chapter management. You will receive information about the tools and how to use them (10min).

Afterwards, you will use them yourself to create your first small pieces of digital learning technology using the software (40min).

You will progress from the more familiar/easier to the more complicated ones.

MODULE 2

DIGITAL LEARNING TECHNOLOGY: SOFTWARE

2.2.3

Tutorials

50 MINUTES

SELF-DIRECTED LEARNING

TYPE OF ACTIVITY

INDIVIDUAL ACTIVITY

RESOURCES

POWERPOINT PRESENTATION

ONLINE RESOURCE
www.wbl-goes-virtual.eu

Guiding your learners so they can eventually work on their own is what you set out to do. If, however, learning-by-doing is not an option anymore, you have to find new ways to create real-life experiences for your learners. This could be creating a video or a voice over for a demonstration.

In this activity, you will be provided with information about the toolbox chapter tutorials. You will receive information about the tools and how to use them (10min).

Afterwards, you will use them yourself to create your first small pieces of digital learning technology using the software (40min).

You will progress from the more familiar/easier to the more complicated ones.

MODULE 2

DIGITAL LEARNING TECHNOLOGY: SOFTWARE

2.2.4

Digital Interaction

50 MINUTES

SELF-DIRECTED LEARNING

TYPE OF ACTIVITY

INDIVIDUAL ACTIVITY

RESOURCES

POWERPOINT PRESENTATION

ONLINE RESOURCE
www.wbl-goes-virtual.eu

You normally meet face to face and more importantly have your learners interact with the material at hand. This way they get practical experience. If this is no longer possible, you need to virtualise this practical doing. This can be but is not limited to creating a virtual reality.

In this activity you will be provided with information about the toolbox chapter digital interaction. You will receive information about the tools and how to use them (10min).

Afterwards, you will use them yourself to create your first small pieces of digital learning technology using the software (40min).

You will progress from the more familiar/easier to the more complicated ones.

MODULE 2

DIGITAL LEARNING TECHNOLOGY: SOFTWARE

2.2.5

Your Category

50 MINUTES

SELF-DIRECTED LEARNING

TYPE OF ACTIVITY

INDIVIDUAL ACTIVITY

RESOURCES

ONLINE RESOURCE
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You have now tested tools from all categories and have a basic understanding of how to apply some of them. For your teaching purposes, however, it is not important to know as many tools as possible but to apply the right ones at the right time.

Think back to your own teaching context and the lesson plan you created in activity 4.

Now, go back to the selected tools and use them for the designated purpose of your plan (e.g. create a podcast to provide your learners with revision material). Create all-digital resources and apply them as best as possible in your teaching context.

Go back to the previous activities concerning each category if you need further information on the tools or support.

MODULE 3

ONLINE DIDACTICS

Main Differences Between Online Didactics and Face-To-Face Training

60 MINUTES

F2F / DIRECTED LEARNING

TYPE OF ACTIVITY

LECTURE

RESOURCES

POWERPOINT PRESENTATION

This theoretical content will be the base on which to carry out the following activities of the module.

The trainer presents:

- Short introduction to didactics
- Differences between online didactics and face-to-face training
- The Virtual Didactic Strategies for WBL

MODULE 3
ONLINE DIDACTICS

What Do I Need to Be a Virtual WBL Tutor?

60 MINUTES

F2F / DIRECTED LEARNING

TYPE OF ACTIVITY

GROUP ACTIVITY

DISCUSSION

RESOURCES

POWERPOINT PRESENTATION

Show the PPT: "What do I need to be a WBL virtual tutor?" (15 min.)

After introducing the characteristics of a WBL virtual tutor, put the learners into pairs. In each pair, each person identifies the five characteristics that present (or may become) a barrier/obstacle to develop virtual WBL within the company. In collaboration with their partner, they analyse the causes of the problems, and propose solutions. Then, the roles are reversed. (30 min)

Later, each pair will share the problems and the solutions proposed with the other pairs in a group discussion setting. (15 min)

MODULE 3

ONLINE DIDACTICS

Role Of the Virtual WBL Tutor

60 MINUTES

F2F / DIRECTED LEARNING

TYPE OF ACTIVITY

GROUP ACTIVITY

DISCUSSION

RESOURCES

POWERPOINT PRESENTATION

PDF / HANDOUT

After identifying five roles played by a WBL virtual mentor based on the PPT presentation, the learners should form pairs or small groups (3-4 people) and the trainer hands each pair/group individual cards which contain descriptions of the tasks which the WBL virtual tutor roles as described in the presentation. (10 min)

The cards are mixed and the trainer asks each pair/group to identify and group the different tasks that the WBL virtual mentor performs within each role. (10 min)

Later, each participant should identify which role(s) would be the best suited for her/him to play and why. At the same time, each participant identifies which role(s) they find the most difficult to perform and why. (20 min)

Finally, each pair/group proposes suitable strategies to overcome these difficulties. (20 min)

MODULE 3
ONLINE DIDACTICS

Different Virtual Didactic Methodologies

60 MINUTES

F2F / DIRECTED LEARNING

TYPE OF ACTIVITY

INDIVIDUAL ACTIVITY

DISCUSSION

RESOURCES

POWERPOINT PRESENTATION

PDF / HANDOUT

Firstly, the trainer provides the handout to the learners with the descriptions of the different didactic methodologies to develop virtual WBL sessions and subsequently reviews them with the group. (15 min)

Secondly, the trainer gives the learners 15 min to reflect on the didactic methodologies and see which one they would implement in their company and why. (15 min)

Finally, the trainer encourages participants to share the answers and reflections with the class in a group discussion. (30 min)

MODULE 4

HANDS-ON PRACTICE

4.1.1

Select Learning Content for Virtual WBL

25 MINUTES

F2F / DIRECTED LEARNING

TYPE OF ACTIVITY

INDIVIDUAL ACTIVITY

DISCUSSION

RESOURCES

FLIPCHART

Give participants 10 minutes of individual or pair work to think about WBL learning content which they currently teach that may be suitable for virtualisation. They should write the topics on post-its, which will be collected on a flipchart. They can also write down topics which they wish to virtualise but are not sure how.

After the 10 minutes are over, ask the participants to collect the post-its on the flipchart.

Take 15 minutes to discuss the topics, ask further questions and engage participants in a group discussion about the potential challenges and possibilities when virtualising the different content.

MODULE 4

HANDS-ON PRACTICE

Defining Learning Goals / Learning Outcomes

25 MINUTES

F2F / DIRECTED LEARNING

TYPE OF ACTIVITY

LECTURE

INDIVIDUAL ACTIVITY

RESOURCES

POWERPOINT PRESENTATION

Show participants the PPP and give them some brief theoretical input about learning goals and learning outcomes (10 minutes).

In order to plan a successful virtual learning session, the trainer has to set specific goals which should be reached by the learners. After the learning has taken place, the learners should be able to demonstrate improved knowledge, skills, and/or competences, which are defined as "learning outcomes".

Give participants 10 minutes to choose one of their topics mentioned in the previous activity and let them draft some learning goals/outcomes for one virtual learning session.

MODULE 4
HANDS-ON PRACTICE

Best/Worst Case Examples of Tutorials

25 MINUTES

F2F / DIRECTED LEARNING

TYPE OF ACTIVITY

LECTURE

DISCUSSION

RESOURCES

POWERPOINT PRESENTATION

FLIPCHART

ONLINE RESOURCE

In order to reach the set learning goals for a virtual learning session, the trainer has to prepare suitable learning content.

One way is to create a tutorial for the learners. In this activity, the participants will be presented with two tutorial videos. One will be a best practice example, the other a worst-case example (ca. 10 minutes).

After the videos are finished, engage participants in a group discussion (10 minutes) and collect characteristics of a good tutorial and a bad tutorial on a flipchart. Participants should identify which of the videos was the good example and which was the bad one, and further reflect on the success criteria for good quality tutorial videos.

MODULE 4
HANDS-ON PRACTICE

Creating a Storyboard & Call to Action

45 MINUTES

F2F / DIRECTED LEARNING

TYPE OF ACTIVITY

LECTURE

INDIVIDUAL ACTIVITY

DISCUSSION

RESOURCES

POWERPOINT PRESENTATION

PDF / HANDOUT

In order to create a successful virtual learning session, the trainer should weave a red thread through the session that guides the learner from beginning to end.

Give a brief input of the theory by showing the PPP to the participants (10 minutes).

Then, give them 20 minutes to start drafting their own storyboard using either the printed template or the recommended online tool. It is not expected that participants finish their story board in this short amount of time, but they should create a rough structure that ends with a call to actions for their learners (more details in the PPP).

Finally, take 10 minutes to discuss if they encountered any difficulties while creating their storyboard or if they have any questions or issues they want to raise.

MODULE 4

HANDS-ON PRACTICE

Choosing a Virtual Delivery Method

40 MINUTES

F2F / DIRECTED LEARNING

TYPE OF ACTIVITY

LECTURE

DISCUSSION

RESOURCES

POWERPOINT PRESENTATION

Up until now, participants have chosen a topic to deliver online, set learning goals and have created a red thread through their content.

The next step is to decide how the learning session should be delivered. Will it be a video/tutorial? A podcast? Something else?

Take 10 minutes as a group to brainstorm which online tools they can use (they have learned a lot in the previous modules and can also choose from the WBL_GOES_VIRTUAL toolkit).

Give participants a 15-minute input of theory to summarise the brainstormed tools and on how to decide on a suitable virtual delivery method using the PPP.

Participants should then have 10 minutes to decide which delivery method would suit their chosen learning content.

Finally, ask them to share their chosen delivery method and why they have chosen it (5 minutes).

MODULE 4
HANDS-ON PRACTICE

4.1.6

Creating and Uploading a Video to YouTube

25 MINUTES

F2F / DIRECTED LEARNING

TYPE OF ACTIVITY

LECTURE

RESOURCES

POWERPOINT PRESENTATION

One of the options to plan online content is to create a video.

In this theoretical session, participants get a crash course on how to film, upload and live-stream a video using YouTube (and, alternatively, Twitch or Zoom).

In a nutshell, participants learn what is needed to film a tutorial, create a video using Powerpoint + voice over, how they can livestream using the free software OBS Studio, and how they can upload & livestream via YouTube.

All necessary information is provided in the PPP together with further recommended links are.

MODULE 4

HANDS-ON PRACTICE

Virtual Assessment Tools

25 MINUTES

F2F / DIRECTED LEARNING

TYPE OF ACTIVITY

LECTURE

GROUP ACTIVITY

RESOURCES

POWERPOINT PRESENTATION

ONLINE RESOURCE

After the learning has taken place, it is important for trainers and learners alike to see if the learning goals have been reached.

There are many options to assess the learning outcomes, one of them is to create a Kahoot quiz.

Take 15 minutes to implement the Kahoot quiz with the participants and assess if they have learned something in this session.

Finish with a 5-minute brainstorm and 5-minute input of theory that shows how to create a Kahoot quiz and offers recommendations for alternative ways of online assessments.

MODULE 4

HANDS-ON PRACTICE

4.1.8

Instructions for Self-Directed Learning Phase

15 MINUTES

F2F / DIRECTED LEARNING

TYPE OF ACTIVITY

LECTURE

DISCUSSION

RESOURCES

POWERPOINT PRESENTATION

After this 4th module, participants are expected to create their own complete virtual learning session by putting everything they have learned into practice.

Together, review all the contents of the WBL_GOES_VIRTUAL training by letting volunteering participants answer the questions "What did you learn in modules 1-4?" (only one person per question!).

Remind participants where they can find necessary documents, templates and links, and offer them the opportunity to get in touch if they have any further questions.

If applicable, set a date for a final get-together and sharing of results.

Give participants the chance to ask questions and clarify any uncertainties.

Further details are provided in the PPP.

4.2.0

Creating Own Digital WBL Content

840 MINUTES

SELF-DIRECTED LEARNING

TYPE OF ACTIVITY

INDIVIDUAL ACTIVITY

RESOURCES

ONLINE RESOURCE

www.wbl-goes-virtual.eu

In the 14-hour self-directed learning phase, the WBL trainers are asked to put the learned theory into practice by developing a digital session featuring their WBL content.

In summary, the following SDL-activities are foreseen:

1. **(1h)** Choose content
2. **(1h)** Create learning outcomes
3. **(2h)** Create storyboard & call to action
4. **(4h)** Choose delivery method and create WBL content
5. **(2h)** Choose virtual assessment tool and create assessment
6. **(4h)** Test digital WBL content and collect feedback

MODULE 4

HANDS-ON PRACTICE

Choosing WBL Content for Virtualisation

60 MINUTES

SELF-DIRECTED LEARNING

TYPE OF ACTIVITY

INDIVIDUAL ACTIVITY

RESOURCES

OTHER / FREE TO CHOOSE

As a WBL trainer, there is a lot of content to cover with trainees.

Review the available learning content and sort it into the following categories:

a) **Easy to digitalise**
Anything that requires little adaptation as it can be scanned, filmed or uploaded - anything that you already have available.
b) **Possible to digitalise**
Anything that requires some adaptation and a bit of creativity in order to suit a digital learning setting
c) **Challenging to digitalise**
Anything that requires a large amount of effort to be digitalised – could be specific hardware or commercial software
d) **Impossible to digitalise**
Anything that required specific tools and hands-on practice of learners - heavy machinery that is only available at the workplace, for example.

For this SDL phase, choose a topic/some WBL content from category a or b to continue.

MODULE 4

HANDS-ON PRACTICE

Creating Learning Goals

🕐 **60 MINUTES**

🗺 **SELF-DIRECTED LEARNING**

TYPE OF ACTIVITY

👤 INDIVIDUAL ACTIVITY

RESOURCES

💻 ONLINE RESOURCE

Use Blooms Taxonomy as inspiration:
https://bit.ly/3pyzTDh

For more detailed information about Learning Outcomes:
https://bit.ly/344PAde

You have chosen a WBL topic or content from your field. The next step is to define what your learners should be able to do upon finishing the virtual learning content you are about to design.

To create the learning goals, ask yourself: *What should the learner know or be able to do after they finish the learning session?*

Create the learning outcomes for knowledge, skills and competences by applying the proper structure:

After completing the virtual session, the learner will be able to + "action/verb" + "object" + "context".

Create as many learning outcomes as you deem necessary, but note that a digital session should not exceed 45 minutes to 1,5 hours.

Are all the learning goals achievable in the available amount of time?

If not, can you define even smaller learning milestones?

It may be suitable to divide your learning content into more than one virtual session.

4.2.3

Create Storyboard and Call to Action

120 MINUTES

SELF-DIRECTED LEARNING

TYPE OF ACTIVITY

INDIVIDUAL ACTIVITY

RESOURCES

PDF / HANDOUT

ONLINE RESOURCE

You have chosen the learning content and the learning outcomes for your virtual learning session.

Start with brainstorming the contents you want to cover or you need to cover to achieve the learning outcomes.

Now, it is time to put them into a coherent order.
A red thread should lead from the beginning to the end of the session. Ideally, you should include a call to action for your learners, one which encourages their active engagement by researching something, trying something out in practice or by asking them to complete the assessment. The call to action can be used as an assessment method, but it can also be a separate step.

Use the **template** provided or create a storyboard of your own. The important thing is that you can work with it and understand what you need to do next.

To create a digital storyboard, you can use Mindmup: https://bit.ly/3eypZLL

MODULE 4

HANDS-ON PRACTICE

4.2.4

Choose Delivery Method and Create WBL Content

240 MINUTES

SELF-DIRECTED LEARNING

TYPE OF ACTIVITY

INDIVIDUAL ACTIVITY

RESOURCES

PDF / HANDOUT

It is now time to choose a suitable delivery method for your topic, based on your learning outcomes and the storyboard.

Will you create a video? A handout? A podcast or an interactive resource?

There is a multitude of possible choices and no wrong answers. However, before you decide, make sure that the preparation of virtual WBL content is feasible by using the **handout** "Checklist of available resources".

If you are satisfied with your choice, start creating your virtualised WBL content!

Do not forget to include a call to action and engage your learners actively in the learning process!

MODULE 4

HANDS-ON PRACTICE

Choose Virtual Assessment Tool and Create Assessment

120 MINUTES

SELF-DIRECTED LEARNING

TYPE OF ACTIVITY

INDIVIDUAL ACTIVITY

RESOURCES

OTHER / FREE TO CHOOSE

Before presenting your virtual WBL content, think of an assessment method.

This assessment could be linked to the call to action or it could be something separate.

If your call to action was that your learners should create something of their own by putting the learned content into practice, you can simply ask them to share their final result. For example, they may have baked a cake as an assignment and are now asked to upload a picture of their cake.

Alternatively, create a questionnaire or interactive assessment tool to check if the learners have internalised the learning content. Use surveymonkey, Google Forms, Kahoot or similar tools – there are no limits to your creativity and you decide how to check whether the learners have reached the learning outcomes.

MODULE 4

HANDS-ON PRACTICE

4.2.6

Test Digital WBL Content and Collect Feedback

240 MINUTES

SELF-DIRECTED LEARNING

TYPE OF ACTIVITY

INDIVIDUAL ACTIVITY

RESOURCES

OTHER / FREE TO CHOOSE

In this final step, the virtual WBL content is shared with learners and tested.

Let them complete the virtual session and do the assessment.

Evaluate whether the learners have reached the goals and ask them directly for feedback.

If indicated, revise your digital content to better fit their needs and help them to reach the learning goals which you have set for them!

WBL GOES VIRTUAL

WWW.WBL-GOES-VIRTUAL.EU

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