

SESSION PLAN			
Programme/Qualification Title:		Module No: Module 2 - Computer digital literacy – Useful for tutors to teach to learners new to online learning	
Tutor:	No of sessions	Hours per week/per session:	Total GLH:
	4	1hr (total 4 hours per module)	6hrs
Module Aims:			
<p>To develop an understanding of how to approach learners who are new to online learning. More specifically this module will guide the trainer on how to best understand their learners in order to ensure a learner-centered approach, decide on the appropriate methodology, suitable for newcomers to the online learning, incorporate basic digital literacy to their work regardless of their primary topic and finally offer the chance to put in practice and built the relevant skills.</p>			

Module Learning Outcomes:

- L.O.1 Understanding the learner:
 - Grasping the profile of the learners:
 - what sociodemographic information is relevant
 - their motivation
 - their strengths
 - their needs
- L.O.2 Appropriate Methodology:
 - Predicting common problems with newcomers in the online learning
 - Solutions and procedures to facilitate online learning
 - Recommended software and platforms (that are beginner friendly)
- L.O.3 Enhancing digital literacy:
 - How to incorporate basic digital literacy teaching to your course
 - Hardware essentials
 - Software essentials
 - Behaviour/dangers in the digital world
- L.O.4 Hands on experience
 - simulation of scenarios based on the previous three topics
 - getting to know a learner new to the online learning

SESSION 1 - Understanding the learner						
Timing	Teacher Activities	Key Points/Learning Objectives	Resources	Inclusion	Functional Skills	Assessment, ie: means of evaluating achievement of Learning Outcomes
15 mins	Welcome/ Intro/Getting to know each other	<ul style="list-style-type: none"> Warmup – Getting to know each other/Ice breaker Introduction to the Module, its aims and its contents 	N/A			N.A
10 mins	Facilitate the discussion + provide information	<ul style="list-style-type: none"> The importance of understanding the learner: discussion/brainstorming Elicit the components of the session 	Flipchart Paper Markers Projector Screen			
5 mins	Facilitate discussion + provide information	<ul style="list-style-type: none"> Why sociodemographic information plays an important role – Considering biases and stereotypes 	Flipchart Paper Markers Projector Screen			
10 mins	Facilitate activity in groups and discussion in the plenary	<ul style="list-style-type: none"> Different types of motivation for learning 	Paper Markers Projector Screen			
15 mins	Work in groups and exchange of good practices Facilitate discussions in the plenary	<ul style="list-style-type: none"> Identifying the strengths and needs of the learners (in the context of digital literacy) 	Paper Markers Projector Screen			
5 mins	Conclusion: Facilitate debriefing	<ul style="list-style-type: none"> Take home messages Final comments, concerns and questions Evaluation of the session 	Flipchart paper Markers			

			Self assessment form			
SESSION 2 - Appropriate Methodology						
Timing	Teacher Activities	Key Points/Learning Objectives	Resources	Inclusion	Functional Skills	Assessment, ie: means of evaluating achievement of Learning Outcomes
5 mins	N/A	<ul style="list-style-type: none"> Introduction to the topic 	N/A			
10 mins	Facilitate group activity	<ul style="list-style-type: none"> The participants work in groups and note down common problems they would expect or have experienced when working with newcomers to online learning 	Flipchart Paper Markers			
5 mins	Facilitate the conversation in the plenary	<ul style="list-style-type: none"> Each group presents the main problems they identified 	Flipchart Paper Markers			
10 mins	Facilitate group activity	<ul style="list-style-type: none"> The groups exchange the list of problems they created and now need to find ways to address each of those situations 	Flipchart Paper Markers			
5 mins	Facilitate the conversation in the plenary	<ul style="list-style-type: none"> Each group presents the solutions/suggestions they identified for each of the problems 	Flipchart Paper Markers			
10 mins	Presentation	<ul style="list-style-type: none"> Present good practices with newcomers for the target group 	Projector Screen			
10 mins	Presentation	<ul style="list-style-type: none"> Present software, tools and resources that could help the trainer help their learners 	Projector Screen Internet Connection			

5 mins	Conclusion: Facilitate debriefing	<ul style="list-style-type: none"> • Take home messages • Final comments, concerns and questions • Evaluation of the session 	Flipchart Paper Markers Self assessment form			
SESSION 3 – Enhancing Digital Literacy						
Timing	Teacher Activities	Key Points/Learning Objectives	Resources	Inclusion	Functional Skills	Assessment, ie: means of evaluating achievement of Learning Outcomes
5 mins	Facilitate group discussion	<ul style="list-style-type: none"> • Introduction to the topic – incorporating digital literacy to the sessions • Which aspects of digital literacy matter the most • Elicit the components of the session 	N/A			
5 mins	Facilitate group discussion	<ul style="list-style-type: none"> • The participants work in three groups to identify the basic elements regarding hardware, software and netiquette 	Flipchart Paper Markers			
10 mins	Facilitate the presentations and contribute if necessary	<ul style="list-style-type: none"> • Each of the groups presents their points 	Flipchart Paper Markers			
10 mins	Facilitate the group work	<ul style="list-style-type: none"> • The groups exchange their prepared lists and work with their peers to find ways to incorporate digital literacy to online learning as a secondary aim and without diverging much from the primary topic 	Flipchart Paper Markers			
10 mins	Facilitate the presentation	<ul style="list-style-type: none"> • Each of the groups presents their suggestions 	Flipchart Paper Markers			

15 mins	Presentation	<ul style="list-style-type: none"> Present good practices and provide feedback on the building on the suggestions presented before 	Projector Screen			
5 mins	Conclusion: Facilitate debriefing	<ul style="list-style-type: none"> Take home messages Final comments, concerns and questions Evaluation of the session 	Flipchart paper Markers Self assessment form			
SESSION 4 – Hands on experience						
Timing	Teacher Activities	<ul style="list-style-type: none"> Key Points/Learning Objectives 	Resources	Inclusion	Functional Skills	Assessment, ie: means of evaluating achievement of Learning Outcomes
5 mins		<ul style="list-style-type: none"> Introduction to the session 	N/A			
25 mins	Facilitate the work in groups	<ul style="list-style-type: none"> The participants work in groups with different scenarios related to the topics discussed in the previous sessions (eg. Getting to know the participants, attempts to include digital learning moments in the lesson etc) 	Prepared scenarios based on the topics discussed in the previous sessions			
10 mins	Facilitate the presentation	<ul style="list-style-type: none"> The groups will present in the plenary some of the situations and the rest of the participants will provide feedback 	N/A			
5 mins	Facilitate the debriefing of the activity	<ul style="list-style-type: none"> Invite the participants to reflect and share their learning points from the activity 	Flipchart paper Markers			
15 mins	Introduce the guest and facilitate the discussion	<ul style="list-style-type: none"> Q &A with a learner who was/is new to the online learning 	N/A			



10 mins	<p>Conclusion: Facilitate debriefing</p>	<ul style="list-style-type: none"> • Take home messages • Final comments, concerns and questions • Evaluation of the session and the whole module 	<p>Flipchart paper Markers Self assessment form</p>			
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