



WORKSHOP TRAINER MANUAL



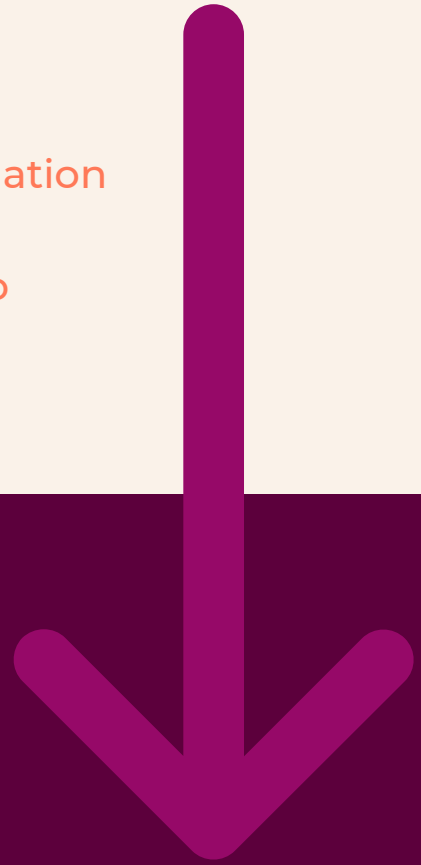
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INTRODUCTION

This handbook provides the trainers of the CANDI Workshop with all necessary information on all course contents. It provides detailed teaching instructions, which you can use to implement all nine sessions at your school.



THANK YOU!

First of all, thank you so much for implementing our CANDI Workshop! We really hope you can inspire your colleagues and motivate them to use more digital tools and technologies in their classrooms. We want you to have all materials readily available for the workshop. Before you can start on the first topics, please make sure you show your workshop participants (or Teacher Learners, TL) around the place.

We have prepared a little checklist for you to use in Session 1 - to ensure you have introduced the TL to all important components, features and contents they need to know.

CHECKLIST

01

First of all, have you already shown them the **Workshop Introduction** (video or presentation)? Feel free to use this in your class.

02

Have you shown them the **Workshop Contents** (i.e. overview of 6 topic areas, descriptions and Learning Outcomes)?

03

Have you shown them the **Glossary**, which will provide further explanations on the terminology used in the workshop?

04

Have you shown them around the LMS and where they can find everything important?

05

Have you explained the **CANDI Approach** (i.e. learning by doing - with your own teaching materials; that they will need to bring topics, ideas and lesson plans to some sessions)?

CHECKLIST

06

Have you explained to them the different Types of Sessions (i.e. f2f, online and self-study session)?

07

Have you explained the Basic Structure of the sessions (i.e. the work together in f2f and online session, the task section, the mini self-assessments; selecting options in most self-study sessions)?

08

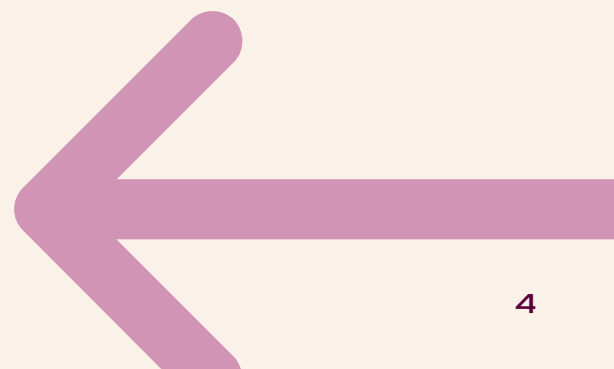
Have you explained to them the different Proficiency Levels (i.e. Explorer, Integrator and Expert)?

09

Have you explained to them how they should approach the tasks in the sessions (i.e. self-selecting the proficiency level every session anew, e.g. realistically they will not always be an Explorer or an Integrator)?

10

Have you shown them what to bring for lessons (i.e. that they need to check in the blended learning platform ahead of every lesson and usually will need a computer)?



Workshop Schedule





SESSION 1

Session 1 is a face-to-face session and covers three topics: Learning Management Systems, Video Sharing Services and Image Databases.

- **Learning Management Systems** will be taught together with Video Sharing Services and Image Databases. You have a total of 3 hours for all topics and can dedicate more time to one or the other topic. You are free to flexibly decide on which of the three topics you want to put greatest focus.
- Welcome all TL to the course; since they are colleagues they should know each other - if they do not, you may want to start with a quick icebreaker activity or introduction round.
- Begin with a short open discussion on the TL digital skills, e.g. Would they consider themselves as beginners or already a bit more advanced? Which aspects of digital teaching are most challenging for them?
- Introduce the workshop contents and schedule. Make sure you explain the different types of sessions and assessments. Give time for them to ask questions.
- Ask the big question: What is an LMS? Find out what they know. Which examples do they know? Do they know they already use one at their school? (show them some examples if necessary)

PART A





SESSION 1

- Encourage a discussion on the most useful features of the **LMS** they are working with at their school and its different functionalities and available tools (depending on the number of TL you can set up smaller group discussions). Collect the TL's responses on a list for everyone to see. Perhaps some TL will have experience with other LMS; encourage them to also share their insights on those.
- This discussion and list can now lead to TL starting with their tasks. Assist all TL with potential questions and encourage them to explore and also help each other.
- As this is the first session you may have to also talk them through the process a little more (Where can TL find the tasks? How are they supposed to decide which level to do?)
- Depending on the way your institution uses the LMS, you may have to adjust some of the tasks. If your school, for example, does not use the LMS for collaboration with students or for organising student data, keep to the discussion (general aspects of LMS) and spend more time on the other two topics of the session.
- Once all had a chance to explore, make sure you leave enough time for the short self-assessment activity for part A.

PART A





SESSION 1

- Once TL have had time to understand LMS and try out the LMS used in their school (if applicable), introduce them to the next topic: **Video Sharing Services**. Depending on the time you have already spent on LMS, you may need to consider putting greater focus on this topic or image databases. You are free to flexibly decide on which of the three topics you want to put greatest focus.
- Ask TL if they use video sharing services in their personal or professional life. What services do they know? Have they ever used them in the classroom?
- Encourage a discussion on the most useful features of including video sharing services in the classroom.
- This discussion and list can now lead to TL starting with their tasks. Assist all TL with potential questions and encourage them to explore and also help each other.
- Once all had a chance to explore, make sure you leave enough time for the short self-assessment activity for part B.

PART B





SESSION 1

- Once TL have had time to cover the first two topics of this session, introduce them to the next topic: **Image Databases**. Do not forget, you are free to flexibly decide on which of the three topics you want to put greatest focus.
- Encourage a discussion on the most adequate use of images in the learning and training content (questions could include: Do TL use image databases in their personal or professional life. Do they know what they are? Are they aware of the copyright rules of image use?)
- This discussion can now lead to TL starting with their tasks. Assist all TL with potential questions and encourage them to explore and also help each other.
- Once all had a chance to explore, make sure you leave enough time for the short self-assessment activity for part C.
- Concluding the session and as this is the first session, you may want to provide TL with a more detailed introduction to / preparation for session 2. You may also use the time to recap the platform and workshop components.

PART C





SESSION 2

Session 2 is an online session and covers two topics: Online Conferencing and Presentation software.

- **Online Conferencing** will be taught together with the topic Presentation Software. You have a total of 2 hours for both topics and can dedicate more time to one or the other topic.
- This topic will be addressed in an online session; make sure all TL have an active account in the online conferencing tool to participate.
- Set up an online meeting with the preferred online meeting software of your institution and share the meeting link with the TL.
- Give TL time to explore, assist TL with technical problems when accessing the meeting (if applicable).
- Undertake a little icebreaker activity (even if they already know each other) - try to integrate the “raise hand” and prompt TL to use the chat function to pose questions or comments.
- Find out whether TL have access to and use other online conferencing software and facilitate a little discussion on their experiences. If possible, you could undertake a little ranking activity on their most/least favourite online conferencing tool (and discuss reasons for their choices).

PART A





SESSION 2

- By now (joining the meeting etc.), all TL will have fulfilled most Explorer level tasks. For the remaining time of the first part of this session, TL can choose between the tasks for Integrators and the tasks for Experts.
- If all TL opt for the Integrator tasks, give them enough time to set-up a meeting link and create their welcome screen; then initiate a “meeting chain” (you define the order of TL):

1. In the running online meeting A (organised by the TT), TL#1 shares the link to their meeting (= meeting B).
2. Then all TL & the TT leave the original meeting (A) to join the new online meeting (B).
3. In meeting B, TL#2 shares the link to their meeting (C), again all meet there.
4. In meeting C, TL#3 shares the link to their meeting (D); and so on.

PART A





SESSION 2

- The meeting chain is most interesting if different software tools can be used (but this may not be an option). If there's enough time, you can discuss give feedback on the respective welcome screens and prompt some discussions.
- If all TL opt for the Expert tasks, give them enough time to plan their short online learning session; then come together at the end of this part of the session and let them share their prepared session.
- If you have a mix of TL taking Integrator and Expert tasks, give them enough time to work on their tasks. While you do the "meeting chain" with one group (Integrator TL), the other group (Expert TL) can refine their activity. After completing the meeting chain the Expert TL group should be able to invite the rest of the TL to their activities.
- Throughout the various meetings you can also discuss particularly challenging elements and potential for technical problems or issues around accessibility for their students. Another topic that should be raised are netiquette - are they aware of the concept and basic rules?

PART A





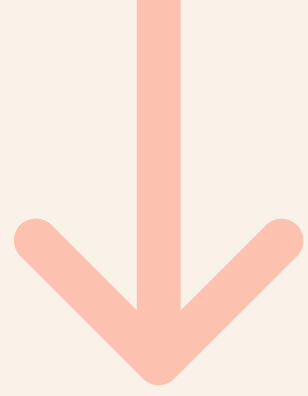
SESSION 2

- Most TL would be familiar with PowerPoint and perhaps also some other **presentation software**. You could start with a little discussion on their experiences and preferences.
- Split the TL group up in three groups and let each group work on one type of presentation software; you can of course select different tools. Then get the groups to explore the functionalities of their software and come up with:

1. Three features they find most useful
2. Three new features they had not known before
3. Three features that annoy them the most

PART B





SESSION 2

- This activity should not take very long - it is a means to providing an overview over the different types of software. It will be enough to compare their findings in a little discussion round (perhaps also collect responses on a whiteboard).
- Now the TL should have a bit of an idea of the different types of presentation software and can choose the one with which they'd like to work. Encourage all TL to use one new to them. They can now start working on the tasks.
- Assist all TL with potential questions and encourage them to explore and help each other.
- Towards the end of the session facilitate a discussion on TL's considerations for online vs. face-to-face settings. Try to establish which features would only/never work in a face-to-face session, which are particularly suitable for the online session etc.
- At the end of the session, explain the assessment task "Broken PowerPoint" and give them some time to fix the file. Find mistakes together or enable exchange between the TL.
- After comparing the assessment solution, prepare them for sessions 3 (self-study session) and 4 (online session) - clarify time frame and dates (show them calendar/schedule in Moodle again if necessary) as well as requirements for session 4 (they'll need a presentation to share for the online conferencing session).

PART B





Session 3 is a self-study session (the first of three), which means you have nothing specific to prepare. Of course, it would be great if you could help TL if they have any questions about it. The most important facts summarised here:

- in Session 3 TL can choose between two topics
- **Teaching Material Generators** OR **Feedback Collection**
- they only have to do one of the two topics
- all instructions are available on the LMS





SESSION 4

Session 4 is a face-to-face session and covers one topic: Creation of Video Resources.

- You have a total of 3 hours to work on the topic **Creation of Video Resources** in a f2f session.
- Ahead of this session you may want to prepare a white board (e.g. Miro) for TL to plan their video creation process; you can leave it completely blank or already establish certain categories for them to use.
- Start the session with prompting a little discussion on learning videos: What are the TLs' experiences? Have they used them, have they created own learning videos? What do they consider beneficial, what not so much?
- You can show the TL short examples of either good vs. bad videos or the different software that can be used to create videos.
- Remind them: Before going through the effort of creating a learning video, they should consider that plenty of video resources already exist. Not all of them have to be created from scratch. Some existing video resources can be used as is or are free of copyright and can be reused/edited. Creating and editing video resources can be a time-consuming activity. However, once the resource has been created, it can be easily adapted and reused.
- After the introduction and discussion, let the TL do some research on the creation of educational videos. After they have had a look at the different tools available, they may have a preference or suggest the tool with which you are most familiar.





SESSION 4

- Then ask them to jointly visit the collaborative white board and together with them draw up a plan for the creation and editing of a learning video. The plan should consist of: things to consider before starting to create a learning video, steps to take, equipment/resources) needed.
- If you have more than 5 TL, you can divide them in groups of 3-4 people, mixing those who have showed experience in video creation and those who have not. This will give room for peer-to-peer support.
- After creating the plan together, give the TL time to:

1. Come up with a topic and type of video they want to create.
2. Create a storyboard for a 2-minute video.

- Ask TL to present their ideas briefly and then let them, either in groups or alone, work on their videos with their chosen editing tool. Give them enough time to work on a 2-minute video. Support them if necessary.
- Let the TL share their video via a platform of their choice, giving access only to the other WSP and you.
- Reflect with them on the activity. Was it difficult? Was it how they expected it or not? What took longer/shorter than planned? Would they use this for their teaching? How?





SESSION 5

Session 5 is an online session and covers two topics: Collaborative Web Platforms and Shared Drives and Collaborative Editing Tools.

- The topic **Collaborative Web Platforms** will be taught together with Shared Drives and Collaborative Editing Tools, in an online session. You have a total of 2 hours for both topics and can dedicate more time to one or the other topic.
- Ideally, begin the lesson with a little collaborative whiteboard session (you can set this up with your choice of tools). Let TL indicate their “position” on the matrix (see Resource A). Facilitate a discussion on the ways TL could integrate a whiteboard differently in their classroom - together collect different types of activities and/or learning objectives that could be implemented via a whiteboard (e.g. feedback collection, brainstorming, assessment/test...).
- Once the TL have a bit of an idea of possible activities, let them explore the tool(s) by themselves (depending on the experience of the TL they can work with the one already used by you or another option).

PART A





SESSION 5

- Depending on the number of TL you may need to split them into groups of 3-4 people in breakout rooms (the groups are ideally mixed in skill levels to ensure a greater mix of activities can be experienced in the collaboration stage).
- TL can now start working on the tasks; they should work on their tasks individually and only come together for testing the activities they have created (i.e. at collaboration stage).
- Give TL enough time to explore the tool(s), which they want to use in the session (also assist them in any potential sign-up processes if necessary); clarify difference between limitations of free and opportunities of paid versions.
- Facilitate the collaboration stage and provide feedback or prompt questions (see tasks) for TL to discuss. Together explore challenging elements and discuss potential for technical issues in the classroom with TL.

PART A





SESSION 5

- After TL had a chance to share and try out each other's whiteboards (or other collaborative spaces), introduce them to another type of collaborative practice: **Shared Drives and Collaborative Editing Tools**.
- Ideally, you should work with your institution's preferred shared drive, which can be accessed by all TL.
- You should consider the competence levels of your TL - if they vary a lot (you have very inexperienced and very advanced learners), you can split them into two groups in different breakout rooms:

1. For the beginners, you should prepare a shared document with which they can all work (you can choose the type of document - it should already have some content which can be modified and on which TL can leave comments - e.g. it could be a letter to students, invitation to an event or meeting minutes).
2. More advanced learners should already practice setting up and sharing their own documents, in which they can then work collaboratively.

- If your TL have a similar level of experience, go ahead with one of the two approaches.
- Assist advanced TL in the creation/set up of their shared document and all TL in the collaborative editing of the document.
- Allow enough time for TL to take the short session assessment (on both topics - A & B).

PART B





Session 6 is a self-study session, which means you have nothing specific to prepare. Of course, it would be great if you could help TL if they have any questions about it. The most important facts summarised here:

- in Session 6 TL can choose between two topics
- **Creation of Audio Resources** OR **Screencast Tools**
- they only have to do one of the two topics
- all instructions are available on the LM





SESSION 7

Session 7 is an online session and covers two topics: Quizzes and Questionnaires.

- The topic **Quizzes** will be taught closely together with the topic **Questionnaires** in an online session. You have a total of 2 hours for this session, which will introduce both topics together. TL will learn more about quizzes and questionnaires together; then they can opt for either one of the topics and the respective tasks (they will either create a quiz or a questionnaire, not both).
- Begin the session with a little questionnaire on quizzes (Resource B). Let them fill in the questionnaire and see how they respond. Resource B is a particularly bad example of a questionnaire, which illustrates how important it is to consider the ways in which questions as well as response options are formulated and organised.
- The mistakes and issues with the sample questionnaire (Resource B) should spark a lively discussion. Try to discuss how the questionnaire could be improved. Make available to them Resource B, which is the questionnaire again with some hints and explanations.
- Also discuss how a questionnaire could be used in practice and find out about their previous experiences. Then, ask them about the difference between a questionnaire and a quiz.
- Make sure all TL know the basic difference between a quiz (there are right/wrong answers) and a questionnaire (there are no right/wrong answers).
- Make sure TL have enough time to look at examples of quiz makers and questionnaire creators (introduce at least 2 quiz makers / questionnaire creators most familiar to you).





SESSION 7

- TL should now decide whether they want to create a quiz or a questionnaire and can start with their tasks. If you have more than 5 TL, divide them into groups of 3-4 participants; make sure you have breakout rooms set-up.
- Assist all TL in their efforts to create a quiz or questionnaire. Give them a clear time frame.
- Facilitate the sharing of quizzes/questionnaires - every TL should provide a little introduction (e.g. topic, context, purpose) on the resource they created.
- Give TL time to respond to the quizzes/questionnaires of the other TLs; facilitate a little discussion on the ways in which these could be best shared with students (e.g. email, mobile devices).
- Also allow some time for TL to collect and analyse the data they have collected.
- End the session with the session assessment quiz about questionnaires (and quizzes) and prepare them for the next session dates and contents (in particular explaining the Flipped Classroom set-up of the next two interlinked sessions (8&9) will be important





Session 8 is a self-study session (the last of three), which means you have nothing specific to prepare. Of course, it would be great if you could help TL if they have any questions about it. The most important facts summarised here:

- in Session 8 TL are preparing the last workshop session (which will be a face-to-face session)
- the topic will be **Flipped Classroom**
- it is important that they work through these contents to effectively participate in session 9
- all instructions are available on the LM





SESSION 9

Session 9 is a face-to-face session and covers one topic: Game-Based Teaching and Learning.

- You have a total of 3 hours to work on this topic in a f2f session, the last session of the workshop. Leave enough time for TL to work on the tasks and create their own **GBL** resources. Ideally this session, which is concluding the CANDI workshop, should provide a bit of fun for the TL (especially when trying out each other's resources).
- Welcome all TL to the last session of the workshop and find out how they did in the last self-study session (S8), e.g. Did they understand the Flipped Classroom approach? Did they have any difficulties with the homework? In light of the Flipped Classroom, what are their expectations of this session?
- Then start a short open discussion on the topic game-based learning / teaching: Have they heard about it before CANDI? Have they ever used games or game elements in their teaching? You can also start a little debate on the benefits and disadvantages they see. Encourage a discussion on the most useful features of game-based learning. Feel free to collect the TL responses on a list for everyone to see.
- Since all TL should have undertaken the homework in S8, they have all the knowledge they need to start with their tasks.
- You should assist them in creating their scavenger hunts (or escape rooms), in particular those who have not yet gotten around to doing the self-study. They can work in groups of maximum 3.
- Encourage TL to try the Scavenger Hunts or Escape Room examples created by other TL.
- Leave enough time for the CANDI WS evaluation.





Thank you for being a CANDI trainer!

