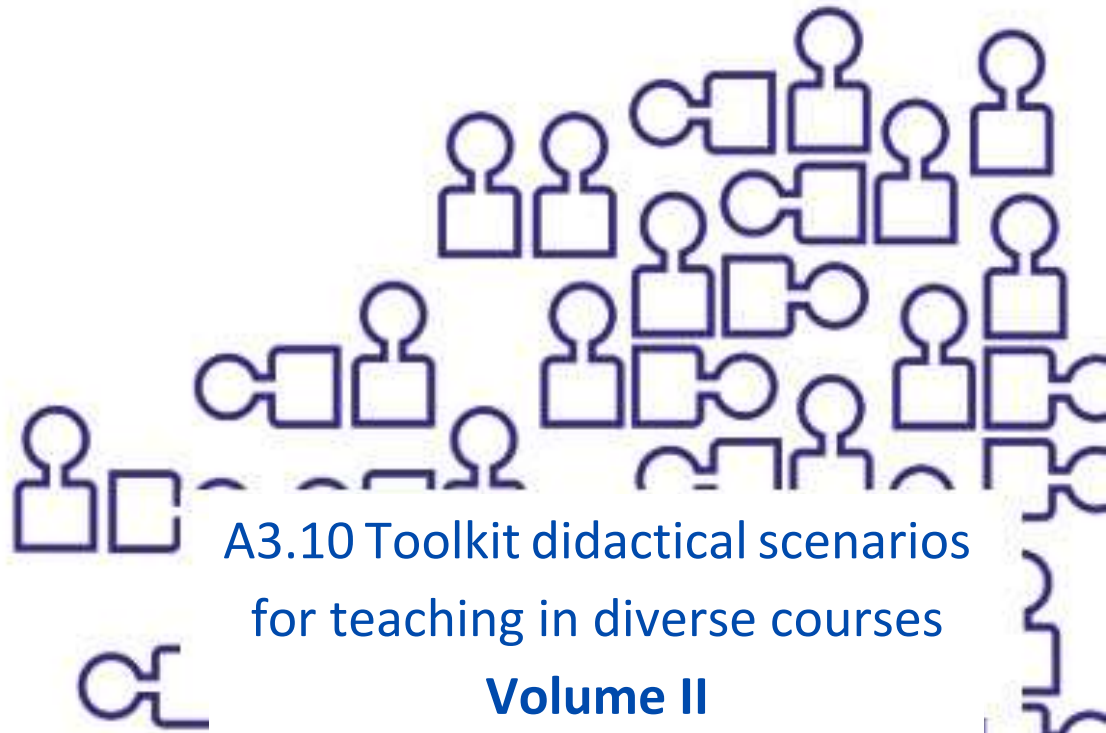




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A3.10 Toolkit didactical scenarios  
for teaching in diverse courses  
**Volume II**





## Project Partners

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# IMPLEMENTATION GUIDELINES

# 1



## 1.1 Step-by-Step Guide to Adapting Didactical Scenarios using Learner Personas

### 1.1.1 Introduction

Inclusive adult education requires teaching approaches that acknowledge and respond to the varied experiences, skills, and aspirations of learners. As adult learning environments become increasingly diverse, educators face the challenge of designing didactical scenarios that are flexible enough to accommodate this heterogeneity while still achieving defined learning outcomes.

As adult learning environments become increasingly diverse, educators face the challenge of designing didactical scenarios that are flexible enough to accommodate this heterogeneity while still achieving defined learning outcomes.

Learner personas provide a practical framework for understanding and addressing this diversity. By capturing the key characteristics, motivations, and potential barriers faced by different learner groups, personas allow educators to anticipate needs and personalise their teaching strategies accordingly.

This approach transforms general lesson plans into tailored learning experiences that enhance engagement, promote equity, and support learner success.

The following implementation guidelines outline a step-by-step process for adapting didactical scenarios using learner personas.

**Always ensure adaptations respect the dignity and individuality of learners.**

**Regularly review and update personas to reflect evolving learner needs and contexts.**

**Avoid stereotyping personas; treat them as guides rather than rigid categories.**

**Engage learners in co-creating elements of scenarios where possible to enhance ownership and motivation.**





### 1.1.2 ADDRESSING DIDACTICAL SCENARIOS

Adapting didactical scenarios to meet the needs of diverse learner profiles is central to inclusive and personalised adult education.

Learner personas provide educators with structured insights into the characteristics, motivations, challenges, and goals of their learners, enabling them to plan and deliver teaching strategies that are both relevant and effective.

#### Identify and Analyse Learner Personas

- i. Gather data on learners' backgrounds, skills, and learning preferences through enrolment forms, interviews, or diagnostic assessments.
- ii. Create concise profiles representing key learner groups (e.g., migrant learners, low-skilled adults, mature learners returning to education).
- iii. Ensure each persona includes details on barriers to participation, motivational factors, and support needs.

#### Review Existing Didactical Scenarios

- i. Examine your current teaching scenarios and materials to identify which elements are adaptable.
- ii. Consider whether the scenario addresses cognitive, linguistic, or socio-cultural diversity among your learners.
- iii. Prioritise scenarios that can be modular or easily reconfigured for different learner needs.

#### Map Personas to Learning Objectives

- i. Align each persona with the intended learning outcomes to ensure objectives are achievable for all.
- ii. Modify goals or progression steps where necessary to accommodate varied starting points and abilities.
- iii. Highlight opportunities for differentiation (e.g., optional extension tasks or scaffolded activities).



## Activity 1 - Examining Assumptions

### Journal

Think about someone you met recently for the first time. Where did you meet them? Who introduced you?

When we meet people we make assumptions, it is part of human behaviour. Try to think back to what assumptions you made about this person when you met them. For example, did you assume that they came from, or have a particular:

- Type of family?
- Belief system?
- Political viewpoint?
- Economic background?
- Geographical place?
- Linguistic/cultural background?
- Race?
- Ability or disability?
- Sexual orientation?
- Gender identity?
- Academic background?

What do you think are some of the possible impacts on human relationships of making assumptions about others?

Next, think about a good friend that you know well. For two minutes, list all the ways you can think of in which you and this friend are similar. Then, in the next two minutes, do the same for all the ways you are different.

On what evidence did you base your lists, i.e. what do you know about your friend that led you to identify these similarities and differences?

What impact does this level of knowledge have on your relationship with this friend?

Has it, for example, changed your understanding of them? If so, has this understanding had an impact on the way you behave at times towards them?



**Stop... This task is mandatory!**

### DID YOU KNOW?

Assumptions are based solely on what we, as individuals construct as our own “reality”, rather than on actual evidence. They can lead us to make quick, uninformed and sometimes unconscious judgments about people. These judgments do little to help increase our knowledge of others and, in particular, our appreciation of their differences.



## 1.1.2 ADDRESSING DIDACTICAL SCENARIOS

### Adapt Content and Methods

- i. Adjust instructional methods (visual, auditory, kinaesthetic) based on persona needs.
- ii. Simplify or enrich content where required, using culturally relevant examples or practical contexts.
- iii. Integrate collaborative tasks to encourage peer learning and intercultural exchange.

### Implement and Monitor in Practice

- i. Introduce adapted scenarios gradually and explain their purpose to learners to encourage engagement.
- ii. Observe learner responses and gather informal feedback during and after sessions.
- iii. Make adjustments in real time to address emerging needs or challenges.

### Evaluate and Document Outcomes

- i. Use evaluation methods such as learner reflections, attendance patterns, or skill assessments to measure effectiveness.
- ii. Document adaptations and share outcomes with colleagues to support continuous improvement.
- iii. Incorporate feedback into future iterations of the scenario to ensure sustained relevance and impact.





### 1.1.3 What is Andragogy?

Andragogy is the term used to describe a set of principles, methods and practices for teaching adult learners.

Andragogy theory was developed by educator Malcolm Shepherd Knowles, who thought of it as the art and science of adult learning and set forth key principles that today are widely accepted throughout the field of education.

Malcolm Knowles' theory of andragogy provides a foundational perspective for understanding how adults learn and how educators can design effective learning experiences. According to Knowles, adult learning is shaped by five key assumptions:



**Self-Concept:** Adults prefer autonomy and respond well to opportunities for independent learning and self-directed training.



**Experience:** Adults bring a wealth of personal and professional experiences that significantly inform and enrich the learning process.



**Readiness to Learn:** Adults are most receptive to learning when they recognise clear objectives or immediate relevance to their personal or professional lives.



**Orientation to Learning:** Adults favour learning that is problem-centred and directly applicable to real-life situations.



**Motivation to Learn:** Internal drivers, such as personal growth, career advancement, or self-fulfilment, tend to be stronger motivators than external pressures



## Activity 2 - Diversity in schools

### Writing

Think about schools you attended as a learner or schools you have worked in.

Consider the following questions and note your reflections:

1. In what ways were learners grouped in these schools?
2. What reasons were used to justify the groupings?
3. What beliefs about learners and learning underpinned these reasons?

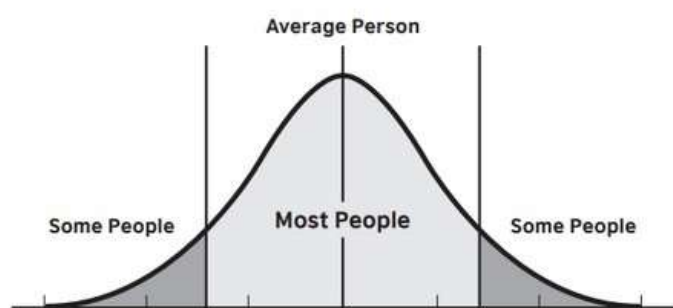


Figure - The Bell Curve

### DID YOU KNOW?

Often, schools use a particular idea of “normal” to organise learners, which is based on a “bell curve”, as shown on the right.

The bell curve was originally used in the 18th century to test mathematical concepts and astronomical measurements. The mean, or average, of whatever data is being studied is shown at the middle point and “normal distribution” is defined from this point. More frequent values sit in the middle of the curve and rarer, very large or very small, values sit at either end.



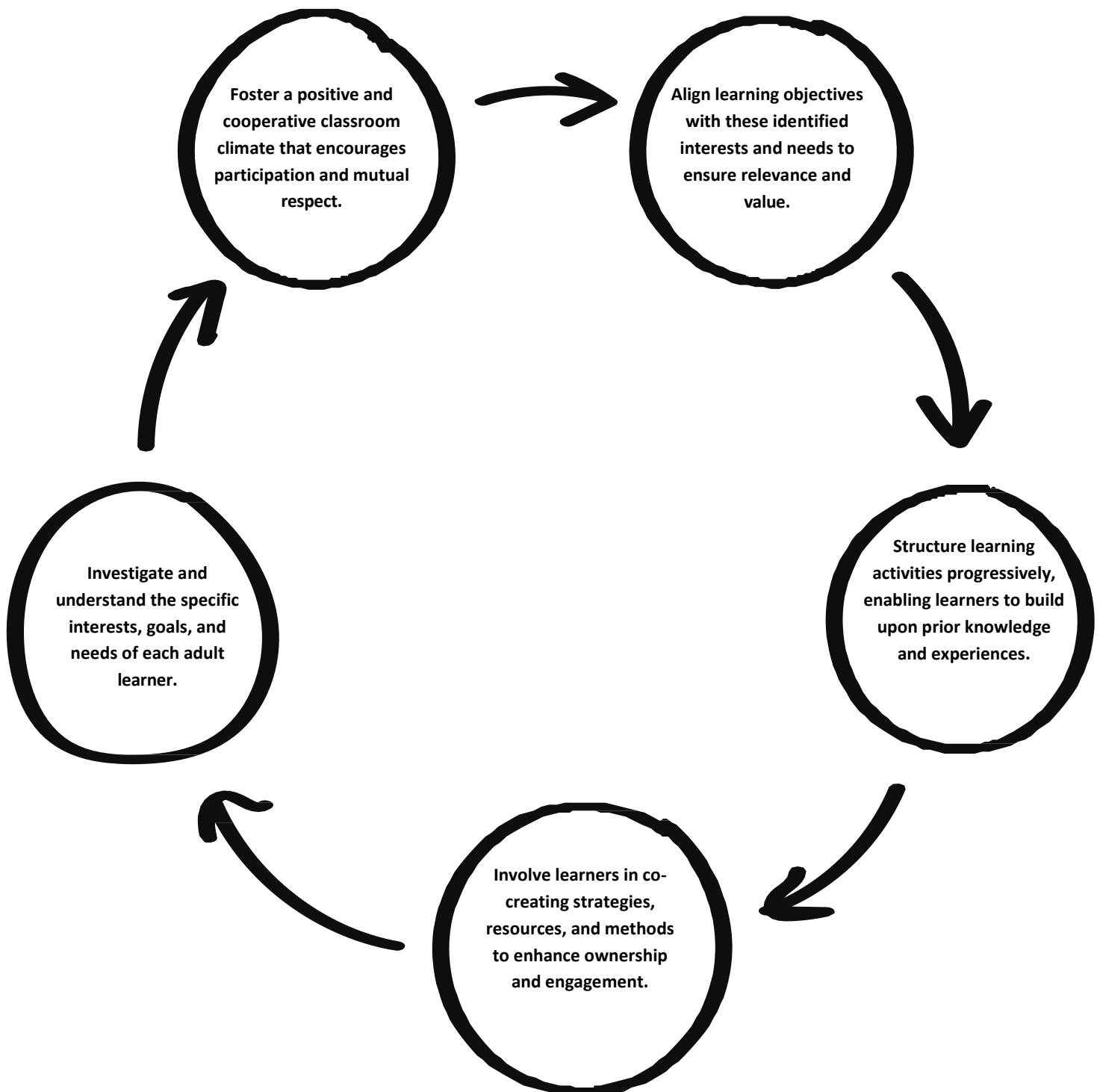
**Stop... This task is mandatory!**



## 1.2 Practical Considerations for Educators

### 1.2.1 Practical assumptions

Building on these previous assumptions, Knowles highlights practical strategies for educators seeking to effectively engage adult learners:





### 1.2.1 15 Strategies for Teaching Adult Learners

Teaching adults requires a thoughtful and flexible approach. Unlike children, adult learners bring their own experiences, motivations, and goals to the classroom.

They often seek practical knowledge they can apply immediately to their personal or professional lives. To create a supportive and impactful learning environment, educators should use strategies that respect these unique needs and keep learners engaged.

Below are 15 effective strategies for teaching adult students:

1. Keep your lessons relevant
2. Tell stories as you're teaching
3. Break up the information to avoid cognitive overload
4. Get everyone involved
5. Keep them engaged
6. Focus on your learners' life experience
7. Be mindful of different learning styles
8. Make your material visually stimulating
9. Let them explore on their own
10. Encourage questions and discussion
11. Provide feedback
12. Offer encouragement
13. Be flexible
14. Be passionate
15. Smile and have fun

In the realm of continuing vocational education and training, educating adult learners can be a double-edged sword, both challenging and rewarding. Their diverse life experiences and established skill sets significantly influence how they absorb and process new information. Consequently, the teaching approaches employed by trainers can either enhance or hinder the learning experience.

The key lies in identifying strategies that not only capture learners' attention but also promote knowledge retention and long-term success. With the right methods, knowledge transfer becomes far more seamless than many anticipate.



## 1.2.2 Effective Teaching Methods for Adult Learners

### Active Learning



Experienced trainers will recognise that traditional lecture-based sessions can sometimes lead to disengagement. Active learning addresses this by incorporating hands-on techniques that foster critical thinking and practical application. Activities such as case studies, role-playing scenarios, and group projects keep learners alert, encourage participation, and promote deeper understanding in a collaborative environment.

### Collaborative Learning



Collaborative learning emphasises teamwork and shared responsibility for outcomes. By engaging in group discussions, peer reviews, and team-based projects, learners can develop interpersonal skills, exchange perspectives, and benefit from collective problem-solving. This method also strengthens critical thinking and communication skills – both vital in professional environments.

### Experiential Learning



Experiential learning allows learners to apply theoretical concepts to real-world contexts. This approach encompasses simulations, field visits, and problem-based tasks that create memorable experiences and improve knowledge retention. Evidence suggests that experiential methods significantly boost learner engagement, making them particularly effective in vocational training settings.

### Self-Directed Learning



Encouraging self-directed learning empowers adults to take ownership of their development. By setting personal goals, devising individual learning plans, and reflecting on their progress, learners become active participants in their own educational journey. Trainers can support this by providing self-assessment tools, goal-setting frameworks, and opportunities for reflective practice.



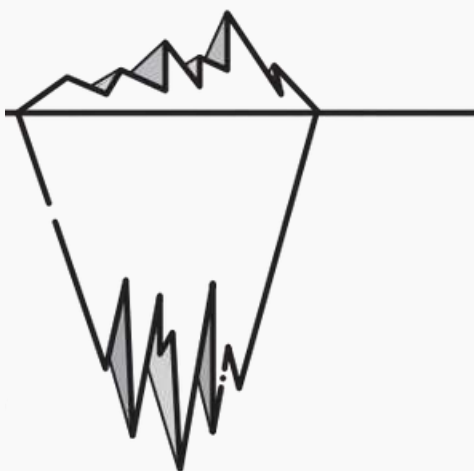
## Activity 3 - Diversity in the classroom

### Writing

Think of a class you have recently taught, or a class you were in at school. What differences did you notice between the learners in this class?

Record as many as you can think of in whatever way makes most sense to you, e.g. written, graphic or audio.

Next, think about an iceberg in which you can only see part of the iceberg above the water line, as in the diagram below.



Look at the differences you recorded about the learners in the first part of the activity. Consider where they would be in the context of the iceberg, using the following questions:

1. Are all the differences you recorded observable just by looking or listening? These would sit above the surface of the water. Identify them on your list.
2. If not, which differences sit below the surface? These are differences that exist between learners but they are not so easily visible in the classroom. Identify these too.
3. Do some of the differences you recorded sit both above and below the surface?

Can you see part of them but there is more to the difference than just what you can easily see. If so, which ones?

***Stop... This task is mandatory!***





### Flipped Classroom



The flipped classroom inverts the traditional teaching model, placing learners at the centre of the learning process. Instructional materials – such as pre-recorded lectures or readings – are provided in advance, allowing classroom time to be devoted to interactive discussions, problem-solving, and application of knowledge. This approach encourages deeper engagement and accommodates varied learning paces.

### Problem-Based Learning



Problem-based learning challenges students to apply knowledge and skills to authentic, complex scenarios. This method cultivates creativity, critical thinking, and collaboration while preparing learners for real-world challenges. Case studies, simulations, and project-based tasks are effective tools for implementing this strategy.

### Game-based learning



Game-based learning leverages the motivational aspects of games to teach concepts and skills. Gamified quizzes, simulations, and competitions can significantly enhance engagement and retention, particularly among younger adult cohorts such as Generation Z. Incorporating these elements can create a dynamic and enjoyable learning environment.



## 1.3 Addressing Common Barriers and Challenges

### 1.3.1 Introduction

Adult learners constitute almost 40 per cent of all post-secondary students in the United States. While this statistic is encouraging, completion rates among this demographic remain notably low. Research indicates that 38 per cent of adult learners withdraw after their first year of study, and fewer than half ultimately complete their qualifications.



Balancing personal responsibilities, such as childcare and employment, often prevents adults from engaging fully in training. These commitments can limit the time and energy available for study.



Limited financial resources remain a significant barrier, particularly where employees are required to self-fund their professional development or where organisational support is insufficient.



Busy schedules frequently hinder consistent participation. Adult learners may struggle to allocate adequate time to attend sessions or complete coursework alongside their existing duties.



A lack of confidence in academic ability can discourage adults from enrolling in or persisting with training programmes. This dispositional barrier may stem from previous negative experiences with formal education.



Unlike traditional education for younger learners, adult learning opportunities often lack a clear structure or accessible guidance, further complicating participation and progression.



## Activity 4 - Getting to know your learners' psychosocial well-being

### Journal

Think about a learner you know—this could be someone you are teaching or have taught, or someone you know from your family or community.

1. Using the continuum at the beginning of this section, how would you describe their overall psychosocial well-being? Let's unpack what makes you think this. Think of this learner in the same way as an onion with layers:

2. What do you notice and observe about their outer skin—their behaviour?

3. What—as best you can, using your experience and your empathy—do you think some of their thoughts and feelings could be about themselves and the world? How do you think these relate to their behaviour?

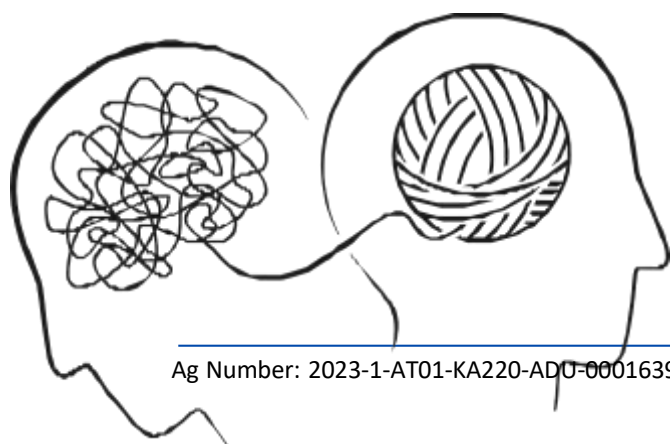
4. For this learner, what do you think are the circumstances and experiences in their life that impact, positively and negatively, on their thoughts and feelings, and their behaviour?

5. Look again at Maslow's needs (remembering that the hierarchy is not so important). To what extent do you think this learner's psychosocial needs are being met? Explain your reasoning.

6. What do you think your role as a teacher is to support your learners' psychosocial well-being?



***Stop... This task is mandatory!***





### 1.4.1 Strategies to Overcome Barriers in Adult Training

Effective adult education programmes address both the situational and dispositional barriers described above. The following approaches are widely recognised as beneficial:

#### Provide Ongoing Support

Support from educators, institutions, and peers is crucial. Regular check-ins, mentorship schemes, and progress reviews help learners stay motivated and address challenges proactively.

A supportive learning culture, one that values effort, celebrates milestones, and encourages peer collaboration, fosters a sense of belonging and strengthens commitment to the programme.

#### Offer Flexible Learning Options

Flexibility in course design is vital. Options such as asynchronous online modules, hybrid learning formats, and self-paced study accommodate varied schedules and responsibilities.

Allowing learners to tailor their learning journey—by selecting topics, pacing, or delivery formats—enhances autonomy and relevance, leading to improved engagement and persistence.



### 1.4.1 Strategies to Overcome Barriers in Adult Training

#### Structure Content into Manageable Segments

Microlearning, delivering content in small, focused segments of 5 to 10 minutes, addresses both cognitive and time-related barriers.

Breaking complex topics into digestible portions allows learners to engage with content incrementally, reducing overwhelm and building confidence over time.

#### Integrate Gamification Techniques

Gamification can transform learning into an interactive and motivating experience. Techniques such as points, badges, leaderboards, and tangible rewards (e.g., vouchers or additional leave) incentivise participation and foster a sense of achievement.

Leaderboards can stimulate healthy competition, while recognition of accomplishments reinforces learners' confidence and commitment.



A woman with long dark hair, wearing a white blouse and dark trousers, is standing and gesturing with her hands while speaking. She is in a room with bookshelves and a poster on the wall. In the foreground, the back of a person's head and shoulders are visible, looking towards the speaker. A large blue triangle is overlaid on the left side of the image, containing the text 'EVALUATION TOOLS AND FRAMEWORKS' and the number '2'.

## EVALUATION TOOLS AND FRAMEWORKS

# 2



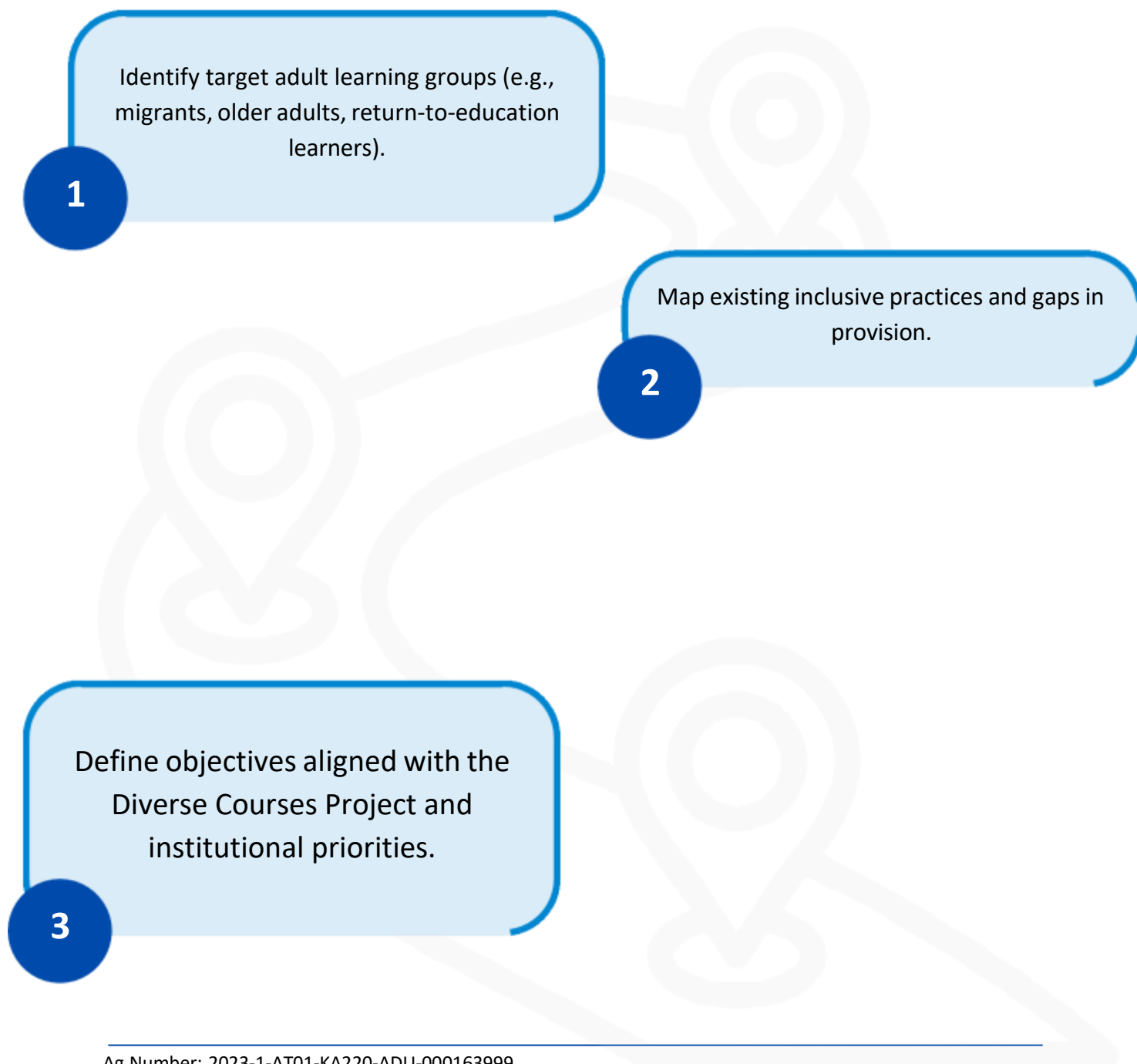
## 2.1 Roadmap for Testing and Implementation

### 2.1.1 Introduction

The roadmap provides a step-by-step process to pilot and implement inclusive teaching strategies in adult learning contexts. It ensures that testing is systematic, ethically grounded, and responsive to the diverse profiles of learners and educators. This aligns with WP3.3–WP3.8 objectives to refine evaluation tools and measure their real-world effectiveness.

### 2.1.2 Stages of the Roadmap

#### a. Preparation and Context Analysis







## b. Co-Design with Stakeholders

1

Engage educators, learners, and community partners to co-create pilot scenarios.

2

Incorporate feedback on cultural and linguistic relevance

3

Ensure accessibility requirements are embedded from the outset.



### c. Pilot Testing

1

Implement inclusive teaching scenarios (e.g., culturally responsive case studies)

2

Use structured and semi-structured tools (surveys, observation checklists) to gather baseline and ongoing feedback.

3

Document challenges, adaptations, and immediate learner responses.



#### d. Evaluation and Reflection

1

Analyse qualitative and quantitative data collected during the pilot.

2

Compare outcomes against inclusion and engagement indicators (e.g., participation rates, learner satisfaction)

3

Conduct focus groups for deeper insights into learner experiences.



## Activity 4 - Social model thinking

### Writing

Think about a class you were in at school. What were some of the steps your teacher could have taken to promote social model thinking in their classroom?



*Stop... This task is mandatory!*



## Activity 5 - Seeing diversity as an obstacle

### Journal

Think about a time when you have considered a learner's difference to be an obstacle to the teaching and learning in a class you have taught. Or think about somebody you have taught something to in your family or community, whose difference you considered an obstacle to teaching and learning.

1. What were some of your beliefs about and expectations of the learner?
2. What were some of your beliefs about your ability to teach this learner?
3. What was the impact of seeing this learner's difference as an obstacle on your teaching and their learning?





## 2.2 Structured and Semi-Structured Evaluation Instruments

### 2.2.1 Purpose

To provide reliable and adaptable tools for measuring the impact of inclusive teaching strategies on adult learners' engagement, satisfaction, and outcomes.

**These instruments support both formative (ongoing) and summative (final) evaluations within WP3.3–WP3.8.**

### 2.2.2 Structured Instruments

Structured evaluation instruments provide a reliable and consistent way to assess the effectiveness of inclusive teaching strategies in adult learning environments. These tools are particularly valuable for capturing measurable data that can inform both the immediate development of courses and the long-term improvement of inclusive practices.

Importantly, structured tools offer comparability across different contexts, making them ideal for multi-site projects or longitudinal evaluations. When used alongside more flexible, qualitative methods (such as interviews and focus groups), they contribute to a comprehensive understanding of how learners experience inclusion, accessibility, and relevance within adult education settings.

### Surveys and Questionnaires

Standardised questions using Likert scales to measure learner perceptions of inclusivity, relevance, and accessibility.

Can be administered pre- and post-course to assess changes in attitudes or confidence.

Example metrics: “I felt my cultural background was respected in this course”; “I had equal opportunities to participate.”



## Observation Checklists

For educators or evaluators to record inclusive practices during teaching sessions (e.g., use of inclusive language, representation in materials).

Consistent criteria allow comparison across multiple classes or trainers.

Standardised questions using Likert scales to measure learner perceptions of inclusivity, relevance, and accessibility.

## Performance Indicators

Attendance, completion rates, and progression data disaggregated by learner demographics (e.g., age, gender, migration status).

### 2.2.3 Semi-Structured Instruments

#### Reflective Journals

Learners document experiences, challenges, and key learning moments during the course.

Allows evaluators to capture personal insights and nuanced perspectives.

#### Semi-Structured Interviews

One-to-one or small-group interviews guided by key themes but allowing open-ended responses.

Ideal for understanding barriers faced by underrepresented groups.



Structured tools help you compare results across different groups and provide reliable data you can measure.

**Semi-structured tools allow learners to share their personal experiences, giving more detail and context.**

**Using both types together gives a fuller picture of how inclusive your teaching really is.**



## Pract It Yourself: Guideline for Using Inclusive Evaluation Tools

### Guideline for Using Inclusive Evaluation Tools

#### Specific Goal



To practise using inclusive evaluation tools in an adult learning setting.

#### Instructions



##### Choose a short learning activity

- Use a real or example session with adult learners (or simulate one with peers).

##### Use the observation checklist

While observing or delivering the session, note:

- Who speaks and who doesn't?
- Are different backgrounds represented in materials?
- Is the language clear and inclusive?

##### Distribute a short survey

Ask learners (or peers) to rate the session using statements like:

- "I felt included during this session."
- "The examples used reflected my experience."

(Use a 1–5 scale or simple Agree/Disagree.)

##### Reflect in writing or discussion

- Use the questions below.

#### Reflection Questions

- Did all learners have equal opportunities to engage?
- What made the session feel inclusive (or not)?
- Which evaluation tool gave the most useful feedback?
- What would I change in my next session?







## 2.3 Focus Group and Written Feedback Guidelines

### 2.3.1 Purpose

Focus groups and written feedback provide qualitative insights into learners' and educators' experiences. These methods help uncover issues not easily captured through structured surveys, supporting continuous improvement of inclusive teaching strategies.

### 2.3.2 Planning Focus Groups



#### a. Participant selection

- Aim for diverse representation (gender, culture, age, ability) to reflect the classroom composition.
- Include both learners and educators where appropriate.

#### b. Facilitation

- Use trained moderators who are culturally sensitive and neutral.
- Create a safe space where participants feel comfortable sharing openly.
- Encourage equitable participation (avoid dominance by a single voice).

#### c. Discussion Themes

- Experiences of inclusion and respect in the classroom.
- Barriers to participation (e.g., language, access, prior learning).
- Suggestions for improving teaching approaches and materials.

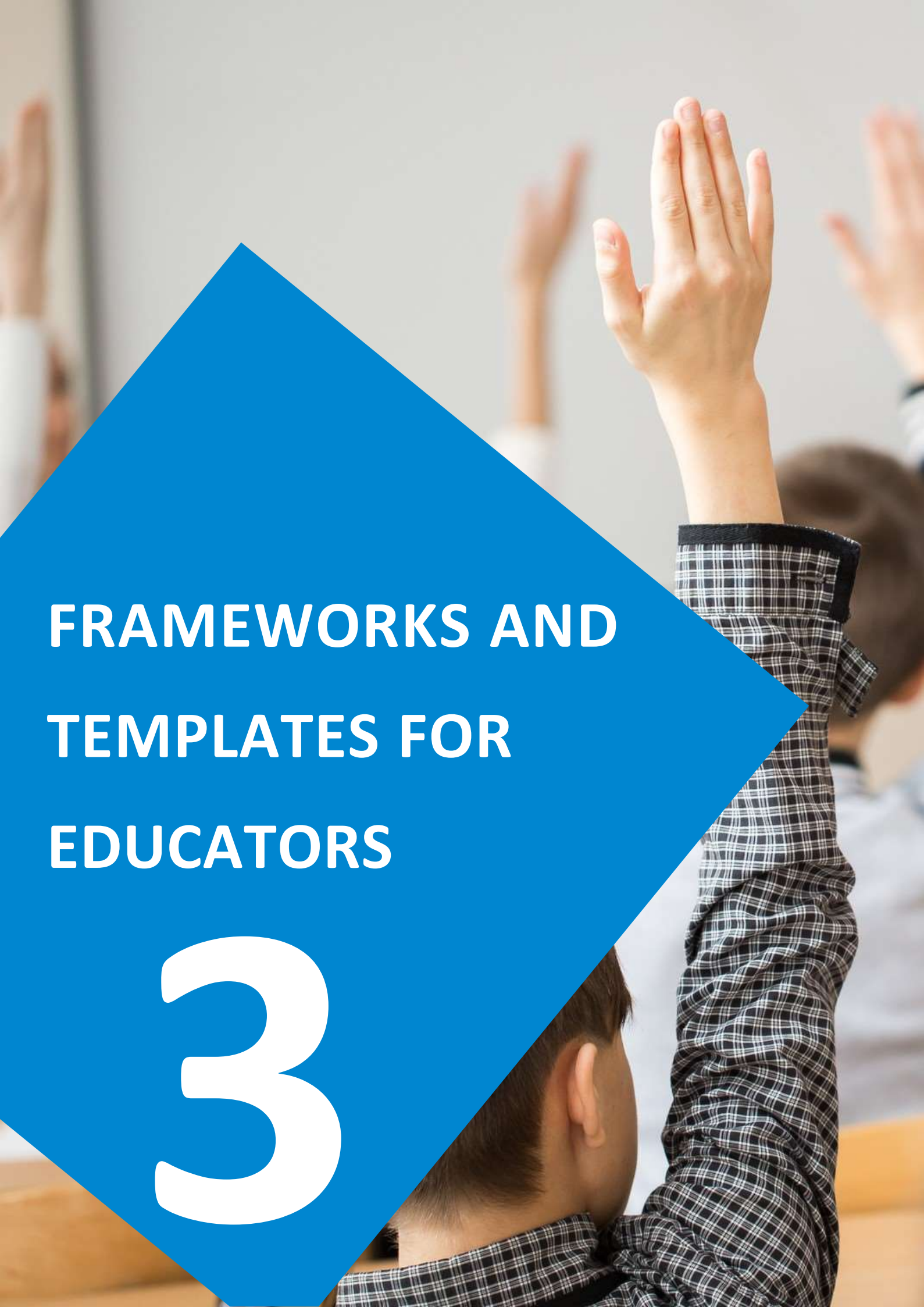
#### d. Documentation

- Record sessions (with consent) and summarise key themes, quotes, and insights.
- Ensure confidentiality and anonymisation in reporting.

### 2.3.3 Written Feedback Guidelines

Give learners a short feedback form at the end of each session or module. Include both rating scale questions and open-ended questions so learners can explain their thoughts. Use clear and simple language, and provide translations if needed.

Ask questions that help learners reflect on specific parts of the session, such as the materials used, the way the session was taught, and how they worked with others. After collecting the feedback, review it alongside any focus group notes to spot common themes or useful insights that can improve future sessions.

A background image of a classroom with several students raising their hands. A large blue triangle is overlaid on the left side of the image, containing the text.

# FRAMEWORKS AND TEMPLATES FOR EDUCATORS

# 3



## 3.1 Frameworks and Templates for Educators

### 3.1.1 Introduction to the templates section

This chapter aims to support educators in designing and adapting adult learning courses that are inclusive, flexible, and culturally responsive.

It provides practical tools to help tailor content, delivery methods, and classroom interactions to meet the needs of diverse learners. The focus is on giving educators simple, ready-to-use resources they can apply directly in their planning and teaching.

Three different templates will be provided for each of the following sections:

Didactical-Based Adaptation  
Framework: tools to adapt teaching  
strategies based on learner diversity.

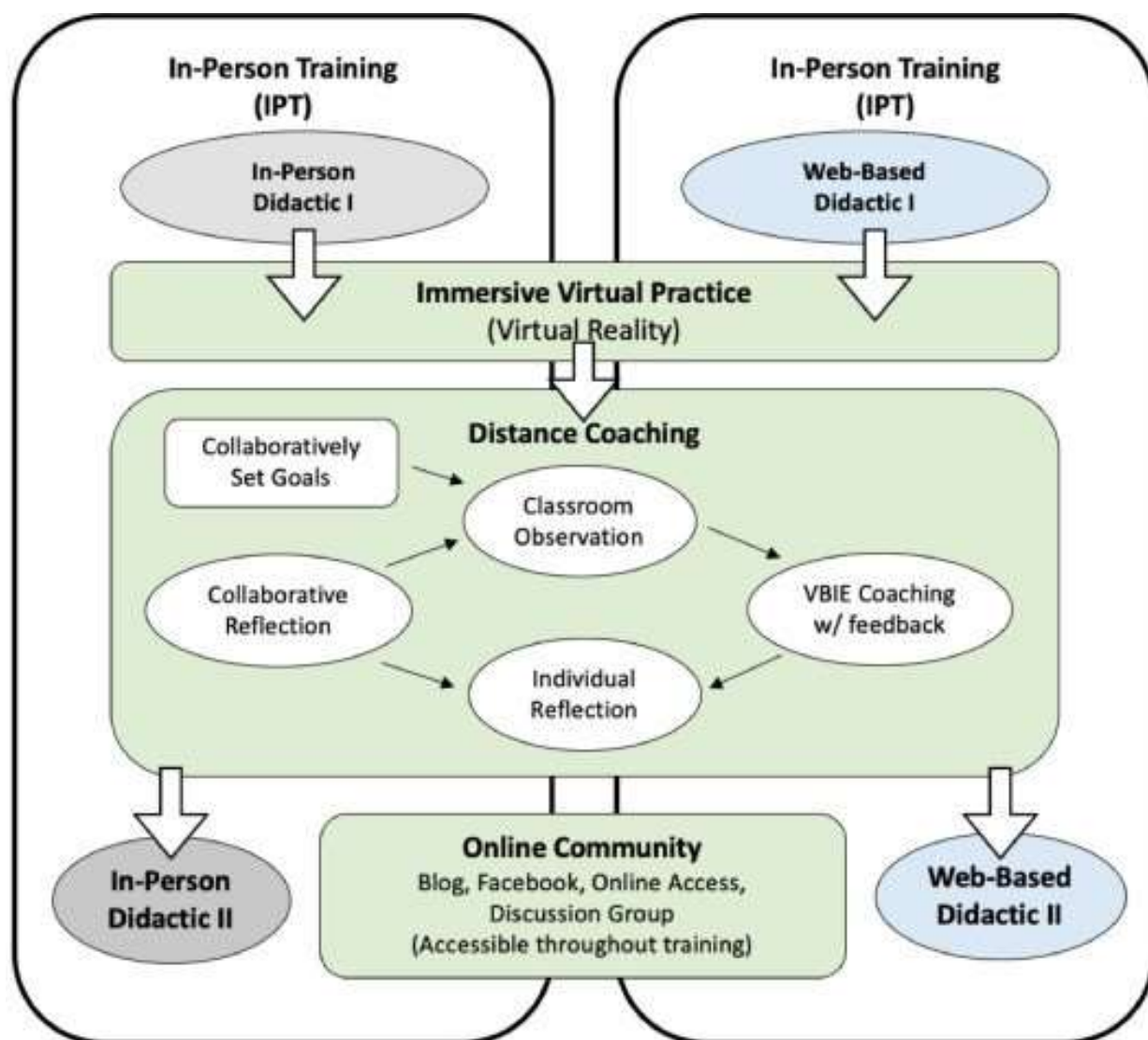
Lesson Planning Templates:  
structured formats for designing  
inclusive and engaging sessions.

Interactive Tools for Course  
Customisation: practical aids for  
adjusting content and materials in  
real time or across different learner  
groups.



## 3.1 Frameworks and Templates for Educators

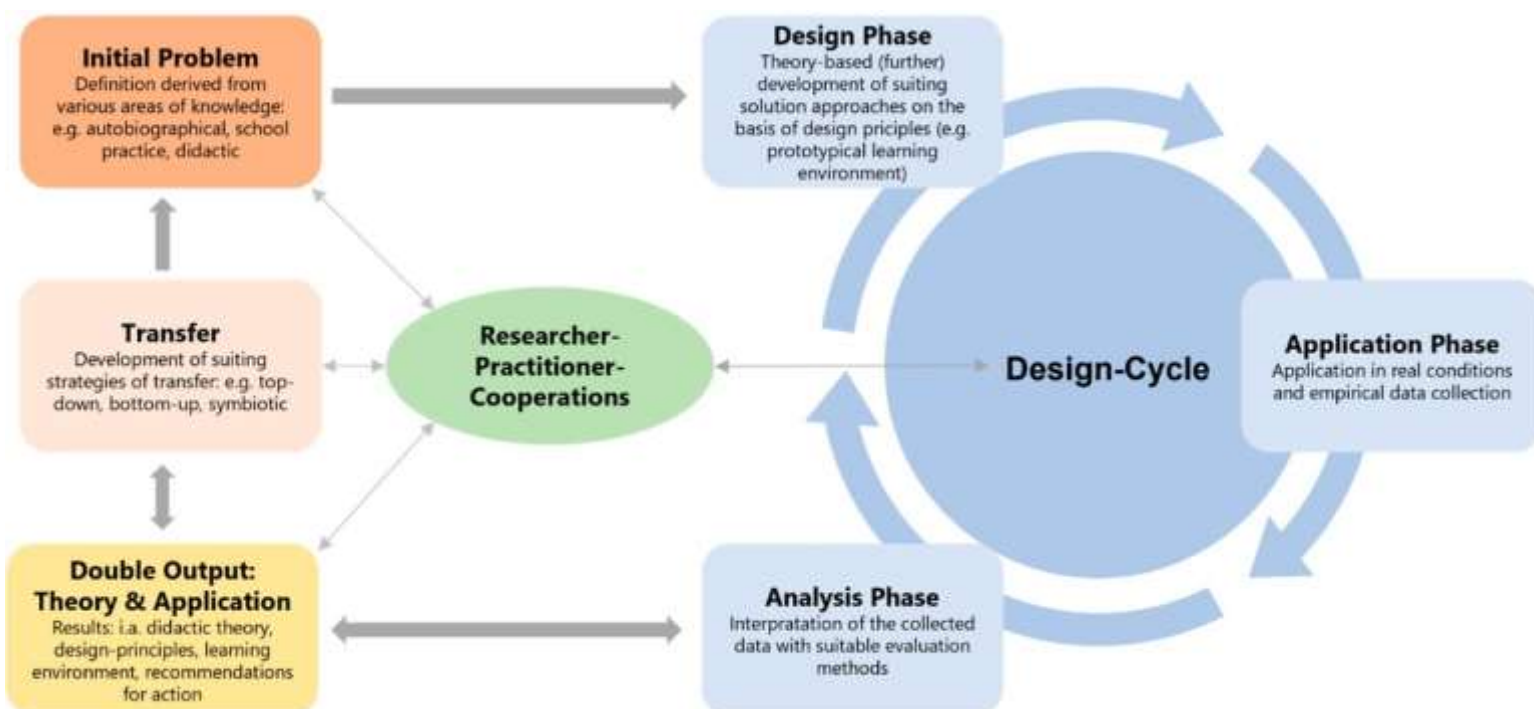
### Didactical-Based Adaptation Framework





## 3.1 Frameworks and Templates for Educators

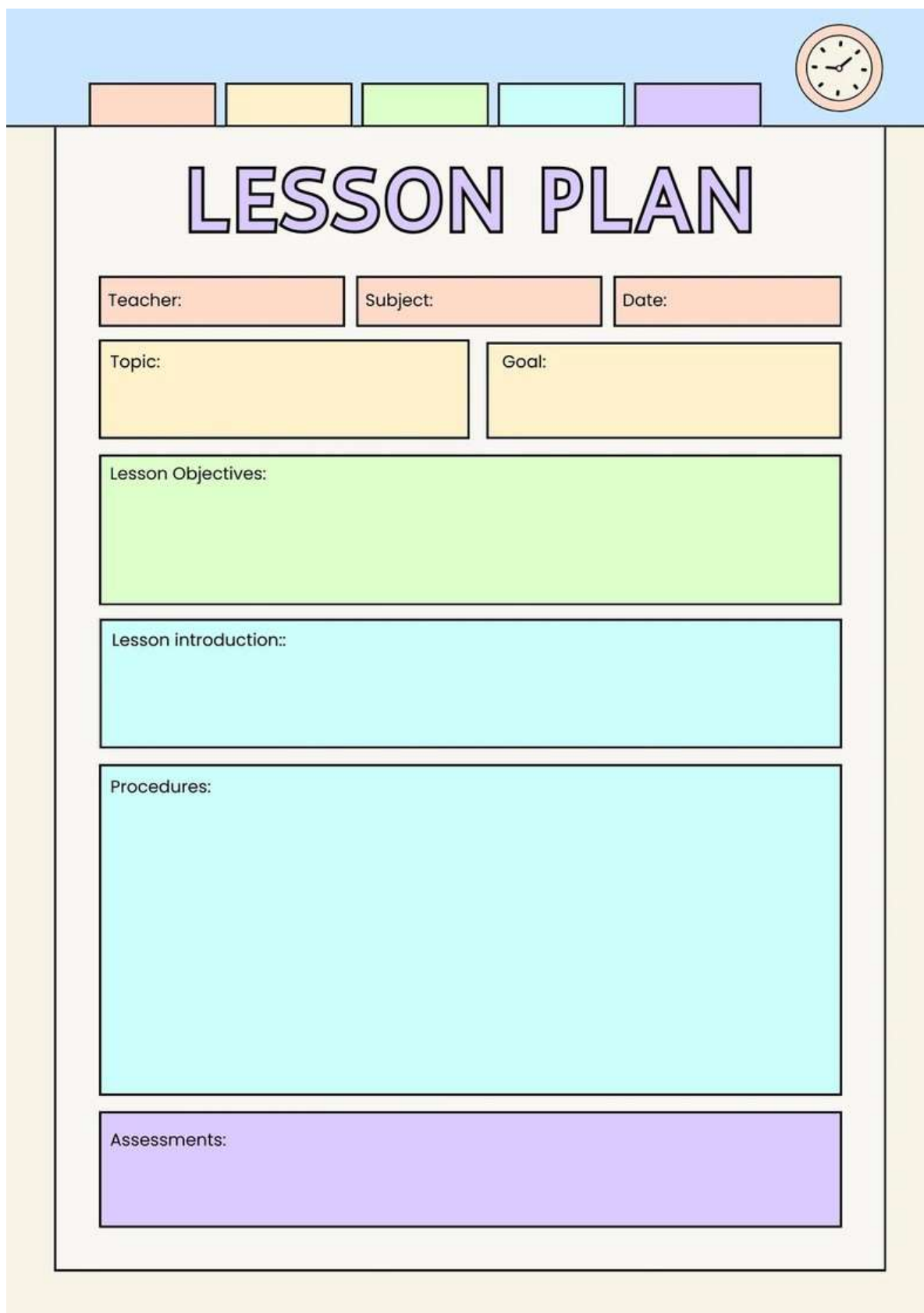
### Didactical-Based Adaptation Framework





## 3.1 Frameworks and Templates for Educators

### Lesson Planning Templates



The image shows a lesson plan template with a light blue header and a light yellow background. At the top right of the header is a clock icon. Below the header is a row of five colored boxes: orange, yellow, green, cyan, and purple. The main title "LESSON PLAN" is centered in large, bold, purple-outlined letters. Below the title are several input fields: "Teacher:", "Subject:", and "Date:" in orange boxes; "Topic:" and "Goal:" in yellow boxes; "Lesson Objectives:" in a large green box; "Lesson introduction::" in a cyan box; "Procedures:" in a large cyan box; and "Assessments:" in a purple box.

| LESSON PLAN           |          |       |
|-----------------------|----------|-------|
| Teacher:              | Subject: | Date: |
| Topic:                |          | Goal: |
| Lesson Objectives:    |          |       |
| Lesson introduction:: |          |       |
| Procedures:           |          |       |
| Assessments:          |          |       |



## 3.1 Frameworks and Templates for Educators

### Lesson Planning Templates

# LESSON PLAN

|                         |                      |       |
|-------------------------|----------------------|-------|
| Grade:                  | Subject:             | Date: |
| Topic:                  | Lesson #             |       |
| Lesson Focus and Goals: |                      |       |
| Materials Needed:       | Learning Objectives: |       |
| Structure / Activity:   |                      |       |
| Assessment:             |                      |       |









## MagicSchool

A tool specifically for educators, MagicSchool AI generates lesson plans and activities, supporting the creative side of teaching while reducing preparation time.



## Brisk Teaching

Brisk is an AI-powered Chrome extension designed to save teachers time by integrating with tools like Google Docs, Slides, and YouTube. It automates tasks such as creating quizzes, slide decks, and differentiated lesson plans. Brisk also helps streamline administrative tasks like writing emails, newsletters, and recommendation letters, making it a valuable tool for managing day-to-day classroom needs efficiently.



## Adobe FireFly

Firefly integrates AI into Adobe's creative apps, allowing educators to easily generate images and text effects. With tools like Generate Image and Text-to-Image, teachers can help students bring their ideas to life, making it perfect for classroom projects. Firefly enhances creative expression while remaining accessible for all skill levels, offering a range of features that help students visualise complex ideas and boost digital literacy.



## Mindjoy

Helps students and educators build and use machine learning models easily, making AI more accessible for practical applications in the classroom.



## Conker

Conker uses AI to create quizzes quickly and efficiently, offering a variety of question types that are standards-aligned. It integrates with tools like Google Forms and Canvas, allowing for seamless quiz distribution and grading.





## Socrative

A group of entrepreneurs and engineers passionate about education designed Socrative, allowing teachers to generate exercises and educational games that students can solve using their smartphones, tablets, or laptops. Educators can analyze the results of these activities, and based on that analysis, they can make changes in subsequent lessons for a more personalized experience.



## Edmodo

Edmodo is an exceptional digital tool connecting teachers and students and is blended into the social network. In this online learning tool, educators can create collaborative groups, provide educational materials to students, measure their performance, and communicate with parents, among many other features.



## Projectqt

Projectqt is an online learning tool for students and teachers that helps them create dynamic multimedia presentations, where they can embed interactive maps, online quizzes, links, videos, and much more. During a virtual classroom session, educators can share academic presentations with students.

## Thinglink

Thinglink empowers educators to make interactive images with sounds, texts, photographs, and music. They can then share them on other websites or their social media handles, such as Facebook and Twitter. Also, it allows teachers to devise learning methodologies that spark curiosity among students through interactive content that can diversify their knowledge.





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