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Adult educators digital competencies development

HANDBOOK FOR ADULT EDUCATORS

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Introduction

A prepared handbook allows adult educators to have in their own language instructions and recommendations on how should be used digital tools combined with andragogy theories. After creating a “Digital adult educators competencies development program” and implementing training collected material and gathering adult educators’ experience, recommendations collected in the handbook "Andragogy methods and digital tools for adult educators online teaching activities". Handbook prepared with clear theoretical background, instructions, and recommendations in Lithuanian and English languages.

All European countries are currently engaged in revising their policies to fit with the Upskilling Pathways initiative. Ensuring that the whole of the national adult education sector is digitally competent is an essential element in a well-balanced and integrated national policy. The DigComp Framework is a fundamental tool that has been developed by the European Union (EU) to tackle the challenge of digital transformation investing in our lives and workplaces. DigComp offers a description of the competencies that are necessary today to use digital technologies in a confident, critical, collaborative, and creative way for carrying out activities and achieving goals related to work, learning, leisure, inclusion, and participation in our digital society.

This handbook focus:

- For adult educators to learn new digital tools
- For organizations to empower adult educators to work based on andragogy theory
- For education scientists to find a new approach to digital andragogy.

Handbook provides an introduction to digital online teaching and training in a variety of contexts for adult educators. It provides the knowledge and understanding required to develop digital content and implementation of adult learning.

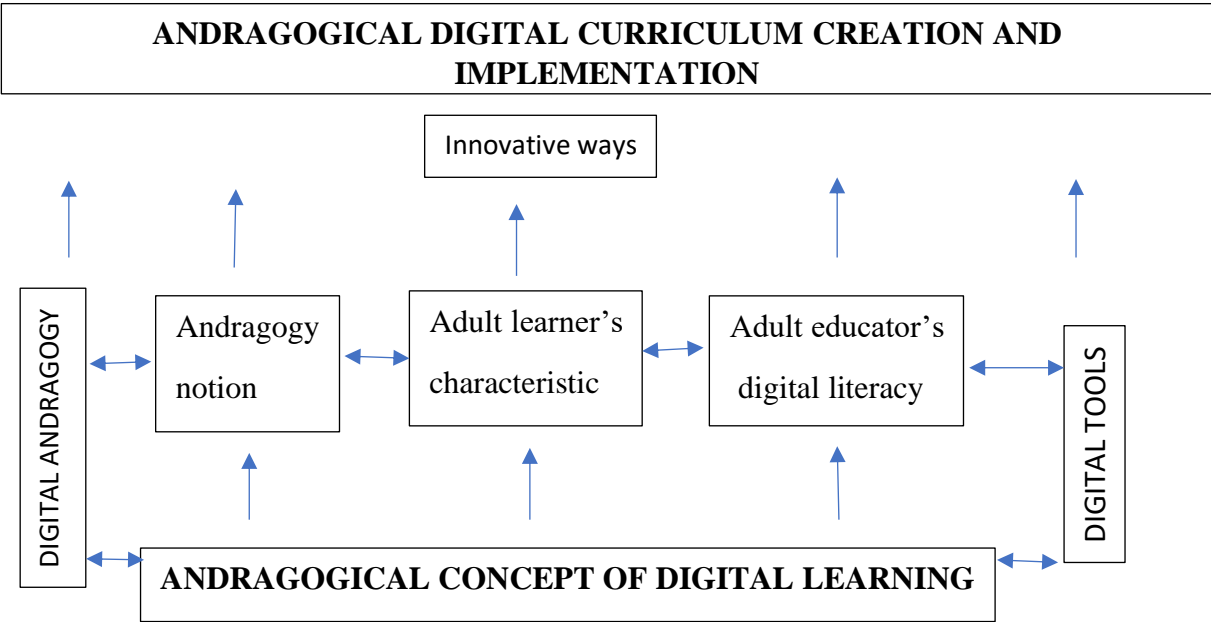
Handbook used <https://pixabay.com/> free images, also was used <https://unsplash.com/> free images. Prepared promotional videos using Powtoon. The design of the handbook created used Canva. Handbook prepared by adult educators with no specific ICT background. If you want to

share your experience or give advice or questions, please do not hesitate to contact us. Contact details are provided at the end of this handbook.

ANDRAGOGICAL CONCEPT OF DIGITAL LEARNING

Adult educators already learned a lot about how to use digital platforms, how to share screens, and prepare presentations but still, they are missing such skills (how to use and combine digital tools and andragogy theory). How to involve adult learners more in the learning process and how to make digital online learning more attractive? Which digital tools to use? What is virtual andragogy, digital tools important for adult educators? Andragogy notion, adult learners’ characteristics, and adult educators’ digital literacy should be taken into account when planning innovative ways to create digital curricula. How to combine methods, and techniques to create an environment for a learning experience?

First of all, we should define the andragogy notion focused on virtual andragogy to understand the difference in the structure of the andragogical approach to digital learning (1 picture).



1 picture. Structure of andragogical approach to digital learning

Andragogy concept

Andragogy is the theory and practice of adult learning, also known as the art and science of adult learning. The Cambridge Advanced Learner's Dictionary & Thesaurus © Cambridge University Press defines “Andragogy - the theory, methods, and activities involved in teaching adult learners.

The specifics of working with adults are somewhat different from working with children or students. Adults do not want to be taught like children. The adult educator who wants learners to achieve good results needs to have a good understanding of the psychological and learning characteristics of adults and to 'construct' the learning process in such a way that it meets the needs and expectations of the learners as closely as possible.

All educational activities are based on learning/learning to learn, which is one of the most important preconditions for successful learning. The development of competence in learning to learn should be at the heart of all training, as the aim must always be to help the learner to become more independent, in addition to the subject content of the training. Learning skills depend on each learner's psychological, cognitive, emotional, and social abilities, as well as on his or her attitude, motivation, and school experience. When developing or improving digital literacy competencies, it is important to get to know the learners as well as possible in order to recognize the learner's level of learning. Adult educators should be aware that for some learners building digital skills will be a completely new learning experience.

The adult educator must continuously focus not only on how the material will help to achieve the objective and improve ICT skills but also on the role of the individual in society and the development of civil society and democracy.

The andragogue must actively use adult experience and reflection as the basis for new learning. Reflection and dialogue about individual aspirations is an essential aspects of the development of basic skills.

Finding ways to combine andragogy and the development of digital literacy skills more successfully requires first of all an understanding of who an adult is and how they can learn.

Combining digital tools and andragogy theory working online is a key to successfully implementing courses and engaging learners interactively in the learning process. Equipped

with the andragogical digital competencies adult educators can combine andragogy theories and digital tools.

Digital andragogy

Greene K., Larsen L. (2018) define virtual andragogy as a “visual and cognitive illustration of the moving, active nature of learning along multiple continuums. Virtual Andragogy illustrates the spiraling nature of the learner’s progression, affectively, behaviorally, and cognitively, from novice to fully engaged, masterful practitioner”. Virtual andragogy material in massive open learning resources becomes a norm for each adult who sometimes even do not recognize as a learner to learn something new in an informal or non-formal learning way. The reflective practice of adult educators gives insights into how to improve andragogical techniques during online learning, and which digital tools could be used.



Components of digital andragogy mostly focused on “click” generation and their learning expectations. Using illustration, sound, and video, adult educators reach learners with motivation to be engaged in the meaningful course of their new experience.

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Digital andragogy constantly changing in the way of Web 1.0, Web 2.0, and Web 3.0 format making adaptations to adult learners’ adequate needs and competencies. The digital environment, context, and practices dramatically changed within communities and daily life, that’s why adult educators as futurists and influencers should bring the newest ideas to adult learners. Blackley, S. & Sheffield, R. (2015) notes that digital andragogy draws on the 21st-century learning skills. Learning habits are changing from the same direction as the linear economy to a circular economy, learners prefer personalized flexible learning, choose to learn what is interesting and

useful. Blackley, S. & Sheffield, R. (2015) describes (table 1) ways of working for successful digital andragogy.

Table 1. Ways of working for successful digital andragogy (Blackley, S. & Sheffield, R. (2015)

Educator actions	Learner actions
Navigation through the unit is scaffolded by 'chunking' content and tasks. The immediate application of learning is made obvious. Tasks and activities are designed to require collaborative team work. Creative and innovative solutions and practices are modelled. Opportunities for creative development and reflection are provided. A variety of modes and mediums of communication are engaged with.	Self-directed navigation through the content and tasks is undertaken. Internal motivation is developed and personal progress monitored. Collaboration with peers occurs in teams with complementary skill sets. Past experience and prior learning is drawn upon. Contextual creativity is developed. A variety of modes and mediums of communication are engaged with.

Digital andragogy principles based on modular training concept and micro-learning. Navikienė (2010) emphasizes that the module is comfortable, and accessible to the entire structural learning unit. The module is defined as an independent, small, short learning component, chapter or part that everyone can learn in a flexible learning way. Navikienė (2022) says that micro-learning structural features focused on accessibility, flexibility, functionality, clarity, and concentration of learning material. Accessibility could be ensured through different social channels, freely reachable to everybody. The functional feature of micro-learning importance shows that it should be presented in a useful way for the learner, to present a concentrate of material, which is clear and could be followed, watching a comfortable time for the learner. The micro-learning content features are: short, small, direct. The short content of micro-learning based on virtual andragogy should respond to these main features – productivity (to gain competencies), dynamism (attractiveness of learning material), and universality (micro-learning can be used for all types of learning and for everybody). Micro-learning is a dynamic, specific, complex educational component and depends on personal/individual learning goals/modifications. Micro-learning is separate from qualification but could strengthen specific professional competencies. The process of micro-learning is connected with small portions of learning ideas, material, and content that are provided fragmentally, selectively, and autonomously. Micro-learning direct features consist of integrative, versatility, and cumulateness.

Digital andragogy based on micro-learning main principles are accessibility, flexibility, and functionality (utilitarian principle) and motivational, and teaching/ learning technology principles. Micro-learning functional (utilitarian) principle shows practical, functional, useful, and effective learning forms, methods, and ways. Micro-learning especially demonstrated motivationally, and teaching/ learning technology principles as one of the ways to engage learners with a small, short, and direct portion of specific knowledge, and skills micro-learning. Teaching/learning technology principles focus on how to use innovative platforms, and channels to engage and motivate learners to choose micro-learning (Navikienė, 2022)

According to the author (Navikienė, 2010) the main principle of modular training emphasizes the precondition of flexibility. One of the main principles of micro-learning is flexibility too. Flexibility to choose learning material, time, and implementation (learning environment, channel) is one of the important micro-learning attractiveness features.

Digital andragogy based on micro-learning goals, methods and tools, channels described in table 1. Navikienė Ž. (2022) The goal of micro-learning methods is focused on the needs/interest of the target person/group. Learning approach and content depend on the main skills that the learner wants to develop. Micro-learning methods are focused on interaction using digital tools and channels, different digital platforms, and apps which makes micro-learning attractive. Micro-learning methods, tools, and channels depend on the goal and learning content.

Table 1. Micro-learning methods (Navikienė Z., 2022).

Goal	Methods	Tools	Channels
<ul style="list-style-type: none"> - create content connected with needs/interest of target group - support curiosity and expanded - empower with popular facilitating online learning 	<ul style="list-style-type: none"> Learning approach How to develop main skills Involvement of learners Self-test Interaction using digital tools 	<ul style="list-style-type: none"> Explainer videos Brief & interactive videos Micro-lectures Whiteboard animations Kinetic text-based animations Presentations 	Digital platforms, MOOC
-Integration of occupational aspects with ESD	<ul style="list-style-type: none"> Visualization Interactive tools Connection profession competencies with ESD 	<ul style="list-style-type: none"> Multiple question quizzes Polls, flashcards Question & responses Simulations Learner recordings to answer questions 	<ul style="list-style-type: none"> Micro-learning apps: Google Youtube <u>Headspace</u> <u>Lasting</u> <u>Word of the day</u>

		Statistical infographics Informational infographics	<u>TED</u> Games Digital badges
- engage and stimulate interest in occupational innovations	Create a supportive learning environment	Timeline infographics Process infographics Geographic infographics Comparison infographics Hierarchical infographics List infographics	Micro-learning social platforms Tiktok, youtube, Facebook, Instagram, Twitter, TED talks, LinkedIn
-reach the target group with the right tools and channels	Interact and engage through innovative methods	personalized learning	Use channels that are the most popular

The attractiveness of micro-learning emphasizes the importance of visualization (videos, infographics, presentations). The most attractive and popular learners' platforms and channels are used to create a micro-learning methodology. Micro-learning could have different forms and there are a lot of different possibilities to follow courses, module units, or short inspirational talks which could help to fill the gap between existing and future competencies. Micro-learning construction should provide a learner the possibility to recognize learning experiences later. There can be different ways that could be helpful for the future learner to continue further to be involved in a broader learning process. Micro-learning developers should think about how to make micro-learning attractive for the learner, to suggest collecting badges for an online course and recognizing part (module) of the qualification based on hours or filled assignments (Navikienė, 2022).

Adult learners characteristic

Adult learner is autonomous, self-directed, decide what and how to learn, so it is important for the adult educator to find ways to involve adult learners in the learning process. In the adult learning classroom, it is not said that must learn, but rather that it is useful for them to try. For example, the andragogy could continuously emphasize how online public services (Social Security, healthcare, registration, etc.) can save them time and make the process easier, demonstrate how to plan their leisure time more easily online (buying tickets, travel weather, timetables, etc.), how and on what platforms social networking can be successful and so on. Emphasizing utility increases motivation, which is linked to purpose - if a person has a purpose, then they have a clear motive to act.

Adult learners have life and professional experiences that they bring to the learning/learning environment. Their experiences are unique and authentic, and it is important for the adult educator to identify and value them and to enable them to integrate their newly acquired knowledge with their existing knowledge and to build on it to develop new skills and competencies. It should not be forgotten that the majority of older adults have not had the opportunity to experience digital technologies, either at school or at university, and may therefore be quite skeptical about ICT technologies. Based on Presnky (2001) they are “digital immigrants”. The same can be said for social exclusion and marginalized groups.

Adults' learning is influenced by their school experience. The success of learning at each new stage of learning depends on the success of learning at previous stages. If they have been successful in the past, they start the next stage of learning with more courage, they are not afraid to face difficulties and they know that they can overcome them with will and effort. However, it is often the case that people who have previously dropped out of sequential learning because they were uncomfortable, unhelpful, and uninterested in it take part in training. Such people are afraid of learning situations, insecure, withdrawn, constantly anxious, and hostile. It is important for the andragogue to realize that these defenses do not necessarily mean a reluctance to learn, but are to a large extent the cause of non-learning. It is for this reason that an assessment of the trainees' school experience makes it possible to organize and personalize the digital literacy learning process more successfully.

They want practice-oriented training. Such training is linked to the realities of the trainees' professional and everyday lives and includes learning strategies that can be applied to each person's practice. Practical training can also be one of the motivating factors for positive motivation, as it is concrete and practically applicable, and the training content is simple and understandable. Practice-based training uses authentic material based on the participants' life



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experiences and their own situations. The trainer should teach the use of digital tools that meet learners' expectations and serve them in their daily lives or professional activities, so it is important to find out in advance the needs of the trainees (e.g. the need to use social networks, email, learning apps, etc.).

Training that is practice-oriented encourages participants to apply the skills they have learned after their training. It is goal-oriented, so it continuously checks the curriculum to see if it will help achieve the goal. A well-articulated objective brings benefits, and clarity and makes sense. It must be clearly formulated, showing the applicability of the programme. It is essential that the objectives of the adult educator and the learner coincide as much as possible. It is important to involve not only the learners' minds but also their emotions in the learning process.

Respect from the trainer is very important for the adult. The andragogue should value the adult's life experience, whether or not they know how to use ICT. If the trainee does not find acceptance, if his efforts are not recognized, he will not learn. It is the responsibility of the Andragogue to encourage the whole group to respect each other and to respect each participant. It is recommended to be on an equal footing with the participants during the sessions and not to distinguish oneself by titles or special addresses. The adult educator must show respect to each participant and do so in a way that makes each participant feel respected. It is necessary to allow the participants to make small achievements, but not to pressure them, and to allow them to say: "We did it ourselves". When confronted with people who lack self-confidence, it is recommended that the andragogue practitioner should try to minimize these factors, i.e. to

show that another adult can be a helper and a mentor. This means that the learner needs to feel the constant support and trust of the teacher.

Individual differences between adults are more pronounced than between children. Individual differences between people increase over the years. This means that the older the group of people in the classroom, the greater the individual differences. If the group is of the same age, e.g. 50 years old, the individual differences (mental ability, learning speed, etc.) will be much greater than in a group of young students of the same age. However, it is possible that the audience will include people of different ages as well as different abilities. This poses a further challenge for the andragogue to find out at what age and at what level of digital literacy the group will be working with. Younger age groups are quicker to absorb information and develop digital skills. However, due to the greater experience at an older age, the individual (learner) has more opportunities to choose a wider range of associations with which to associate new learning. For older audiences - slow down the pace, allow active learning and create an environment where they can draw on their experience.

It is important for the adult educators to know how people's mental capacity changes over the years in order to be able to "construct" a learning process that meets the needs and expectations of the learners, and that is appropriate to the learners' speed and way of processing information. This is particularly true when it comes to the development of digital ICT competencies, as the development of these skills requires a different pace of learning and is time-consuming.

Everyone can notice changes in personal attitudes between youth and adulthood. There are changes in the individual's thought process that can affect adult learners in the following ways:

- changes in the way learners interpret new information;
- changes in the readiness to experience different learning experiences;
- different attitudes towards the material and its interpretations;
- individuals have different perceptions of the relevance of learning;
- different developmentally stimulating learning tasks emerge.

This means that not only our attitude towards ourselves changes but also the attitude of others towards us. Any physical ageing affects psychological processes, and every social situation affects every experience.

The age of the learners must be taken into account when developing digital skills for adults. Knowing how mental abilities change with age, teachers need to choose a pace that is appropriate to the age of the learners, to relate information to practice and not to expect older people to quickly piece together individual facts into a whole.

Adult educator's digital literacy

Everyone today needs to have at least basic digital skills in order to study or work, communicate, to access a growing number of online public services, and to find trustworthy information. The Digital Economy and Society Index shows that four out of ten adults in the EU lack basic digital skills. In order to respond to this priority, this handbook shows innovative methods and tools for teaching, training, and learning in the field of adult education, developing and improving the digital competencies of adult educators.

DigComp conceptual reference model (Annex 3) consists of five main competencies: information and data literacy, communication and collaboration, digital content creation, safety, problem-solving. These competencies group divided into sub-competencies. Adult educators Digital literacy is one of the eight core competencies, which includes the ability to use all digital technologies confidently and critically to find information, communicate and solve basic problems in all areas of life. Inevitably, adult educators have been faced with new challenges requiring new specific competencies, creativity, skills, and knowledge: how to combine digital tools and andragogical theory, how to involve learners in the teaching/learning process, and how to make digital content more attractive. However, there is also a "flip side" to the coin: the pandemic situation has created a great opportunity for both an adult educators and adult learners to acquire, nurture and develop digital competencies, which are nowadays on a par with reading and writing skills.

UNESCO (2011) experts group pointed that there are different media and information understanding links between terminology: media literacy, information literacy, freedom of expression and information literacy, library literacy, news literacy, computer literacy, internet literacy, digital literacy, cinema literacy, games literacy, television literacy, advertising literacy. Adult education policy planning documents on digital learning, learning approach, principles working with different ages adults, learning content, main learning messages importance, and visualization should build an interactive and engaging environment through innovative methods and tools. Digital tools will only be effective if they are used within the right frames and combined with andragogy theory. We should for instance understand that employing digital tools does not mean we need to constantly use them working with adults. The adult educator has to have digital competencies to use when it's needed to enrich learning activities.

Adult educators team who are working in the area of digital competence focuses on adults at risk of social exclusion, particularly people on the margins, and older people who need to

develop digital skills to keep their social relations and train their cognitive skills in a digital world. Adult educators working with vulnerable groups still lack digital tools which will help in involve more adults in learning process.

Improving adult educators' digital skills will empower them to play an active role in adult education.



The pandemic situation shows that adult educators were not prepared enough to implement online digital non-formal learning. To start using ICT and to be involved in the activities through online activities was a big challenge for adult educators working with different adults. It is and was unexpected force majeure conditions

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that forced to use of ICT and its communication programs to reach the audience, target group (adult learners). Better use of the ICT provide significantly greater benefit to the society and increases the individual's role in its successful development and civic democracy.

Lewis N., Bryan V. (2021) defines a digital learning environment as the way of “teaching that is done utilizing technology and is usually online. The digital learning environment is connected to andragogy and is a non-traditional method of educating individuals. Incorporating active learning methods into an online learning environment is necessary to foster student interaction and engagement”. Adult educator’s ICT competencies and all accessible technological tools and approaches encourage collaborative learning by including teamwork activities, digital skills acquired working with adults and adult educators, and learning through innovative tools and methods. Adult educators’ empowerment with knowledge and practical suggestion, in order to fit the

latest digital media innovations and requirements are important to the factor of digital society. The digital adult educators program focused on how practically help adult educators to implement online/digital learning/teaching activities based on andragogy theory.

An andragogical digital approach to curriculum planning, content creation, and implementation will allow for facilitating online learning. Adult educators’ digital competencies should be at

an advanced level to ensure an inclusive, attractive, interactive adult learners' learning experience.

Self-awareness about digital skills and competencies ensures openness to a new learning experience.

Adult educators introduce digital literacy courses for adult learners regularly, on the basis of different platforms, technical assistance via telephone and time-flexible, use an action-oriented approach – learning by doing, use direct project-based or problem-based activities.

Andragogical digital curriculum creation and implementation

Digital platforms have also opened up enormous possibilities for collaborative learning. Both in formal and informal learning areas, we are seeing how learners communicate and learn from each other, with or without a discussion moderator. And fortunately, we are also seeing this happening among adult educators who are sharing in online communities of practice their experiences with the use of digital tools. We encourage this type of practice, create networks of networks, and identify the success criteria in the best examples.

Andragogical digital curriculum planning:

- Exploration needs of the target group
- Identify and use connect andragogy practice with digital skills

Andragogical digital content creation

- Integrate andragogy concept and methods
- Empower learners
- Supporting vulnerable adults using digital learning

Andragogical digital content implementation

- Ability to choose and use digital tools
- Facilitating online learning

Assessment/ Evaluation

Adult educators' team who are working in the area of digital competence focuses on adults at risk of social exclusion, particularly people on the margins, and older people who need to develop digital skills to keep their social relations and train their cognitive skills in a digital world. Adult educators working with vulnerable groups still lack digital tools which will help in involving more adults in the learning process. For adult educators are very important to use correct communication tools to reach adult learners' audience (basic principles of communication, effective communication tools, communication channels for reaching adult audiences in the regions) are important to build trust and encourage them to participate in digital learning activities.

The digital adult educators program focused how practically help adult educators to implement online/digital learning/teaching activities based on andragogy theory. Importance to support experienced adult educators with upskilling digital skills and encourage/empower them to combine digital tools and andragogy theory working online.

An andragogical digital approach to curriculum planning, content creation, implementation, and assessment/evaluation will allow being prepared to facilitate online learning. The program defines **competencies area, competencies, learning online rules, methods, and tools** (see annex 1 Structure of adult educators' digital competencies development) and creates a solid background for digital adult educators' competencies development program structure in two directions:

- andragogical digital approach to the content
- adult educators' digital competencies

The andragogical digital approach to the content consists of four main groups:

- ✓ Andragogical digital curriculum planning - exploration needs of the target group; identify and use connect andragogy practice with digital skills.
- ✓ Andragogical digital content creation - integrate andragogy concept and methods; empower learners; support vulnerable adults using digital learning
- ✓ Andragogical digital content implementation - ability to choose and use digital tools; facilitating online learning

An innovative way to plan a curriculum – based on adult learners needs adult educator prepare courses and plan the needed environment. It can be different online environments (Zoom, MS teams, Google meet, or other meeting platforms) depending on the group that can be chosen open webinar, live stream session or closed course. It is important to emphasize that adult educators should encourage vulnerable people to try, join, and learn how to be not isolated if their digital skills or economic situation do not allow them to participate in the courses. The description of the curriculum is important to finalize what kind of content and implementation requirements should be.

An innovative way to present/create content (program) – the most difficult task is to create inclusive content for learners. Based on the learner's needs or adult educators' suggested topic content creation should be prepared with material (visual, audio, readable, touchable, playable) that responds to the adult learners. The most effective content should be interactive and engaging that respond to learners' expectations.

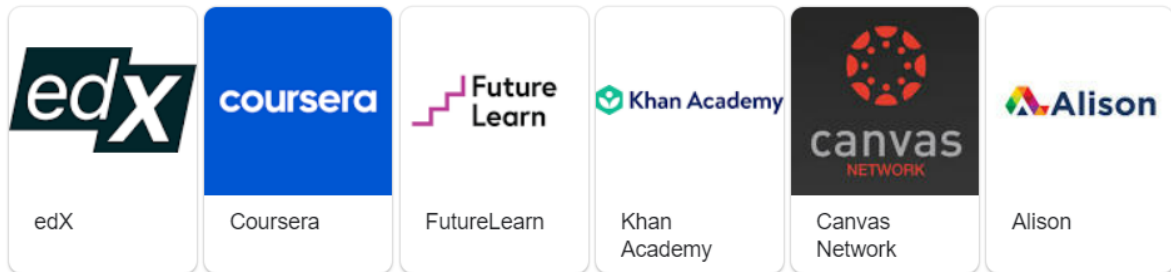
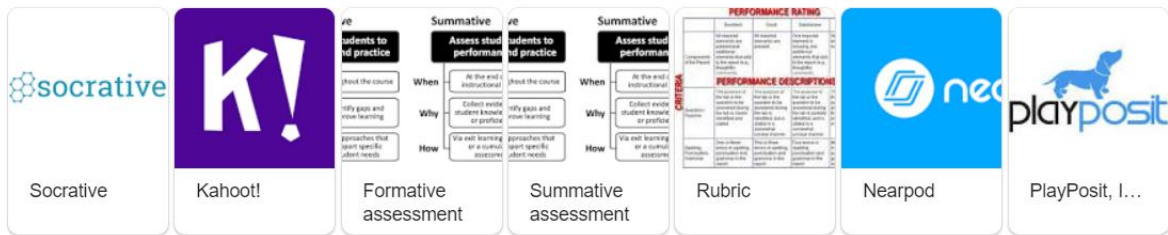
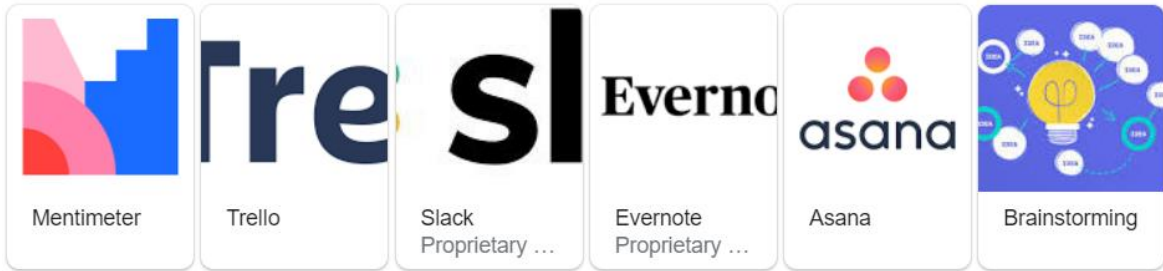
Involving participants in the implementation – is the most visible stage of training and most important to reach planned goals, to pass knowledge or experience, that the way of implementation will bring meaningful insights, time to think and reflect learning experience, and time to discover. During the implementation stage should be given attention to learners’ reflections using digital tools, if the group of learners is quite big then adult educators should evaluate the best option to give a common reflection and share it on screen or still give the possibility of their own reflection. An adult educator should not forget all andragogical approaches to learning things and give time “to print or stamp” learning experience. Adult Educators need to be empowered through andragogical digital skills and tools in order to be able to reach out, be interesting for adult learners and transfer their skills and competencies to improve their digital readiness. Equipped with the andragogical digital competencies adult educators can combine andragogy theories and digital tools.

Assessment/Evaluation – assessment of developed competencies is important for learners as for adult educators. To improve the next time implemented learning – training activity evaluation should be part of learning. Adult educators could use online tools to do a quick, anonymous evaluation and at the same time share with participants. Giving feedback after learning directly online could encourage both participants (learners and educators) to improve future courses and express future wishes and reflect self-awareness about digital skills and competencies ensuring openness to a new learning experience.

Learning online rules – should be focused on a supportive learning environment and agreed on adult educators/learners etiquette and communication rules during the online course. Improving adult educators’ digital skills will empower them to play an active role in adult education.

Adult educators’ digital competencies should be advanced level and should be an encouragement to increase adult educators’ confidence in the use of digital technology, support “Digital immigrants”, and increase motivation to use digital tools.

DIGITAL TOOLS FOR ADULT EDUCATORS



Digital tools will only be effective if they are used within the right frames and combined with andragogy theory. We should for instance understand that employing digital tools does not mean we need to constantly use them working with adults. The adult educator has to have digital competencies (knowledge, skills) to use when it's needed to enrich learning activities.

Digital platforms have also opened up enormous possibilities for collaborative learning. Both in formal and informal learning areas, we are seeing how learners communicate and learn from each other, with or without a discussion moderator. And fortunately, we are also seeing this happening among adult educators who are sharing in online communities of practice their experiences with the use of digital tools. We encourage this type of practice, create networks of networks, and identify the success criteria in the best examples.

Lewis N., Bryan V. (2021) defined online learning as synchronous or asynchronous. “Asynchronous learning can be completed at the convenience of the student and may incorporate pre-recordings, videos, reading material, or quizzes that are uploaded online. Synchronous learning involves the use of live, interactive lectures with the instructor and students”.

One of the most powerful andragogical digital approaches to adult learning is a digital storytelling method. Nair, V.; Yunus, M.M. (2021) emphasize that digital storytelling involves the practice of utilizing computer-based tools as a means of telling stories. Digital-created narratives, digital documentaries, and interactive storytelling. Nowadays society is permeated with visualizations, video and audio, images, and web publishing technologies. The short, modular, bite-size stories could be used for direct moment learning or could be a modular course of non-formal learning. Narratives and personalized stories create the connection and attractiveness of digital content. Prins, Esther. (2017) defines digital storytelling as a participatory visual narrative-telling methodology, that includes participatory photography, video, sound technology, and digital media. Distinguish principles of digital storytelling (accessibility, flexibility, representation possibility, participatory aspect, and social changes) open learning process for everyone and brings to the level of shared participation and expression. The digital value of such stories and content that it could be constantly used in different learning environments. Only adult educators should have the imagination how to engage and involve adults in digital learning content creation.

People all the time were used to listening to stories from an older generation or to reading philosophical (wisdom) books, feeling emotions by looking into art, or listening to classical music and connecting all the learning experiences, understanding, and discovering through their own perspectives and reception. In the digital era we combine all sensors in one and created a story could touch our perception more quickly and deeply using digital approach. Learning situations and adult educators could effectively use digital stories to give inspiration, examples, or motivation to adult learners.

There are different kinds of digital tools and platforms. Important to know that digital tools could help to implement active and engaging activities during the learning process. For example, you can plan to use quizzes, and games, generate word clouds for discussion, communicate via digital tools with a huge audience, and ask them to be actively involved via expressing feedback or answering questions. At the same time, you can cooperate using a brainstorming map or even participate virtually with a hologram. There are different tools that could help the adult educator to choose the best option to engage adult learners in the learning process.

Based on Blackley, S. & Sheffield, R. (2015, p.408) suggestion to create learning content encourage learner collaboration and reflection to make meaning and connections to prior knowledge. “The tasks are assessment of learning, for learning, and as learning. (formative and summative) feedback is prompt, personal, and is provided in different formats (written, video, and sound bite)”.

Adult educators can create and share their own learning materials, such as flashcards and diagrams, on **Quizlet**. These educational materials can then be brought to life using Quizlet Live, a free in-class quiz game. To succeed in this fun and participatory game. To show presentation in a more interactive way could be used **Prezi** claims that using their cloud-based presentation software. Prezi presentations differ significantly from conventional presentations in that they zoom in and out, move side to side, and focus on images and videos that the user has included. Prezi is widely used and frequently gets positive ratings. With Thousands Of Custom Templates, Stock Photos, Videos, And More, **Canva** Can Create Anything You Need.

Adult educators are forced to reflect and change learning styles, methods, and approaches based on learners’ needs to have content more visualized. Almost everyone in 21 century is used to get information via short clips, and animation. The adult educator should think about how they could use video/audio recording to become learners part of learning content creation. Depending on adult learners’ needs and non-formal learning activity it could be used a real-

time dynamic presentation platform **Project**. Interactive images could be added with **ThingLink**, produce and share dynamic content, and provide insightful feedback on learners' tasks. **Animoto** enables to create a 30-second film summarizing what they learned in a course. With **AudioNote**, which combines a voice recorder and a notepad, the adult educator can collaborate while recording audio and taking notes. You can add questions to the video with **Edpuzzle**.

Social learning offers a different format of learning, for example, learning by doing. Adult educators as examples or learning influencers should demonstrate how properly they use digital tools. An adult educator should be always prepared for different situations during learning activities. Adult educators can use pre-recorded lessons, conversations, or audio for projects using **QuickVoice Recorder**. **Vocaroo** allows you to make audio recordings without using any software. **WeVideo** could be used to do records.

Adult learners like to be actively engaged in the learning process via quizzes, and polls. Adult learners can demonstrate their experience and knowledge. Adult educators can use **Crowdsignal** to design online surveys, tests, and questions that could be answered by learners via computers, tablets, and smartphones, and information can be gathered for reporting. Almost everybody knows and uses **Kahoot!** a quiz-making tool that is based on video games and allows you to use online content. You can create exams that are in line with standards using **EduLastic** and get an immediate response. You may construct polls, forms, quizzes, and surveys with the aid of **FreeOnlineSurveys**, **ProProfs**, **MicroPoll**, **Naiku**, **Obsurvey**, **Quia**, **Quizalize**, **Quizizz** or **poll maker** allows you to ask a question or create a poll for feedback and see the answers immediately.

Table 2 mentioned digital tools for adult educators. Possible tools for creating surveys. You can create mobile-friendly surveys using and view the results instantly. **Brainstorming and mind mapping** that enables visual team communication utilizing text and graphic inputs, comparable to mind mapping. All these possible tools could enable real-time collaboration across the learning group.

Table 2. Digital tools for adult educators

Surveys	Brainstorming and mind map	Interactive tools	Word clouds creation	Digital assessment tools	Digital storytelling tools	Feedback gathering
Survey Hero	AnswerGarden	Lino	EdWordle	Mentimeter	Powtoon	Getfeedback
SurveyMonkey	Coggle a mind-mapping tool	Googledoc	Wordclouds	Socrative	Doodly	Asknicely
SurveyPlanet	Conceptboard Software	Onenote	TagCrowd	Formative	Doodlemaker	Hubspot
Zoho Survey	Dotstorming	Prezi	Tagxedo	Poll everywhere	ZooBurst	Survicate
Questback	iBrainstorm	Piktochart	Word Cloud Maker	Quizlet	Toontastic 3D	Typeform
Qualtrics	Padlet	Monday	ToCloud	Plickers	Animaker	Refiner
GoogleForms	ShowMe	TEDEd	Wordables	Kahoot	Moovly	ProProfs Survey Maker

Word Cloud Maker is a free online tool, where you can create your own word cloud with a message. In order to collect comments and encourage debate, **EdWordle** creates word clouds from any text that is input. Word clouds are images made up of a mass of smaller words that serve as a topical hint. Other tools can assist you in eliciting learning evidence or determining prior knowledge regarding a topic.

Adult learners' real-time feedback is important to stimulate engagement, to feel if the topic, and assignments should be changed. To measure real-time feedback could be used **Formative**, **GoSoapBox's**, **IXL**, **Kaizena**, **Plickers**, **Quick Key**, **Mentimeter** and other tools mentioned above in a table. This feedback will enable to vote on any question an adult educator poses using a smartphone or tablet, boosting student involvement.

Work, learn in real-time simultaneously, and created learning material could be prepared using **Google Forms, a Google Drive software**. Questions and answers platform could be used **Piazza** which enables you to post lectures, tasks, and homework as well as ask and answer questions. If you want to learn in groups and do a common task you can use **Trello&Teams**.

In formal adult education could be used programs such as **Moodle, Socrates, or Google Classroom** is a potent social learning platform with a strong sense of community. Students can ask questions and then get responses from their teachers and classmates. Intriguing homework assignments and lecture materials might also be posted by teachers. It can also be combined with different Google products, such as Google Forms, which is an excellent tool for gathering student feedback. A component of the **Adobe Spark** suite is **Adobe Spark Video**. Students can use the tool to create quick, animated explainer movies with narration. To their video projects, students can quickly add images, video clips, icons, voiceovers, top-notch soundtracks, and cinematic motion. Making videos and blogs is a fantastic method to get creatively involved learners in assignments or studying information.

Digital tools are important when using an andragogical approach to each adult learner and make the digital learning process more attractive and engaging. On a practical level, adult educators emphasize that for them it is very actual how effectively and based on andragogy principles should be organized online activities.

TIPS AND TRICKS

The handbook concentrated on developing functional competencies for adult educators while taking advantage of digitalization and its tools. In order to tackle the new obstacles brought up by the recent pandemic crisis, we want to enable practitioners to take advantage innovative methods to reach out to their target groups and successfully engage them in their activities.

When planning and organizing digital literacy training for adults, it is essential to gather as much information as possible about the participants, to find out the needs and expectations of the specific group, and to properly design the objectives and the specific means to achieve the objectives. The event should focus as much as possible on building practical skills and on creating a suitable and safe environment for learning. The development of digital skills for adults must therefore become a given for learners, teachers, communities and society as a whole.

Tips

✓ Choice of a teaching position

What we aim to achieve with our teaching?

- *To impart knowledge, i.e. to have an impact on the cognitive domain, to transmit information. Is it our aim that the participants analyze the knowledge they have received and relate it to their experience? More suitable for transmitting information to large audiences. In terms of digital literacy training, can be done as an introductory event, e.g. how to use the internet safely.*

- *To build skills, i.e. to influence the psychomotor domain. Most suitable for digital literacy training as it builds the skills needed to manage information technology. The andragogue's activity is then more akin to that of a trainer than a teacher.*

- *Influencing feelings and emotions, helping to change attitudes and value positions, i.e. influencing the emotional sphere. The teacher of adults should show how digital literacy will enhance the role of the individual in society and contribute to the development of civil society and democracy. The teacher of adults must enable them to think about themselves, to help them grow as individuals, to be confident in their own power, and to be willing and able to work together with other people.*

✓ **Formulating the content of teaching**

What topics and subtopics will be needed to achieve the objectives?

What is the relationship between theory and practice?

- *The literature suggests that the best ratio is 1:4 (one part theory, four parts practice). Activities must be coherent and planned to meet the objectives. Theory and practice should be proportionally matched (according to the objective).*

✓ **Calculation of time consumption**

- *The optimum duration of an adult training/learning event is 6 hours. It is recommended to divide the session hours in blocks of 90 minutes (2 hours). Digital learning should be organized based on session blocks if needed to do short breaks.*

Tricks

How to prepare for the online digital seminar, workshop, or conference

1. Prepare program (described in annex 1 all steps)
2. Invitation with Canva.com
3. Share invitation through all social channels (personal invitation, via FB, tiktok, website, Insta, Twitter and etc.)
4. Create registration through Eventbride.com
5. Create online seminar, workshop or conference platform.
6. Think about livestreaming
7. Create a team and share implementation responsibilities (responsible for letting in, muting participants, dividing them into groups, assisting with online tools)
8. Prepare content presentations (talk, ppt, video or audio) and be prepared with interactive tools for participants
9. Prepare interactive tools for participants:
 - a. During first minutes of workshop or seminar you can ask (for example: write in a chat – from which country, or city you are)
 - b. During introduction session it could be asked to express needs of workshop – for example use metimeter
 - c. During analyze session you can use kahoot
 - d. Share prepared video interview with someone from the participants and ask to share experience about topic.
10. Include in your topic, exercise and interactive methods activities that touch emotions.
It even could be contraversal questions to choose A or B answer

Example of good practices

How to plan the training

As with any activity, planning is essential for training. The planning process sets the objectives of the training, identifies the outcomes to be achieved, and determines the process and format of implementation, based on a sound understanding of training needs. The accuracy of the identified need determines how the training will meet the expectations of the target groups and contribute to the desired change. It is planning that helps to mobilize all the necessary information, manage time and energy resources, and make the best use of potential and opportunities.

Planning steps:

1. Determine the need for training
2. Formulate training goals and objectives
3. Select the most appropriate training strategies, techniques, and methods.

Participant needs analysis. Before the event, the adult educator should gather as much information as possible about the participants: education, experience, age, level of ICT management competencies, etc. It is also very important to know the expectations of the participants, e.g. whether the participants will be adult educators who want to work with digital content or want to learn how to use specific digital tools, or whether they will be people who want to get acquainted with online public services, or whether they will be people who have a need to develop their communication and collaboration skills in a virtual environment, etc.

Formulating the aims and objectives of the training/s. The greatest success of training is visible and tangible results. Unfortunately, it is often complained that it is very difficult or impossible to measure whether the training has been valuable. It is advisable to measure the RESULTS rather than the actions taken, i.e. whether a specific objective has been achieved, which should be announced before the training starts. It is useful to evaluate the participants' achievements at the end of the training and to provide personal feedback and reflection.

The objective should be formulated in the generic sense (explain, analyse, justify, reveal, prove), as the generic sense indicates direction. The objective must be clear, narrow, achievable,

measurable and realistic, i.e. attainable. It is important that the objective expresses a result and not an activity. Objectives for digital literacy training can be:

- Targeted, e.g.: improving the participant's digital competences.
- Large-scale, as defined by thematic blocks e.g.: to help participants to develop a working knowledge of ICT learning applications for effective engagement or feedback in lessons, or to provide participants with the knowledge of safe online shopping etc.
- Minor. These are very specific and are sometimes referred to as tasks.

Tasks are realistic steps. They can be tested by asking questions such as: will my participants be able to use Socrative and Kahoot or other applications in the lesson? This means that the objectives must show the result of the training, what the participant will be able to do after achieving the objective.

Choosing the right teaching/learning methods. Passive learning involving only numbers, symbols and abstractions cannot satisfy an adult as it is not the most productive. In particular, passive activities are not suitable for adult digital literacy training. The data show that passive learning increases recall of information, while testing, practical activities and teaching others increase the chances of retaining information and building skills. This means that when it comes to the development of digital skills in adults, we need to put active, practical and collaborative activities at the forefront.

Digital literacy training for adults can take the form of workshops or training courses. Seminars are training events that integrate the presentation of theoretical material, the performance of practical tasks, i.e. the development of practical skills and the clarification and sharing of experience among participants. It is about learning together and at the same time solving problems independently, with active cooperation between the seminar leader and the participants.

Developing the programme of the training event

The word 'programme' is derived from the Greek for 'announcement'. In modern parlance, it means a document that sets out specific activities, aims and intentions. For every andragogue, a programme is a useful tool for improvement, but only when there is a comparison, i.e. a 'record' of the implementation of the programme. In other words, a record of what happened and what should have happened. Such "calculations" one way or the other allow the improvement of activities.

The programme of an adult learning event should be designed in such a way that it can be used in practice. Before designing a programme, we need to ask ourselves the following questions:

- Who will be working with in this workshop/training?
- What can I bring to the participants in terms of my expertise?
- What will I aim to achieve with my training? What could be the outcome? What needs to change?
- What do the participants and organizers expect from me?

After answering these questions, we take the following steps:

- Analyse the needs of the participants
- Choose a training position
- Identify goals and objectives
- Formulate the content of the training
- Select training methods and tools
- Calculate time input
- Write a plan for the training event
- Reflect on critical phases
- Establish a reading list.

Topic/title

The topic is the short title of the subject under study. It is formulated as an answer to the question WHAT? Keep the topic/title as simple as possible and do not use empty words. Use no more than 10 words. There are words that reflect the problem or there is playful, figurative language.

How to learn from adult educators across Europe?

We do not face a huge distance and separation because of technology. We can learn from each other in a virtual platform. Adult educators most than ever could learn from each other in the virtual non-formal community “academies”.

Become an active member of the EPALE community, learn from your colleagues, share your experience, or find the answer to your interest. You can use in this platform your own language.

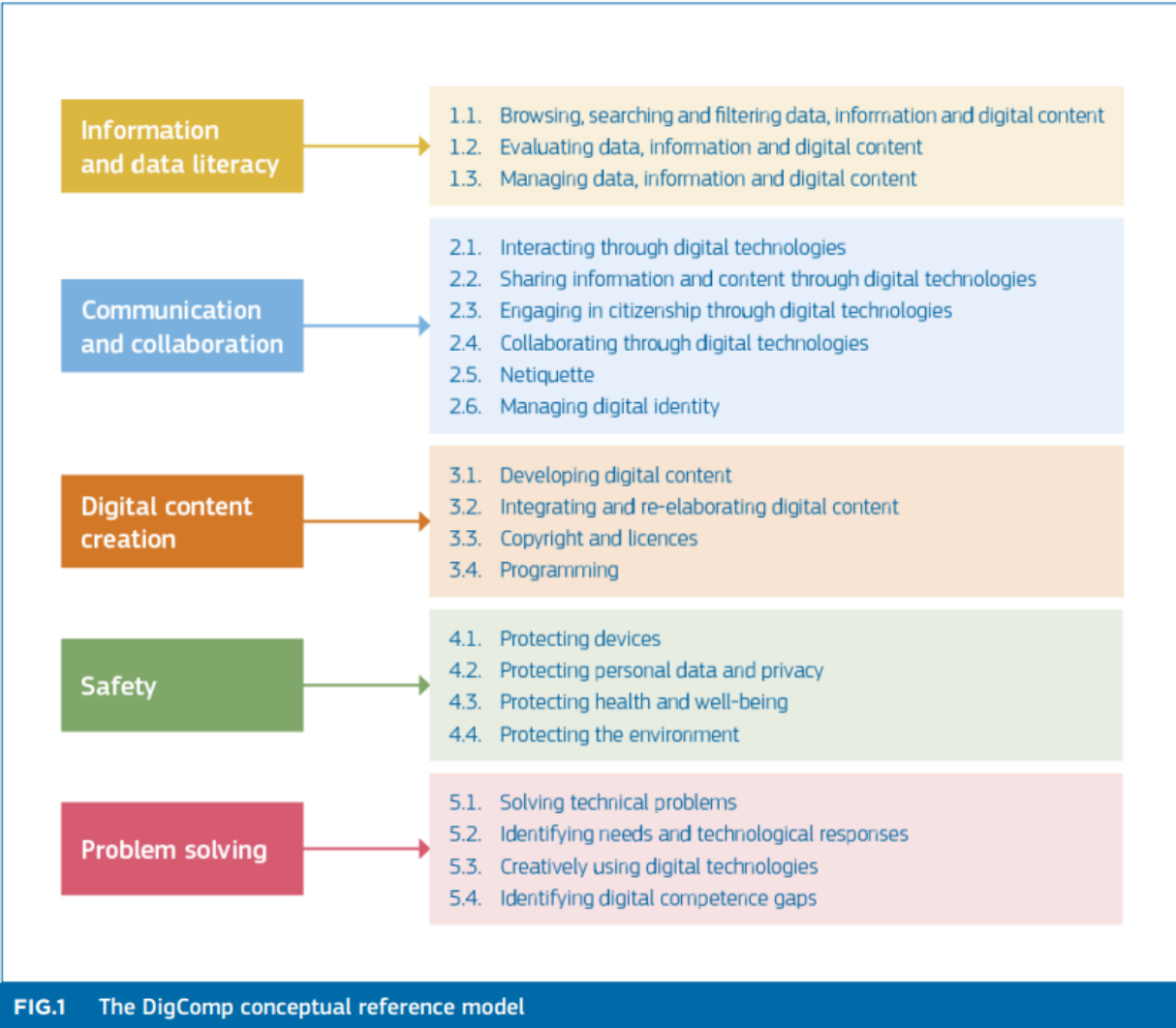
EPALE is a European, multilingual, open-membership community of adult learning professionals, including adult educators and trainers, guidance and support staff, researchers and academics, and policymakers.

The screenshot shows the EPALE website interface. At the top left is the European Commission logo. To the right are language options (EN English), a login button, and a 'Create an account' button. Below this is a dark blue navigation bar with links for EPALE, Contribute, Collaborate, Learn, EU Policy, About, and MyEPALE, along with a search icon. The main content area has a dark blue header with the text 'EPALE - The European community of adult learning professionals'. Below this, there is a large blue section for a video titled 'Connecting the dots. Reflections on the 2022 EPALE Community Conference'. The video description reads: 'One month after the 2022 EPALE Community Conference, it's time to have a look back, reflect on its highlights and... watch again the plenary sessions!'. To the right of the video is a graphic for the 'EPALE Community Conference 2022' featuring a colorful logo and the text 'Connecting the dots Reflections on the EPALE Community Conference'. At the bottom of the graphic, it says 'Funded by the European Union' and 'Erasmus+'. At the bottom left of the video player area, there are social media icons for YouTube, Facebook, Twitter, LinkedIn, and Instagram.

Annex 1

Structure of adult educators' digital competencies development

Competencies area	Competencies	Learning online rules	Methods	Tools
Andragogical digital approach to the content				
Andragogical digital curriculum planning	- Exploration needs of target group - Identify and use connect andragogy practice with digital skills	Adult educators/ learners etiquette and communication rules	Learning approach Learning content Main messages	Presentations Agreements Involvement of learners Test
Andragogical digital content creation	-Integrate andragogy concept and methods -Empower learners -Supporting vulnerable adults using digital learning		Visualization Interactive tools Digital marketing	Digital platforms, MOOC
Andragogical digital content implementation	-Ability to choose and use digital tools -Facilitating online learning		Principles working with different age adults	Interaction using digital tools
Assessment/ Evaluation	Assessment/ Evaluation		Feedback	Reflection
Adult educator's digital competencies				
Advanced level of adult educators digital competencies	-Increase adult educators confidence in the use of digital technology -Support "Digital immigrants" - Increase motivation to use digital tools	Supportive learning environment	Interact and engage through innovative methods	Digital information management tools
Assessment/ Evaluation	Assessment/ Evaluation	Evaluation	Feedback	Reflection



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