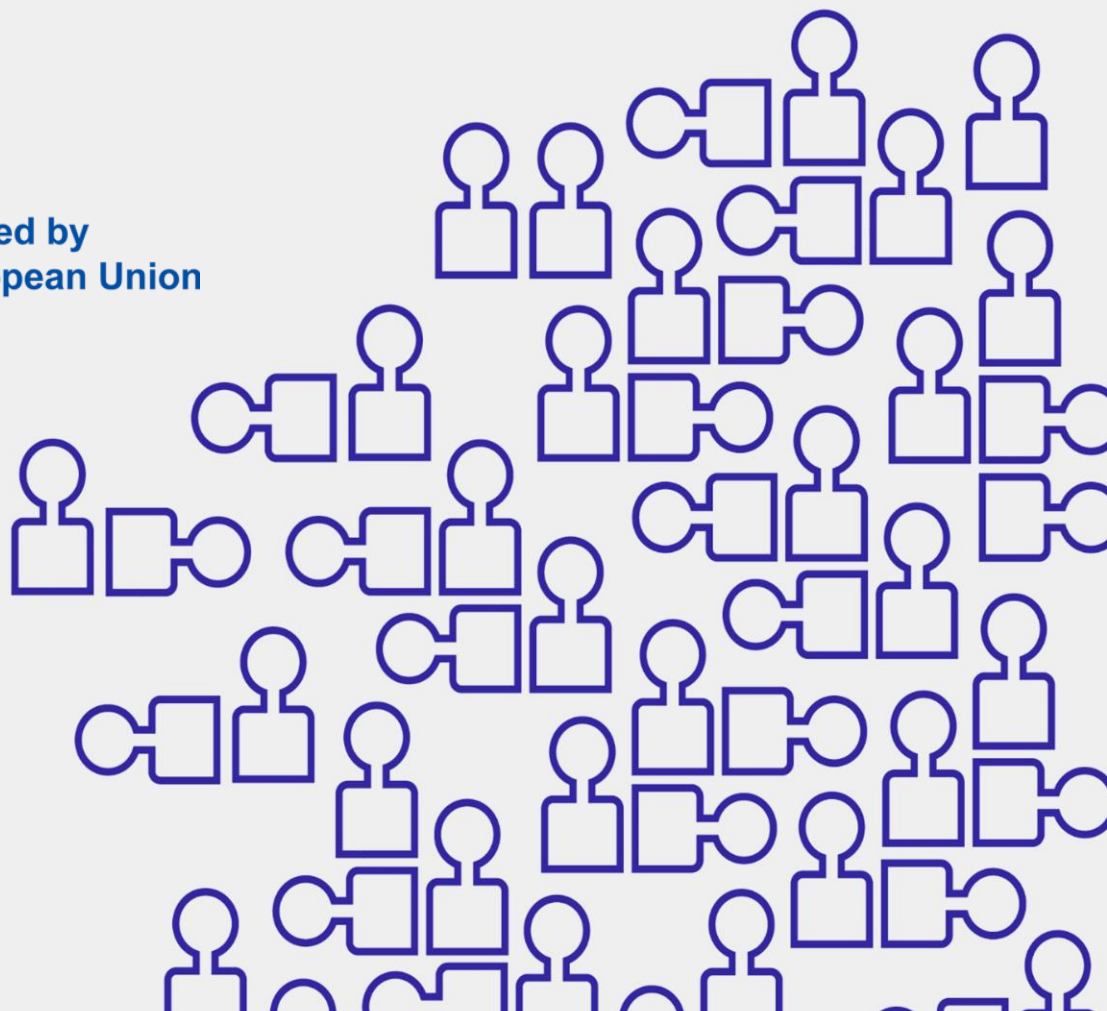


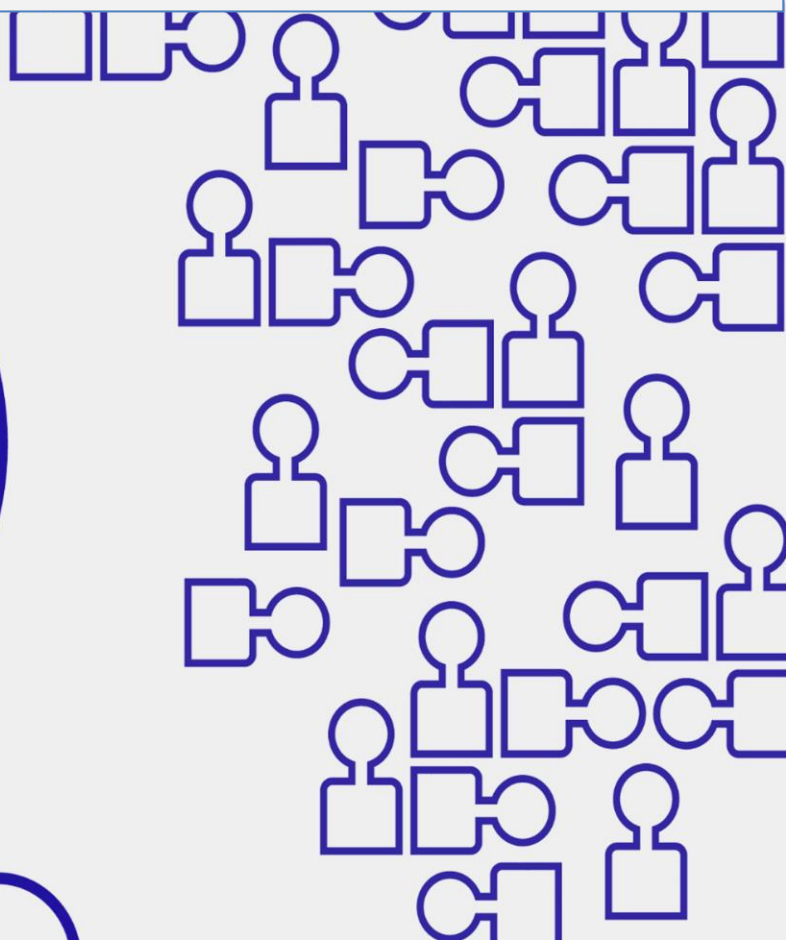


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Unlocking Learners' and Educators' Potentials

Toolkit: *WP3.2 Didactical scenarios for teaching diverse groups*





A collection of innovative didactic approaches for teaching diverse courses, empowering educators to adapt to the unique needs of heterogeneous learners.



About the Project

The Diverse Courses Project, an Erasmus+ Cooperation Partnership in Adult Education, aims to enhance inclusion and diversity in adult learning.

With a core objective of supporting educators in addressing the diverse needs of learners, it develops resources for better understanding these needs and provides didactical approaches for effective teaching.

The project aims to contribute to inclusion, supporting equal opportunities and access for all learners and lowering the barriers to successful participation for those with fewer opportunities. On the other hand, educators dealing with the diverse composition of learners face the challenge of responding to their different needs and backgrounds.

Partners



The content of the toolkit developed for teaching diverse courses is part of the Diverse Courses Project, an Erasmus+ Cooperation Partnership in Adult Education. This material is designed to enhance inclusion and diversity in adult learning environments.



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CHAPTER 1

Introduction

The purpose of this toolkit is to equip educators with practical resources and strategies for teaching diverse groups in adult education, enhancing inclusion and diversity. It provides a collection of tested didactical scenarios tailored to the specific needs of learners, ensuring that all students, especially those with fewer opportunities, receive effective support. Designed for educators, trainers, and facilitators across various settings, the toolkit also benefits policymakers and practitioners focused on inclusive education. Work Package 3.2 (WP3.2) aims to develop and customise didactical scenarios based on learner personal to address diverse educational needs, ultimately fostering inclusive learning environments for all learners.



Purpose of the Toolkit

The purpose of this toolkit is to provide educators with practical resources and strategies for teaching diverse groups in adult education. It aims to enhance inclusion and diversity within learning environments by offering a collection of tested didactical scenarios tailored to the specific needs of learners. This toolkit serves as a guide for educators to adapt their teaching methods, ensuring that all learners, particularly those with fewer opportunities, receive a supportive and effective educational experience.

Target Audience

This toolkit is designed for educators, trainers, and facilitators involved in adult education across various settings, including formal institutions, community organisations, and professional development programmes. It is intended for those who work with diverse learner populations and seek to create inclusive classrooms that accommodate different backgrounds, learning styles, and abilities. Additionally, the toolkit may benefit educational policymakers and practitioners interested in promoting best practices in inclusive education.

Overview of WP3.2 and Key Objectives

Work Package 3.2 (WP3.2) focuses on developing didactical scenarios that address the needs of learners in diverse educational contexts. The key objectives of this work package include:

- **Creating a Toolkit of Didactical Scenarios:** Developing a comprehensive toolkit that showcases specific approaches for teaching diverse groups, drawing on good practices and the results of tested scenarios implemented in 18 distinct courses.
- **Customising Scenarios for Diverse Needs:** Ensuring that the scenarios are guided by the learner personas identified in Work Package 2, allowing educators to tailor their approaches to meet the varied needs of their students.
- **Promoting Inclusivity in Education:** Contributing to the broader project goal of making educational offerings more inclusive for learners with fewer opportunities by providing adaptable and practical teaching resources.

By achieving these objectives, WP3.2 aims to empower educators to foster more inclusive and supportive learning environments, ultimately enhancing the educational experiences of all learners.



CHAPTER 2

Scenarios vs Personas

In this chapter, the distinctions between scenarios and personas are explored in the context of educational design and learner engagement. Scenarios are described as contextual narratives or situations that depict how learners might interact with content, tools, or environments. They serve as practical examples that help educators envision how specific learning activities unfold in real-world settings. Scenarios facilitate the application of theory to practice, allowing educators to design engaging and relevant learning experiences.

What is this toolkit?

A toolkit is a comprehensive collection of resources, tools, and guidelines designed to



assist educators in adapting their teaching methods to meet the diverse needs of their learners. In this context, the toolkit focuses on providing didactical scenarios for teaching diverse groups, enabling educators to choose from a broad range of tested and evaluated approaches that can be tailored to their specific educational contexts.

Methodology:

The development of the toolkit follows a structured methodology:

- **Good Practices Collection**—Drawing inspiration from the good practices (GP) collected in earlier stages of the project, the toolkit builds upon proven approaches to teaching diverse learners.
- **Persona-Guided Customisation** — The scenarios are designed based on the learner personas created in WP2, ensuring that they are responsive to the specific needs of learners and educators.
- **Tested and Evaluated Approaches**—The toolkit incorporates didactical scenarios that have been tested and evaluated in 18 specific courses, ensuring that they are practical and effective in real-world contexts.
- **Diverse Educator Profiles** — The toolkit is designed with flexibility in mind, catering to educators who teach in various contexts and have different teaching profiles.



The toolkit will be made available online in five languages (English, German, Greek, Italian, Spanish, and Portuguese), ensuring its accessibility to a wide range of educators across Europe.



Use of Didactical Scenarios Toolkit

To effectively use the toolkit, start by clearly defining the educational goals you aim to achieve. This clarity will help you choose the most suitable scenarios for your learners. Consider the backgrounds and characteristics of your audience to select scenarios that relate to their experiences and knowledge. Ensure that the scenarios align with the subjects or topics being taught, as relevant scenarios can enhance engagement and improve learning outcomes.

1. Select Scenarios

When selecting scenarios, choose those that match the skill level of your learners. Begin with simpler scenarios and gradually introduce more complex ones as their skills develop. Before full implementation, trial the scenarios with a small group. Gather feedback on clarity, engagement, and relevance, and make adjustments where necessary.

2. Customise Scenarios

To customise scenarios for specific needs, adapt the content by modifying language, examples, and contexts to suit the cultural or contextual backgrounds of your learners. Integrate local case studies or examples to make scenarios more relatable and applicable to their real-life situations. Adjust the complexity of scenarios based on learners' prior knowledge and skills, ensuring they are appropriately challenging. Create multiple pathways within scenarios to accommodate different learning styles and preferences, allowing learners to engage in ways that suit them best. Include opportunities for learners to provide feedback on scenarios, which can inform future customisations and improvements.

3. Engagement

Engaging diverse learners involves utilising varied teaching methods. Incorporate instructional strategies such as group work, discussions, and hands-on activities to cater to different learning styles. Foster a collaborative learning environment where learners can work together, share perspectives, and learn from one another. Ensure that all scenarios are inclusive and respectful of various cultures, backgrounds, and abilities, as this enhances engagement and participation.

Offer straightforward instructions and support for learners who may require additional guidance to effectively engage with the scenarios. Lastly, acknowledge and celebrate the diverse backgrounds of learners by integrating multicultural perspectives into scenarios, promoting an inclusive atmosphere.



Adapting to Different Learner Personas

4. Overview of Learner Personas

Understanding learner personas is essential for tailoring educational experiences to meet the diverse needs of students. Learner personas are fictional representations of different types of learners, derived from data collected in Work Package 2 (WP2).

Each persona encapsulates distinct characteristics, preferences, and challenges, providing educators with insights into how best to engage their students.

For instance, one person may represent visual learners who benefit from graphic materials, while another might depict kinesthetic learners who thrive through hands-on activities. By mapping out these personas, educators can gain a clearer picture of their student demographics and the varying ways students prefer to learn.

5. Customisation Techniques Based on Persona Needs

Once learner personas are established, educators can employ various customisation techniques to address the unique needs of each group. One effective technique is differentiated instruction, which involves tailoring content, process, and products based on students' readiness levels, interests, and learning profiles.

For example, visual learners may benefit from infographics and videos, while auditory learners may excel with podcasts and discussions. By providing multiple means of engagement, educators can meet diverse learner needs while promoting greater understanding of the material.

Another important customisation technique is scaffolding, which provides learners with temporary support structures to help them progress through complex concepts. For instance, the "Struggling Learner" persona might benefit from step-by-step guides, additional practice problems, or one-on-one tutoring sessions.

Scaffolding not only supports learners in acquiring new skills but also builds their confidence as they gain independence in their learning journey. This technique is particularly effective when combined with ongoing assessment, allowing educators to adjust support levels as needed.



Finally, technology can play a crucial role in customising learning experiences for different personas. Tools like adaptive learning software can adjust content and pacing based on individual progress, ensuring that each learner receives the appropriate level of challenge. Additionally, online forums and collaborative platforms can enhance interaction among learners, catering to both social and independent learning preferences.

By leveraging technology in thoughtful ways, educators can create dynamic and responsive learning environments that meet the diverse needs of their students.



Practical Examples for Adapting Scenarios

Adapting scenarios based on learner personas requires practical examples to illustrate how these adaptations can be implemented in real educational contexts. For instance, consider a scenario focused on climate change. For the “Visual Learner” persona, educators might incorporate infographics and videos that illustrate the effects of climate change on various ecosystems.

These visual aids can enhance comprehension and retention of key concepts. Meanwhile, the “Kinesthetic Learner” persona might engage with hands-on activities, such as creating a mini-garden or conducting experiments that simulate environmental impacts.

In a mathematics lesson, educators can tailor scenarios to suit different learner needs. For the “Auditory Learner” persona, discussions and verbal explanations can be integrated into the learning process. This could involve group problem-solving sessions where students articulate their thought processes aloud. In contrast, the “Logical Learner” persona may thrive with structured worksheets that allow them to methodically solve problems, using logical reasoning. By providing these differentiated scenarios, educators can ensure that all students engage meaningfully with the content.

Furthermore, language arts scenarios can be adapted to meet the needs of different personas. For the “Social Learner,” collaborative storytelling projects can be implemented, encouraging group discussions and peer feedback.

On the other hand, the “Introverted Learner” might benefit from individual writing prompts that allow for self-reflection and creativity without the pressure of group interactions. Providing a variety of options enables educators to cater to diverse learning preferences and fosters a more inclusive environment.

Lastly, adapting scenarios for technology integration can enhance engagement and accessibility. For instance, an online simulation can be used for science lessons, allowing learners to explore complex concepts at their own pace. For the “Digital Native” persona, this approach aligns with their familiarity and comfort with technology. Alternatively, printed materials and offline activities can be designed for those who may not have easy access to digital resources, ensuring that all learners can participate in meaningful ways.



To effectively implement adaptation strategies, educators should consider their own profiles and how they can best support different learner personas. For instance, a reflective educator may regularly assess their teaching practices and seek feedback from students, using this information to adjust their approaches.

This might involve varying instructional methods or seeking out professional development opportunities focused on inclusive teaching practices. By remaining open to change and growth, educators can better meet the diverse needs of their students.



CHAPTER 3

Didactical Scenarios

In this chapter, the concept of didactical scenarios is explored as a framework for designing effective educational experiences. Didactical scenarios are structured narratives that outline the context, objectives, and instructional strategies used in teaching specific content. They serve as blueprints that guide educators in creating engaging and meaningful learning experiences for students.



Teaching methodologies used in the adult context require a blended approach, combining theory and practice. This approach is particularly effective in engaging students and fostering learning. Diverse tools, such as slide shows, videos, films, images, and emulators, make lessons dynamic and engaging.

Jank and Meyer (2002) define didactical scenarios as structured educational arrangements designed to achieve specific learning outcomes.

What is a didactical scenario?

A didactical scenario refers to a structured educational framework or plan that outlines the teaching and learning processes within a specific instructional context.

A didactical scenario incorporates various elements such as objectives, content, methods, resources, and assessments to guide both educators and learners through a coherent and purposeful learning experience.

What are the key Elements of a Didactical Scenario?

Learning Objectives: These objectives are aligned with broader educational outcomes and help guide the selection of content and activities.

Content: This includes any specific concepts, theories, or skills learners need to acquire.

Methods and Strategies: This may include lectures, group work, hands-on activities, multimedia presentations, and other pedagogical methods.

Resources and Materials: The tools and resources required to implement the scenario.

Learner Engagement: Strategies for involving learners actively in the learning process, taking into account their prior knowledge, motivations, and learning preferences.

Assessment: Methods for evaluating learners' progress and understanding throughout the scenario.

Context: The specific educational environment or setting in which the scenario takes place, including factors such as the course, class size, and learner demographics.



This multimedia approach captures the students' attention and helps them better understand abstract concepts. It also uses a "hands-on" method that encourages memorisation and deep understanding of concepts.

A didactic method is a teaching method that adheres to a scientific approach or educational style. The approach or method is often researched or studied and adopted by the teacher to engage the student and ultimately stimulate a virtuous learning process and knowledge transfer in any field of study.

It is important to remember that there is no one correct method, as specific teaching/learning situations may be characterised by a high level of complexity – for example, particular requirements in terms of content, students' prior knowledge, room, and other factors.

Courses can be prepared and given structure through scenarios. The spectrum here ranges from single lessons or appointments (e.g. for e-Feedback) to the design of an entire semester (e.g. in blended learning scenarios).

The decision to favor one (or several) method depends on the learning objectives and the subject matter in question and includes factors such as the time structure, group organisation, and student interaction.

Didactical planning includes the different variables of a learning/teaching activity (objectives, target, time, space, technological devices etc.).



Group	Subgroup	Code	Good Practice Title
Group A: Inclusive and Diverse Learning Environments	A1: Teaching Strategies for Diverse Classrooms	A1.1	Teaching methodology for non-homogeneous classes
		A1.2	Teaching with empathy using Rapport
		A1.3	Creating Communication bridges
	A2: Inclusive Assessment and Guidance	A2.1	Inclusive+ Inclusive & Practical Assessment Tools
		A2.2	Adapting DivCap's Process for Inclusive Didactic Methods
		A2.3	Adaptation of DivCap's Applied Diversity Awareness (ADA) Workshops
	A3: Cultural and Language Sensitivity	A3.1	Qualirom teacher training Curriculum for teachers of Romani
		A3.2	PLNM – Português Língua Não Materna
		A3.3	Dialogue for intercultural communication
	A4: Non-Directive and Coaching Approaches	A4.1	Non-directive learning/coaching for Citizens' Curriculum
		A4.2	Collaborative Expertise for Inclusive Learning
		A4.3	Group Finding in Social Work Curriculum
Group B: Technology-Enhanced Learning and Innovation	N/A	B1	Mixed teaching practice for adults
		B2	Computer-assisted teaching of Sign Language using AI
		B3	Problem-Based Learning
		B4	Counseling of Counseling" Learning Video
		B5	Empowerment Bingo
Group C: Experiential and Practical Learning Approaches	N/A	C1	The shape of training
		C2	Feelings, Values: A journey into the world of friendship
		C3	Taking care of the environment - Raising awareness through literature
		C4	Art'Themis
		C5	Introductory Letter in English Language Course

	N/A	D1	Projeto Carreira
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Group D: Career Development and Lifelong Learning		D2	Diversified Instruction: Guidelines and Practical Examples
		D3	Empowerment Bingo (Cross-listed with Group B)
Group E: Health, Well-being, and Social Responsibility	N/A	E1	PRESSE – Programa Regional de Educação Sexual em Saúde Escolar
		E2	Welcome to Belgium” Pedagogical kits
		E3	Feelings, Values: A journey into the world of friendship (Cross-listed with Group C)



A. Literacia na saúde através do mundo digital - Health literacy through the digital world | EPATV

1. Title of the Scenario:

a) What is the title of the scenario you are developing?

Mixed teaching practice for adults

b) Does the title clearly reflect the core focus or challenge of the scenario?

Yes

2. Title of the Course:

a) What is the title of the course for which this scenario is developed?

Literacia na saúde através do mundo digital - Health literacy through the digital world

b) Does the course title clearly connect to the scenario's focus?

Yes

3. Good Practice Inspiration:

a) Which Good Practice (GP) inspired this scenario?

Mixed teaching practice for adults

b) Specify the country of origin of the GP that inspired the scenario.

Italy

c) Is this GP from the WP3.1 GP Collection?

Yes

d) What elements from the GP did you adapt to suit your specific course and audience?

All the descriptions of the good practice are followed and put into practice.



4. Target Audience:

a) Who is the specific learner group for this scenario?

Adults (no specific age) who want to complete the basic level of education (what we call the 9th grade in Portugal) through the RVCC process (Recognition, Validation and Certification of Competencies). They come from different socioeconomic and professional backgrounds and have different levels of health literacy.

b) Does the learner group match the target audience of the GP that inspired you?

Yes

c) Is your target audience a sub-group of the GP's target audience, or is it a completely different group?

Different group

d) Who are the educators this scenario is intended for?

Educators with pedagogical qualifications.

5. Course Context:

a) What is the subject of the course in which this scenario will be implemented?

Digital Competences and health knowledge

b) What is the mode of the course delivery?

Offline

c) What is the duration of the course?

At least 3 weeks.

d) How many learners are expected to participate in the course?

A maximum of 7 learners will be involved in this session, to allow the trainer to dedicate his attention to each one, thus following the needs of each one.

e) Are there any additional participants (e.g., teaching assistants, peer mentors) involved in the course?

A technician can be present to support the trainer.



6. Scenario Content Development:

A. Knowledge:

a) What are the specific challenges or barriers faced by the learner group targeted in this scenario?

We believe that the greatest difficulty experienced by learners is their lack of skills in using new technologies, namely computers, and their wrong concepts about health.

b) What background information about the learners' demographics, previous educational experiences, and specific needs will you provide?

As mentioned, these adults have already left school a long time ago and come from different socio-economic and professional backgrounds.

c) How does the subject-specific knowledge in this course need to be adapted to meet the diverse needs of the learners?

As each learner has a different level of knowledge and handling of new technologies and about health, activities will be prepared according to their knowledge in those areas.

B. Attitude:

a) What reflective questions or exercises will you include to encourage educators to examine their biases and attitudes towards the learners?

As we realise that each learner has a different level of knowledge in the digital and health areas, the trainer must know the barriers of each learner to create the necessary scenarios so that all learners can achieve the desired objectives. Monitoring will be carried out by the project coordination team, encouraging the sharing of instruments and difficulties.

b) How will you promote cultural awareness and inclusiveness among educators in this scenario?

As said previously, monitoring will be carried out by the project coordination team.

c) What prompts or activities will you include to help educators develop an inclusive mindset?

A set of activities will be shared and planned in partnership with a multidisciplinary team.

C. Action:

a) What specific teaching strategies will you outline to address the diverse needs of learners in this scenario?

Individualised support focused on the profile of each learner.

b) What classroom management techniques would you recommend for fostering a



supportive and inclusive environment?

Promote clear and efficient communication and active listening towards the participants' suggestions and opinions.

c) What assessment methods will you propose that align with the abilities and needs of the learners?

Formative assessment

d) What tools (e.g., checklists, guidelines, templates) will you provide to support educators in executing the scenario?

A set of activities and guidelines to support the trainer and the learners.

B. Feelings, Values: A journey into the world of friendship| EPATV

1. Title of the Scenario:

a) What is the title of the scenario you are developing?

Feelings, Values: A journey into the world of friendship

b) Does the title clearly reflect the core focus or challenge of the scenario?

No

The focus of this GP is more on shared ideas and presentations in public.

2. Title of the Course:

a) What is the title of the course for which this scenario is developed?

One book: a new window to the world.

b) Does the course title clearly connect to the scenario's focus?

Yes

3. Good Practice Inspiration:

a) Which Good Practice (GP) inspired this scenario?

Feelings, Values: A journey into the world of friendship.

b) Specify the country of origin of the GP that inspired the scenario.



Greece

c) Is this GP from the WP3.1 GP Collection?

Yes

d) What elements from the GP did you adapt to suit your specific course and audience?

Target group: we will use this GP with adults.

4. Target Audience:

a) Who is the specific learner group for this scenario?

Adults who drop out of school early and want to finish the secondary level through the RVCC process.

b) Does the learner group match the target audience of the GP that inspired you?

No

If not, how does your target audience differ from the original GP's audience?

We are going to apply for this GP with adult learners.

c) Is your target audience a sub-group of the GP's target audience, or is it a completely different group?

Different groups.

b) Educator Profiles:

a) Who are the educators this scenario is intended for?

Educators with pedagogical qualifications.

5. Course Context:

a) What is the subject of the course in which this scenario will be implemented?

Literature and reading.

b) What is the mode of the course delivery?

Offline

c) What is the duration of the course?

4 hours

d) How many learners are expected to participate in the course?

5 learners



e) Are there any additional participants (e.g., teaching assistants, peer mentors) involved in the course?

If so, describe their roles. Library technician.

6. Scenario Content Development:

A. Knowledge:

a) What are the specific challenges or barriers faced by the learner group targeted in this scenario?

Lack of literacy; lack of reading habits; lack of skills to present ideas, contents.

b) What background information about the learners' demographics, previous educational experiences, and specific needs will you provide?

Socio-economic background; academic level.

c) How does the subject-specific knowledge in this course need to be adapted to meet the diverse needs of the learners?

Each learner will choose the book he/she wants to present.

B. Attitude:

a) What reflective questions or exercises will you include to encourage educators to examine their biases and attitudes towards the learners?

The trainers are encouraged to follow workshops and other training about how to work with diverse classrooms.

b) How will you promote cultural awareness and inclusiveness among educators in this scenario?

We support the participation of trainers in events that promote inclusion.

c) What prompts or activities will you include to help educators develop an inclusive mindset?

Through participation in events that promote inclusion, as well as in team meetings to share ideas and suggestions.

C. Action:

a) What specific teaching strategies will you outline to address the diverse needs of learners in this scenario?

Allow choosing the book without any restriction.

b) What classroom management techniques would you recommend for fostering a supportive and inclusive environment?



The pedagogical technique in this scenario focuses on guidance and support for the development of the activity.

c) What assessment methods will you propose that align with the abilities and needs of the learners?

Formative assessment.

d) What tools (e.g., checklists, guidelines, templates) will you provide to support educators in executing the scenario?

Books; reading guide.

C. Taking care of the environment – Raising awareness through literature | EPATV

1. Title of the Scenario:

a) What is the title of the scenario you are developing?

Taking care of the environment – Raising awareness through literature.

b) Does the title clearly reflect the core focus or challenge of the scenario?

Yes.

2. Title of the Course:

a) What is the title of the course for which this scenario is developed?

Literacia ambiental: mudar mentalidades.

b) Does the course title clearly connect to the scenario's focus?

Yes

3. Good Practice Inspiration:

a) Which Good Practice (GP) inspired this scenario?

Taking care of the environment – Raising awareness through literature.

b) Specify the country of origin of the GP that inspired the scenario.

Greece

c) Is this GP from the WP3.1 GP Collection?



Yes

d) What elements from the GP did you adapt to suit your specific course and audience?

The target group: we will apply to this GP with a group of adult learners.

4. Target Audience:

a) Who is the specific learner group for this scenario?

Adult learners who want to complete the basic level of education.

b) Does the learner group match the target audience of the GP that inspired you?

No

If not, how does your target audience differ from the original GP's audience?

We will work with adults, not youngsters.

c) Is your target audience a sub-group of the GP's target audience, or is it a completely different group?

Different groups.

b) Educator Profiles:

a) Who are the educators this scenario is intended for?

Educators with pedagogical qualifications.

5. Course Context:

a) What is the subject of the course in which this scenario will be implemented?

Environment.

b) What is the mode of the course delivery?

Offline

c) What is the duration of the course?

2 sessions of 3 hours.

d) How many learners are expected to participate in the course?

Around 8 learners.

e) Are there any additional participants (e.g., teaching assistants, peer mentors) involved in the course?

One technician



6. Scenario Content Development:

A. Knowledge:

a) What are the specific challenges or barriers faced by the learner group targeted in this scenario?

Lack of digital competencies and basic knowledge about the topic.

b) What background information about the learners' demographics, previous educational experiences, and specific needs will you provide?

Socio-economic, academic and professional background.

c) How does the subject-specific knowledge in this course need to be adapted to meet the diverse needs of the learners?

Activities used will be adapted considering the level of knowledge about the topic and the personal background of the learners.

B. Attitude:

a) What reflective questions or exercises will you include to encourage educators to examine their biases and attitudes towards the learners?

Monitoring and support to solve the problems that might emerge.

b) How will you promote cultural awareness and inclusiveness among educators in this scenario?

With the opportunity to participate in workshops with this topic and specific support

c) What prompts or activities will you include to help educators develop an inclusive mindset?

Opportunity to share difficulties with peers.

C. Action:

a) What specific teaching strategies will you outline to address the diverse needs of learners in this scenario?

Activities will be adapted to the profile of each participant.

b) What classroom management techniques would you recommend for fostering a supportive and inclusive environment?

The pedagogical technique in this scenario focuses on guidance and support for the development of the activity.

c) What assessment methods will you propose that align with the abilities and needs of the learners?



Formative assessment.

d) What tools (e.g., checklists, guidelines, templates) will you provide to support educators in executing the scenario?

Guidelines; videos.

D. Job placement collaborative guide for short-term and long-term unemployed adult learners| CRAMARS

1. Title of the Scenario:

a) What is the title of the scenario you are developing?

Job placement collaborative guide for short-term and long-term unemployed adult learners

b) Does the title clearly reflect the core focus or challenge of the scenario?

Yes

2. Title of the Course:

a) What is the title of the course for which this scenario is developed?

Paper and Paperboard Processing Techniques

b) Does the course title clearly connect to the scenario's focus?

No.

If not, what changes could be made to the course title to better align with the scenario?

Paper and Paperboard Processing Techniques - preparing to work in the company.

3. Good Practice Inspiration:

a) Which Good Practice (GP) inspired this scenario?

Inclusive+ Inclusive & Practical Assessment Tools for Guidance Practitioners

b) Specify the country of origin of the GP that inspired the scenario.

UK



c) Is this GP from the WP3.1 GP Collection?

Yes

d) What elements from the GP did you adapt to suit your specific course and audience?

We will try to adapt the GP for a wider group of learners (10 instead of 5) or organize 2 sessions of 5 learners each – we will have less available time (not defined now) to finalize the activity, so probably some parts will be developed as homework.

4. Target Audience:

a) Who is the specific learner group for this scenario?

Short- and long-term unemployed, poorly educated, and aged 25 to 60 years old, the oldest need reintegration into the labour force. The group also includes two women (usually, courses to enter work in a paper factory are taken exclusively by men due to the physical fatigue involved in the type of work)

b) Does the learner group match the target audience of the GP that inspired you?

Yes

c) Who are the educators this scenario is intended for?

Freelancers.

Tutor.

5. Course Context:

a) What is the subject of the course in which this scenario will be implemented?

The subjects are diverse and related to the production of Paper and Paperboard and include information on raw materials, the different pulps, chemical and laboratory control hints, the different machines for paper and paperboard production, and the stage of setting up and preparing materials for shipment to customers.

b) What is the mode of the course delivery?

Offline

c) What is the duration of the course?

100 hours



d) How many learners are expected to participate in the course?

Between 10 and 12

e) Are there any additional participants (e.g., teaching assistants, peer mentors) involved in the course?

If so, describe their roles.

6. Scenario Content Development:

A. Knowledge:

a) What are the specific challenges or barriers faced by the learner group targeted in this scenario?

Undoubtedly diversity in age and work experience can be one of the main challenges to be faced, some have high school diplomas, others have basic schooling. There is a foreigner who may have some difficulties in understanding the Italian language. Among the teachers there are professional technicians who are not always able to teach following a mixed technique but only through face-to-face lectures. All of them are struggling to cope with or re-engage in the world of work.

c) What background information about the learners' demographics, previous educational experiences, and specific needs will you provide?

All students are formally tracked by the regional employment center. To participate in the course they must be unemployed, between the ages of 18 and 65. The specific group includes various age groups and levels of work experience. The youngest are new to the labor market, the others have had completely different experiences from those taught on the course. The course is also attended by a foreigner of Pakistani descent.

d) How does the subject-specific knowledge in this course need to be adapted to meet the diverse needs of the learners?

More than technical skills, learners need accompaniment to the world of work and the specific job they are going to experience as a result of the course. Companies have asked for the course to be organized to make sure that learners (and future workers) have a minimum competence regarding paper and always understand, while on the factory floor, what the risks are in their movements and related to paper production.



B. Attitude:

a) What reflective questions or exercises will you include to encourage educators to examine their biases and attitudes towards the learners?

It is likely that this course will be supervised by the course tutor, supported by an expert coordinator. The tutors, being employees of Cramars, are already experienced in dealing with their prejudices and attitudes towards learners, as they have also undergone training in this regard, and are looked after by specialists to meet specific needs. A working group and the course coordinator will support and help the initiative and monitor the activity to prevent any problems and discomfort.

b) How will you promote cultural awareness and inclusiveness among educators in this scenario?

Before the course started, a meeting was held with all educators to explain to them the characteristics of the participants and any difficulties. They were updated on the participants' need to find work, acceptance, patience and support are therefore characteristics that were required of educators given to the target group involved.

c) What prompts or activities will you include to help educators develop an inclusive mindset?

We will try to take stock with them of all the participants on the course with difficulties that have arisen, family situations, barriers to study, difficulties encountered in the classroom with other educators. Basically, our teachers are known anyway and have received feedback on other courses, that is why we continue to contract them.

C. Action:

a) What specific teaching strategies will you outline to address the diverse needs of learners in this scenario?

Within the course, in addition to the theoretical part, educators show many pictures and videos of the machines studied and activities in the companies. In addition, we considered it important to make outings and direct visits to the company so that what is explained theoretically in the classroom is confirmed through an educational visit.

b) What classroom management techniques would you recommend for fostering a supportive and inclusive environment?

At the beginning of the course, the learners participated in an initial classroom management session in which the class group was given the rules, responsibilities, the names of the tutors and course coordinators and the possibility of referring to the tutor for any problems related to the training activity. This information sheet was also distributed to them in copies for detailed reading. The educators provide printed and online material to support the lessons. Learners are also given the opportunity, during the lunch break, to stop in the classroom to eat, this is always a good opportunity to establish personal relationships and strengthen the class group

c) What assessment methods will you propose that align with the abilities and needs of the learners?



The educators always try to fix the contents of the theoretical part by involving the participants individually or in groups to answer specific questions, to understand whether the topic was clarified during the lesson. For each theory session/teaching module there is a small check to be made (the sum of the marks forms the basis for the final mark that will be added to the exams).

This allows the educator to check that the subject has been understood. The tutors, in the event of unsatisfactory results, provide support to the learner and communicate this difficulty to the other educators. At the end of the course the learners are asked to complete a questionnaire evaluating the course in general, the different educators who have been involved and the course provider.

d) What tools (e.g., checklists, guidelines, templates) will you provide to support educators in executing the scenario?

The scenario will mainly be developed by the course tutors. The templates provided are the guidelines included in the chosen GP. In a working group tutors will discuss how to organise the content and distribution of activities among the tutors and how to evaluate the initiative.

E. Group Finding in health care Work Curriculum| CRAMARS

1. Title of the Scenario:

a) What is the title of the scenario you are developing?

Group Finding in health care Work Curriculum.

b) Does the title clearly reflect the core focus or challenge of the scenario?

Yes

2. Title of the Course:

a) What is the title of the course for which this scenario is developed?

Course of compensatory measures (health care).

b) Does the course title clearly connect to the scenario's focus?

Yes

3. Good Practice Inspiration:

a) Which Good Practice (GP) inspired this scenario?

Group Finding Social Work Curriculum

b) Specify the country of origin of the GP that inspired the scenario.



Austria

c) Is this GP from the WP3.1 GP Collection?

Yes

d) What elements from the GP did you adapt to suit your specific course and audience?

Instead of looking at social work curricula we will deal with health care work curricula.

4. Target Audience:

a) Who is the specific learner group for this scenario?

Learners who have already worked in the healthcare field in the role of a personal assistant (with a minimum of certified working years) but who do not have the formal qualification of a personal assistant, or students who have a specific diploma as a personal assistant but who have never had professional experience. On a national level, in order to be formally recognised as a personal assistant, they have to undertake additional training (a compensatory measure)

b) Does the learner group match the target audience of the GP that inspired you?

Partly

If not, how does your target audience differ from the original GP's audience?

Some have a working background in health care; some don't have working background.

c) Who are the educators this scenario is intended for?

Freelancers.

Educators with pedagogical qualifications.

Educators without pedagogical qualifications.

5. Course Context:

a) What is the subject of the course in which this scenario will be implemented?

A list of care-related topics including purely medical aspects but also the relationship with the sick person, the approach to the family, the relationship with social and health services, psychological elements of the sick person, special treatments for specific illnesses (Alzheimer's, dementia, disability, etc.)

b) What is the mode of the course delivery?

Offline

c) What is the duration of the course?

600 hours of which 240 in internships in health-related companies, hospitals, nursing homes, home care.



d) How many learners are expected to participate in the course?

14 learners

e) Are there any additional participants (e.g., teaching assistants, peer mentors) involved in the course?

If so, describe their roles.

6. Scenario Content Development:

A. Knowledge:

a) What are the specific challenges or barriers faced by the learner group targeted in this scenario?

In these two groups of learners (that make up the class) the challenges are opposed, on the one hand the need for practice, for the younger ones, and on the other hand the need to obtain theoretical competences that support the practices already undertaken in the field.

For all of them, there is a need for training more related to the psychological element of the patient, the supporting families, and specific illnesses.

b) What background information about the learners' demographics, previous educational experiences, and specific needs will you provide?

With mixed ages and experiences, there are two completely distinct groups within the classroom. A group of (usually younger) people who have completed a diploma on the subject of healthcare with considerable theoretical skills and no practical skills.

A second group of (usually older) people who have already had several years of experience in the field of health care (some in nursing homes but very often at home and therefore with very specific individual illnesses and no competence in other health care issues) but who have no basic theory with which to compensate for the practical.

c) How does the subject-specific knowledge in this course need to be adapted to meet the diverse needs of the learners?

Composing a mixed course of theory and practice that, on the one hand, does not bore those with formal skills and, on the other hand, does not frighten those with practical skills. In this case, it will be interesting to be able to work in mixed peer groups so that the educator can make use of the learners' experience to compensate for the contents of the subject to be taught, obviously alternating theoretical activities supported by videos and animations, with the practical tests prior to the company internship.



B. Attitude:

a) What reflective questions or exercises will you include to encourage educators to examine their biases and attitudes towards the learners?

We will push for the creation of group questions that focus the learners' competences on the know-how and skills acquired in their work as personal assistants and, for those without specific experience, on the transversal skills acquired in their previous life experiences.

The results will be passed on to the teachers who will focus their training activities on relation to the real needs of the group and not on the basis of prejudices towards the learners.

b) How will you promote cultural awareness and inclusiveness among educators in this scenario?

We will always do this by focusing on the learners' professional experiences and not on their external (physical or cultural) differences. Teachers are, however, used to working in these environments, being trainers of personal assistants.

d) What prompts or activities will you include to help educators develop an inclusive mindset?

We will not do anything special, as educators are already inclusive. If some learners find themselves in difficulty and report this to the tutors, we will have a one-to-one meeting with the relevant educator to understand and be able to resolve any discomfort.

C. Action:

a) What specific teaching strategies will you outline to address the diverse needs of learners in this scenario?

We are going to work in groups, focusing on and bringing out everyone's competencies, whether they are related to specific professionalism or transversal ones. The method is based precisely on this as the key to defining, later on, who can support whom. In this way, knowing everyone's competencies, learners can ask their more competent peers for support.

b) What classroom management techniques would you recommend for fostering a supportive and inclusive environment?

An excellent key and technique may be to support the theoretical parts with practical examples that are shared directly by the learners, considering their previous professional or life experiences, instead of being brought by the educators.

c) What assessment methods will you propose that align with the abilities and needs of the learners?

In addition to the progress of assessments already defined in the didactical program, from time to time, the educators may ask the learners questions on parts of the syllabus that have already been completed to check whether any gaps remain and, if necessary, find a room during their



lessons to fill them.

d) What tools (e.g., checklists, guidelines, templates) will you provide to support educators in executing the scenario?

We will share the method with the educators and organise together the timing and the ways, defining what the key questions are to engage the specific group of learners.

F. Bingo game to know each other | CRAMARS

1. Title of the Scenario:

a) What is the title of the scenario you are developing?

Bingo game to get to know each other.

b) Does the title clearly reflect the core focus or challenge of the scenario?

Yes

2. Title of the Course:

a) What is the title of the course for which this scenario is developed?

QA (abbreviated basic qualification) Family Home Care Assistant.

b) Does the course title clearly connect to the scenario's focus?

No

If not, what changes could be made to the course title to better align with the scenario?

Bingo game to know each other for Family Home Care Assistant groups

3. Good Practice Inspiration:

a) Which Good Practice (GP) inspired this scenario?

Empowerment Bingo

b) Specify the country of origin of the GP that inspired the scenario.

Austria

c) Is this GP from the WP3.1 GP Collection?

Yes

No



d) What elements from the GP did you adapt to suit your specific course and audience?

We just changed the questions.

4. Target Audience:

a) Who is the specific learner group for this scenario?

The 9 pathway students are unemployed women and men, mainly low-schooled, who intend to start or reintegrate into the workforce as home care workers.

They have different backgrounds and ages; some foreigners are in the group. The participants were pre-selected to check their motivation not only to participate in the training but especially to work later in the care field.

b) Does the learner group match the target audience of the GP that inspired you?

Yes

No

c) Is your target audience a sub-group of the GP's target audience, or is it a completely different group?

Sub-group

Different group

a) Who are the educators this scenario is intended for?

Freelancers.

Tutor.

Educators without pedagogical qualifications.

5. Course Context:

a) What is the subject of the course in which this scenario will be implemented?

The contents are multiple that allow the basic qualification for a home-based family caregiver, health and social services area.

b) What is the mode of the course delivery?

Offline.

c) What is the duration of the course?

The course in total is 240 hours, 72 of which are in internships, but we will use GP only on one specific module, yet to be defined.



d) How many learners are expected to participate in the course?

9 learners.

e) Are there any additional participants (e.g., teaching assistants, peer mentors) involved in the course?

6. Scenario Content Development:

A. Knowledge:

a) What are the specific challenges or barriers faced by the learner group targeted in this scenario?

In some cases, the problem is the correct use of the Italian language (for foreigners) in other cases the most important issue is the motivation to participate in the course. For all the challenge is to sensitize them to the responsibilities they may achieve in the partial sanitary work they are supposed to perform during the practice (72 hours) and from the moment they will work in the domestic field.

b) What background information about the learners' demographics, previous educational experiences, and specific needs will you provide?

This is a mixed group of unemployed people who have been out of work for some time. Some have had experience in family care with relatives' others have never experienced such activities and have no idea what activities to implement. Some students are foreigners with difficulties in understanding the Italian language with which the course is taught. All need to be trained also and especially on specifically health-related matters and the legal responsibilities that such activity may entail.

c) How does the subject-specific knowledge in this course need to be adapted to meet the diverse needs of the learners?

There is a need for visual and practical development of some subjects (not only theoretical), practical and role play elements are essential as well as the development of personal work on sense of responsibility and personal empowerment.

B. Attitude:

a) What reflective questions or exercises will you include to encourage educators to examine their biases and attitudes towards the learners?

We will try to get them to work on empathy, on the fact that some learners have never been faced with family and health situations to deal with (even just in personal practice) e.g., family members with illnesses, or elderly people to care for. We would love for us to experiment together (educator and Cramars) helping them in the experimentation that can especially contribute to their personal and curricular development.



b) How will you promote cultural awareness and inclusiveness among educators in this scenario?

Simply, during preparation meetings and division of tasks among educators, sharing objectives in relation to the target audience in the classroom.

c) What prompts or activities will you include to help educators develop an inclusive mindset?

The type of educators who work in the health sector and who teach in the course are already inclusive in themselves; the key is to make them aware of the actual needs of each learner in the classroom, sharing with them each one's issues and difficulties (linguistic, emotional, etc.) that we gathered during profiling.

C. Action:

a) What specific teaching strategies will you outline to address the diverse needs of learners in this scenario?

It is not necessary to use specific strategies as the scenario takes place before the course begins, this may be useful for educators to calibrate how to administer the subject content

b) What classroom management techniques would you recommend for fostering a supportive and inclusive environment?

In the development of this scenario, it is important to set simple questions that allow everyone to express a concrete and not necessarily personal answer that at the same time allows the other listeners to understand everyone's point of view in order to create knowledge among the class group.

c) What assessment methods will you propose that align with the abilities and needs of the learners?

With respect to the specific scenario, we will ask, at the end of the activity, if it was useful for the purpose for which it was structured and what changes they would make to implement it. Also, if it is useful to develop it on other courses.

d) What tools (e.g., checklists, guidelines, templates) will you provide to support educators in executing the scenario?

In this phase, educators will be supported by the course tutors, who will help them define specific questions, manage the class group during the experimentation, and collect feedback and answers.



2. Enhancing Employability Skills through Project-Based Learning in Hairdressing| FDO

1. Title of the Scenario:

a) What is the title of the scenario you are developing?

Enhancing Employability Skills through Project-Based Learning in Hairdressing

b) Does the title clearly reflect the core focus or challenge of the scenario?

Yes

2. Title of the Course:

a) What is the title of the course for which this scenario is developed?

Hairdressing and Hair Cosmetics Technician

b) Does the course title clearly connect to the scenario's focus?

Yes

3. Good Practice Inspiration:

a) Which Good Practice (GP) inspired this scenario?

A2.1 - Inclusive and Innovative Problem Resolution

b) Specify the country of origin of the GP that inspired the scenario.

Portugal

c) Is this GP from the WP3.1 GP Collection?

Yes

d) What elements from the GP did you adapt to suit your specific course and audience?

- Adapted the problem-solving approach to focus on real-world challenges in the hairdressing industry.
- Emphasised collaboration and teamwork among learners to simulate a salon environment
- Incorporated the use of digital tools for research, design, and presentation.
- Tailored assessment methods to evaluate both technical skills and employability skills.

4. Target Audience:



a) Who is the specific learner group for this scenario?

Adult learners (18+) enrolled in the Hairdressing and Hair Cosmetics Technician course at the VET centre. This group may include individuals with diverse backgrounds, learning styles, and abilities, including some with SEN.

b) Does the learner group match the target audience of the GP that inspired you?

Yes

c) Who are the educators this scenario is intended for?

Educators with pedagogical qualifications.

5. Course Context:

a) What is the subject of the course in which this scenario will be implemented?

Marketing and Sales in Personal Image.

b) What is the mode of the course delivery?

Offline

c) What is the duration of the course?

1 year

d) How many learners are expected to participate in the course?

20-30

e) Are there any additional participants (e.g., teaching assistants, peer mentors) involved in the course?

No additional participants are involved in this course.

6. Scenario Content Development:

A. Knowledge:

a) What are the specific challenges or barriers faced by the learner group targeted in this scenario?

- Varying levels of prior experience and skills in hairdressing
- Diverse learning styles and preferences
- Potential SEN that may require specific accommodations
- Need to develop both technical and employability skills (communication, problem-solving, teamwork)



- Bridging the gap between theoretical knowledge and practical application in a real-world salon setting

b) What background information about the learners' demographics, previous educational experiences, and specific needs will you provide?

- Age range, gender distribution, and cultural backgrounds of typical learners in the course
- Common educational backgrounds and prior learning experiences
- Prevalence and types of SEN encountered in the hairdressing course
- Importance of understanding individual learning needs and career goals

c) How does the subject-specific knowledge in this course need to be adapted to meet the diverse needs of the learners?

- Provide a variety of instructional methods (demonstrations, hands-on practice, visual aids, group discussions)
- Offer differentiated learning activities and resources to cater to different skill levels and learning styles
- Use adaptive learning tools and assistive technologies as needed
- Incorporate real-world scenarios and case studies from the hairdressing industry
- Connect theoretical knowledge to practical application through project-based learning

B. Attitude:

a) What reflective questions or exercises will you include to encourage educators to examine their biases and attitudes towards the learners?

- "What are my assumptions about the abilities and potential of learners with diverse backgrounds or SEN in the hairdressing field?"
- "How can I create a supportive and inclusive learning environment where all learners feel comfortable taking risks and experimenting with new techniques?"
- "Am I open to adapting my teaching methods and assessment strategies to meet the individual needs of my learners?"

b) How will you promote cultural awareness and inclusiveness among educators in this scenario?

- Discuss the importance of understanding and valuing diverse cultural perspectives on beauty and hairdressing practices
- Encourage educators to incorporate culturally relevant examples and materials into their teaching



- Foster open dialogue and respect for different perspectives in the classroom

c) What prompts or activities will you include to help educators develop an inclusive mindset?

- Group discussions on the importance of inclusivity in the hairdressing industry and how to create a welcoming environment for all clients
- Case studies that highlight the positive impact of inclusive practices on client satisfaction and business success
- Role-playing activities where educators practice adapting their communication and techniques to meet the needs of diverse clients

C. Action:

a) What specific teaching strategies will you outline to address the diverse needs of learners in this scenario?

- Project-based learning: Assign learners a project that simulates a real-world hairdressing challenge, such as designing a hairstyle for a specific client or event, or creating a marketing campaign for a new salon service
- Collaborative learning: Encourage learners to work in teams, foster communication, problem-solving, and teamwork skills
- Technology integration: Use digital tools for research, design, and presentation, enhancing digital literacy and preparing learners for the modern workplace
- Differentiated instruction: Provide a variety of learning activities and resources to cater to different skill levels and learning styles

b) What classroom management techniques would you recommend for fostering a supportive and inclusive environment?

- Establish clear expectations and guidelines for respectful communication and collaboration
- Create a safe space for learners to ask questions, share ideas, and express their creativity without fear of judgment
- Provide opportunities for feedback and support
- Celebrate individual and group achievements to foster a positive and motivating learning environment

c) What assessment methods will you propose that align with the abilities and needs of the learners?

- Formative assessments: Use ongoing assessments, such as observations, peer reviews, and self-assessments, to monitor learner progress and provide timely feedback
- Summative assessments: Evaluate both technical skills (practical demonstrations) and



employability skills (project presentations, teamwork evaluations)

- Offer opportunities for self-reflection and goal setting to promote learner autonomy and continuous improvement

d) What tools (e.g., checklists, guidelines, templates) will you provide to support educators in executing the scenario?

- Guidelines for designing and implementing project-based learning activities in hairdressing
- Profiling tool for assessing learners' technical and employability skills and creating Learner Personas
- Detailed schedule, with described daily activities
- Templates for project plans and ongoing assessment
- Resources on assistive technologies and adaptive learning tools for learners with SEN
- Examples of digital tools that can be used for research, design, and presentation in the hairdressing context.

7. If you need it, please add any other valuable information:

- This scenario emphasises the development of both technical skills and employability skills, preparing learners for successful careers in the hairdressing industry
- The use of project-based learning and collaborative activities fosters a sense of ownership and responsibility for learning, promoting deeper engagement and motivation
- The scenario encourages educators to create an inclusive and supportive learning environment where all learners feel empowered to achieve their full potential.

3. Promoting Intercultural Understanding and Communication in Social and Touristic Animation| FDO

1. Title of the Scenario:

a) What is the title of the scenario you are developing?

Promoting Intercultural Understanding and Communication in Social and Touristic Animation

b) Does the title clearly reflect the core focus or challenge of the scenario?

Yes

2. Title of the Course:

a) What is the title of the course for which this scenario is developed?



Social and Touristic Animation

b) Does the course title clearly connect to the scenario's focus?

Yes

3. Good Practice Inspiration:

a) Which Good Practice (GP) inspired this scenario?

E2 - Welcome to Belgium” Pedagogical kits

b) Specify the country of origin of the GP that inspired the scenario.

Belgium

c) Is this GP from the WP3.1 GP Collection?

Yes

d) What elements from the GP did you adapt to suit your specific course and audience?

- Adapted the focus from welcoming migrants to fostering intercultural understanding among tourism professionals
- Replaced the use of physical kits with digital or online resources showcasing diverse cultures and customs
- Emphasised interactive activities and role-playing scenarios to practice communication and problem-solving skills in intercultural contexts

4. Target Audience:

a) Who is the specific learner group for this scenario?

Adult learners (18+) enrolled in the Social and Touristic Animation course at the VET centre. This group may include individuals with diverse backgrounds, learning styles, and abilities, including some with SEN

b) Does the learner group match the target audience of the GP that inspired you?

Yes

If not, how does your target audience differ from the original GP's audience?

The original GP targeted newly arrived migrants and people with low literacy skills, while this scenario focuses on adult learners in a vocational training program for social and touristic animation.

c) Who are the educators this scenario is intended for?

Educators with pedagogical qualifications.



5. Course Context:

a) What is the subject of the course in which this scenario will be implemented?

Group dynamization.

b) What is the mode of the course delivery?

Offline.

c) What is the duration of the course?

1 year.

d) How many learners are expected to participate in the course?

20-30 learners.

6. Scenario Content Development:

A. Knowledge:

a) What are the specific challenges or barriers faced by the learner group targeted in this scenario?

- Understanding and appreciating cultural differences
- Communicating effectively with people from diverse backgrounds
- Adapting their approach to meet the needs of different cultural groups
- Managing conflicts or misunderstandings that may arise due to cultural differences
- Developing cultural sensitivity and empathy

b) What background information about the learners' demographics, previous educational experiences, and specific needs will you provide?

- Age range, gender distribution, and cultural backgrounds of typical learners in the course
- Common educational backgrounds and prior learning experiences
- Prevalence and types of SEN encountered in the Social and Touristic Animation course
- Importance of understanding the global nature of the tourism industry and the need for intercultural competence.

c) How does the subject-specific knowledge in this course need to be adapted to meet the diverse needs of the learners?

- Provide a variety of instructional methods (lectures, discussions, case studies, role-playing



activities)

- Use multimedia resources (videos, images, online articles) to showcase different cultures and customs
- Offer opportunities for experiential learning (simulations, cultural immersion activities)
- Incorporate real-world scenarios and challenges faced by tourism professionals in intercultural contexts
- Utilise adaptive learning tools and assistive technologies as needed

B. Attitude:

a) What reflective questions or exercises will you include to encourage educators to examine their biases and attitudes towards the learners?

- "What are my own cultural biases and assumptions?"
- "How do my cultural experiences influence my interactions with people from different backgrounds?"
- "Am I open to learning about and appreciating different cultures?"
- "How can I create a safe and respectful learning environment where all learners feel comfortable sharing their cultural perspectives?"

b) How will you promote cultural awareness and inclusiveness among educators in this scenario?

- Facilitate discussions on the importance of cultural competence in the tourism industry
- Encourage educators to reflect on their own cultural identities and how these shape their worldview
- Provide resources and training on intercultural communication and conflict resolution

c) What prompts or activities will you include to help educators develop an inclusive mindset?

- Group activities that encourage learners to share their cultural experiences and perspectives
- Role-playing scenarios where learners practice navigating intercultural communication challenges
- Reflection exercises on personal experiences with cultural differences and how these can be leveraged to create inclusive tourism experiences.



C. Action:

a) What specific teaching strategies will you outline to address the diverse needs of learners in this scenario?

- Case studies: Analyse real-world scenarios where tourism professionals encountered intercultural communication challenges and discuss potential solutions
- Role-playing activities: Simulate interactions with tourists from different cultural backgrounds, practising effective communication and problem-solving skills
- Group projects: Collaborate on projects that require research and presentation on different cultures, promoting teamwork and intercultural understanding
- Cultural immersion activities: Organise visits to local cultural centres or events, or invite guest speakers from different cultural backgrounds to share their experiences

b) What classroom management techniques would you recommend for fostering a supportive and inclusive environment?

- Establish clear guidelines for respectful communication and interaction
- Encourage active listening and open-mindedness towards different perspectives
- Create a safe space for learners to ask questions and express their opinions without fear of judgment
- Celebrate cultural diversity and promote understanding and appreciation of different cultures.

c) What assessment methods will you propose that align with the abilities and needs of the learners?

- Formative assessments: Use ongoing assessments, such as quizzes, discussions, and observations, to monitor learner progress and provide timely feedback
- Summative assessments: Evaluate learners' understanding of intercultural communication concepts and their ability to apply these skills in practical scenarios through presentations, role-plays, or written assignments.
- Self-assessments: Encourage learners to reflect on their own cultural biases and assumptions, and their growth in intercultural competence throughout the course.



d) What tools (e.g., checklists, guidelines, templates) will you provide to support educators in executing the scenario?

- Guidelines for creating inclusive and culturally sensitive lesson plans.
- Profiling tools for assessing learners' intercultural communication skills and creating Learner Personas.
- Detailed schedule including proposed activities.
- Templates for role-playing scenarios and group project plans.
- Resources on cultural differences and communication styles.
- Examples of digital or online resources showcasing diverse cultures and customs.

7. If you need it, please add any other valuable information:

- This scenario emphasises the importance of developing intercultural competence among future social and touristic animation professionals.
- The use of interactive activities, real-world scenarios, and cultural immersion aims to create an engaging and impactful learning environment.
- The scenario encourages educators to foster a culturally sensitive and inclusive classroom where learners can develop the skills and attitudes necessary to succeed in the global tourism industry.

4. Fostering Collaboration and Communication in the Occupational Day Centre| FDO

1. Title of the Scenario:

a) What is the title of the scenario you are developing?

Fostering Collaboration and Communication in the Occupational Day Centre through "Feelings, Values: A Journey into the World of Friendship".

b) Does the title clearly reflect the core focus or challenge of the scenario?

Yes.

2. Title of the Course:

a) What is the title of the course for which this scenario is developed?

Social Skills Programme



b) Does the course title clearly connect to the scenario's focus?

Yes.

3. Good Practice Inspiration:

a) Which Good Practice (GP) inspired this scenario?

C2 - Feelings, Values: A journey into the world of friendship

b) Specify the country of origin of the GP that inspired the scenario.

Greece.

c) Is this GP from the WP3.1 GP Collection?

Yes

d) What elements from the GP did you adapt to suit your specific course and audience?

- Adapted the age range and content to suit adults with mental disabilities.
- Simplified language and activities to accommodate diverse learning needs.
- Emphasised multimodal learning stations to cater to different learning styles and abilities.
- Focused on fostering social interaction, communication, and emotional understanding.

4. Target Audience:

a) Who is the specific learner group for this scenario?

Adults with mental disabilities attend the Occupational Day Centre.

b) Does the learner group match the target audience of the GP that inspired you?

No.

The original GP targeted students aged 8-12, while this scenario focuses on adults with mental disabilities.

c) Who are the educators this scenario is intended for?

Educators with pedagogical qualifications.

5. Course Context:

a) What is the subject of the course in which this scenario will be implemented?



Social and Emotional Skills Development.

b) What is the mode of the course delivery?

Offline.

c) What is the duration of the course?

4 weeks.

d) How many learners are expected to participate in the course?

8-10 learners.

e) Are there any additional participants (e.g., teaching assistants, peer mentors) involved in the course?

Yes, a teaching assistant will be present to provide additional support and guidance to learners as needed.

6. Scenario Content Development:

A. Knowledge:

a) What are the specific challenges or barriers faced by the learner group targeted in this scenario?

- Difficulty understanding and expressing emotions.
- Challenges with social interaction and communication.
- Limited vocabulary and comprehension skills.
- Varying attention spans and learning paces.

b) What background information about the learners' demographics, previous educational experiences, and specific needs will you provide?

- Learners are adults with mental disabilities attending the Occupational Day Centre.
- They have diverse backgrounds and varying levels of cognitive and social functioning.
- Some may have limited prior educational experiences.
- Their communication and comprehension skills may vary.

c) How does the subject-specific knowledge in this course need to be adapted to meet the diverse needs of the learners?

- Use simple and clear language.



- Incorporate visual aids and concrete examples.
- Provide opportunities for hands-on activities and experiential learning.
- Break down complex concepts into smaller, more manageable steps.
- Offer differentiated activities and resources to cater to different learning styles and paces.
- Use assistive technologies and adaptive learning tools as needed.

B. Attitude:

a) What reflective questions or exercises will you include to encourage educators to examine their biases and attitudes towards the learners?

- "What are my assumptions about the capabilities and limitations of individuals with mental disabilities?"
- "How can I create a safe and supportive environment where all learners feel comfortable expressing their emotions and interacting with others?"
- "Am I patient and understanding when learners need additional time or support?"

b) How will you promote cultural awareness and inclusiveness among educators in this scenario?

- Discuss the importance of recognising and valuing the diverse cultural backgrounds of learners.
- Encourage educators to be mindful of cultural differences in communication styles and social norms.
- Provide resources and strategies for creating a culturally sensitive learning environment.

c) What prompts or activities will you include to help educators develop an inclusive mindset?

- Group discussions on the importance of empathy, respect, and acceptance in working with learners with mental disabilities.
- Role-playing activities where educators practice using positive communication and active listening skills.
- Reflection exercises on personal experiences with diversity and inclusion.

C. Action:

a) What specific teaching strategies will you outline to address the diverse needs of learners in this scenario?



- Multimodal learning stations: Set up different stations with various activities related to the theme of friendship, such as reading a story, listening to a song, creating artwork, or role-playing scenarios.
- Visual aids and concrete examples: Use pictures, objects, and real-life scenarios to illustrate concepts and facilitate understanding.
- Collaborative activities: Encourage learners to work together on group projects or discussions to promote social interaction and communication skills.
- Individualised support: Provide one-on-one assistance and adapt activities as needed to ensure all learners can participate and succeed.

b) What classroom management techniques would you recommend for fostering a supportive and inclusive environment?

- Clear expectations and routines: Establish clear rules and routines to provide structure and predictability for learners.
- Positive reinforcement and praise: Recognise and celebrate learner efforts and achievements to build confidence and motivation.
- Calm and patient approach: Maintain a calm and patient demeanour, especially when learners are experiencing frustration or difficulty.
- Sensory-friendly environment: Minimise distractions and create a comfortable and calming atmosphere in the classroom.

c) What assessment methods will you propose that align with the abilities and needs of the learners?

- Observation and anecdotal records: Observe learners' participation and interactions during activities to assess their understanding and progress.
- Informal assessments: Use simple quizzes, games, or self-assessments to gauge learners' comprehension of key concepts.
- Portfolio assessments: Collect samples of learners' work, such as artwork or written reflections, to document their learning journey.

d) What tools (e.g., checklists, guidelines, templates) will you provide to support educators in executing the scenario?

- Guidelines for using the tool and setting up and managing multimodal learning stations.
- Tool for profiling the learners and creating Learner Personas
- Examples of visual aids and concrete materials that can be used to illustrate concepts related to friendship and emotions.
- Suggestions for collaborative activities and group projects.



- A template for creating individualised learning plans based on learners' needs and strengths.
- Suggestions for adapting activities and materials to accommodate different learning styles and abilities.

7. If you need it, please add any other valuable information:

- This scenario focuses on fostering social and emotional skills development in adults with mental disabilities through the theme of friendship.
- The use of multimodal learning stations and collaborative activities aims to create an engaging and inclusive learning environment where all learners can participate and succeed.
- The scenario encourages educators to adopt a patient, understanding, and adaptable approach to meet the diverse needs of their learners.
- The emphasis on positive reinforcement and a sensory-friendly environment aims to create a safe and supportive space for learners to explore their emotions and build meaningful connections with others.

5. Positive English Classroom Experience (PECE)| FHJ

1. Title of the Scenario:

a) What is the title of the scenario you are developing?

Positive English Classroom Experience (PECE).

b) Does the title clearly reflect the core focus or challenge of the scenario?

Yes.

2. Title of the Course:

a) What is the title of the course for which this scenario is developed?

English for Midwives.

b) Does the course title clearly connect to the scenario's focus?

Yes

3. Good Practice Inspiration:

a) Which Good Practice (GP) inspired this scenario?

Introductory Letter in English Language

b) Specify the country of origin of the GP that inspired the scenario.



Austria

c) **Is this GP from the WP3.1 GP Collection?**

Yes

d) **What elements from the GP did you adapt to suit your specific course and audience?**

I kept the GP as it was described.

4. Target Audience:

a) **Who is the specific learner group for this scenario?**

2nd semester midwifery students who were having their first (of four) semesters of English.

b) **Does the learner group match the target audience of the GP that inspired you?**

Yes

c) **Is your target audience a sub-group of the GP's target audience, or is it a completely different group?**

Sub-group

a) **Who are the educators this scenario is intended for?**

Educators with pedagogical qualifications.

5. Course Context:

a) **What is the subject of the course in which this scenario will be implemented?**

English for Midwives

b) **What is the mode of the course delivery?**

Blended.

c) **What is the duration of the course?**

18 units (1 unit = 45 minutes) over one semester. Half of the units in presence, half asynchronous online.

d) **How many learners are expected to participate in the course?**

18

6. Scenario Content Development:

A. Knowledge:

a) **What are the specific challenges or barriers faced by the learner group targeted in**



this scenario?

The group could have a diverse background, especially concerning their English language proficiency. Students may feel more or less comfortable being in an English class.

b) What background information about the learners' demographics, previous educational experiences, and specific needs will you provide?

Students will be asked to provide a few personal details about themselves in their introductory letter. What they choose to tell me is left open. Using the English Attitudes questionnaire, I will be able to provide information about age, gender, previous school attended, and time spent in an English-speaking country.

c) How does the subject-specific knowledge in this course need to be adapted to meet the diverse needs of the learners?

The language used needs to be such that even the least proficient English speakers can follow the course and profit. However, it cannot be too slow and simple so that those with high language proficiency get bored – they should also learn and improve their English.

B. Attitude:

a) What reflective questions or exercises will you include to encourage educators to examine their biases and attitudes towards the learners?

I will try to read the letter and then better understand student behaviour in class. For example, if a student in the letter tells me that they are anxious about speaking in front of a group, then I will not necessarily interpret their lack of active contribution as a lack of interest or deserving of a worse participation grade.

I will also reflect on the tasks I require students to do and whether they are necessary. For example – if there are students who tell me they are afraid of speaking in front of a group – how can I make the task of doing a presentation easier for them? Can it be replaced? Can I offer more preparation time? An alternative method of delivery? At least, if it is a necessary course component, can I empathise with and encourage students who I know find it very challenging.

b) How will you promote cultural awareness and inclusiveness among educators in this scenario?

I will be the educator, but if there are others, I could share (anonymously) some of my discoveries from the letters. Or I could use another tool to assess what diversity is in the group.

c) What prompts or activities will you include to help educators develop an inclusive mindset?

Group discussions/reflections on how certain tasks were for the different students: how useful/how time-intensive/how difficult, etc. to get a feeling for the diversity in the group.

C. Action:

a) What specific teaching strategies will you outline to address the diverse needs of



learners in this scenario?

For group work, I will consider how best to work with the groups. Sometimes an activity would be better with a mix of more and less able students. Sometimes it would make more sense to keep students of the same level together. Using groups, each member could contribute in a way they feel most comfortable with (one speaking, one taking notes, one being creative, one planning etc.)

I will endeavour to use varied methods in order to appeal to different learner styles.

What classroom management techniques would you recommend for fostering a supportive and inclusive environment?

At the start of the class, a quick check-in with the students about how they are doing.

Clearly state and make sure students understand that in the classroom, it is ok to make mistakes – they can only learn this way. They are not graded on the accuracy of their language in class.

Negotiate and plan certain aspects of the course together with the students: e.g. when do they want breaks, how long do they need to complete a task is a certain deadline that I have in mind feasible and is the workload appropriate.

c) What assessment methods will you propose that align with the abilities and needs of the learners?

There will be different assessment methods, including continuous assessment and an exam.

d) What tools (e.g., checklists, guidelines, templates) will you provide to support educators in executing the scenario?

English Attitudes Questionnaire, The Common European Framework of Reference for Languages (CEFR) self-assessment grid, and letter of introduction.

6.Environmental Social Work | FHJ

1. Title of the Scenario:

a) What is the title of the scenario you are developing?

Environmental Social Work

b) Does the title clearly reflect the core focus or challenge of the scenario?

Yes

2. Title of the Course:

a) What is the title of the course for which this scenario is developed?

Digital Social Work 2



b) Does the course title clearly connect to the scenario's focus?

Yes

3. Good Practice Inspiration:

a) Which Good Practice (GP) inspired this scenario?

Introductory Letter in English language course (C5)

b) Specify the country of origin of the GP that inspired the scenario.

Austria, FHJ

c) Is this GP from the WP3.1 GP Collection?

Yes

d) What elements from the GP did you adapt to suit your specific course and audience?

I adapted it to a target group of third-semester social work students who are eager to learn social research methods, such as interviewing and using both digital and sustainable/environmental social work techniques and content for doing so.

4. Target Audience:

a) Who is the specific learner group for this scenario?

Third-semester students in social work.

b) Does the learner group match the target audience of the GP that inspired you?

Yes

c) Is your target audience a sub-group of the GP's target audience, or is it a completely different group?

Sub-group

d) Who are the educators this scenario is intended for?

Educators with pedagogical qualifications.

5. Course Context:

a) What is the subject of the course in which this scenario will be implemented?

Digital social work 2 aims to mediate and improve digital competencies in social research methods for social work students. Students are asked to interview each other about environmental social work and environmental concerns to learn to conduct, analyze, and interpret interviews.

b) What is the mode of the course delivery?



Offline.

c) What is the duration of the course?

The duration of the course is 25 hours in the process of one semester (15 weeks): 1 ECTS

d) How many learners are expected to participate in the course?

70 learners are expected to participate in the course.

6. Scenario Content Development:

A. Knowledge:

a) What are the specific challenges or barriers faced by the learner group targeted in this scenario?

The group of students could be diverse with regard to their environmental attitudes, concerns and behaviour. The barriers they face are, until now, poor opportunities for learning about environmental, sustainable or green social work, since this has not been part of the Bachelor's curriculum until now. The interview guideline "Environmental social work" would like to initiate a cognitive change in this regard.

b) What background information about the learners' demographics, previous educational experiences, and specific needs will you provide?

The interview guideline "Environmental social work" entails questions about demographic variables such as age, gender, educational background and experiences, and students are expected to respond to these questions, so that information on these forms of diversity due to demographics can be gathered.

c) How does the subject-specific knowledge in this course need to be adapted to meet the diverse needs of the learners?

The methods of social research should be introduced slowly, and all contents related to environmental social work should be introduced without any bias, stereotypes or prescribed opinions in order to meet the needs of learners and in order to prevent any suggestive or "forcing" questions upon the target audience.

B. Attitude:

a) What reflective questions or exercises will you include to encourage educators to examine their biases and attitudes towards the learners?

I will be an educator, and my goal is to understand the potential difficulties of learners to follow in class and to complete the tasks that they are expected to complete in order to receive a certificate for grading. For instance, I will ask myself: what hesitations and difficulties may learners experience in practising the techniques of interviewing? What might be difficult for them in understanding the questions of the interview guideline? What can I do in order to understand their previous attitudes and behaviour related to environmental concern and environmental social work?



b) How will you promote cultural awareness and inclusiveness among educators in this scenario?

I will be the educator; however, if other educators will take part in the course, I will (anonymously) introduce to them the diversity among students in class and also tell them about the previous knowledge, experience and attitudes of students towards the relevant course content.

c) What prompts or activities will you include to help educators develop an inclusive mindset?

Group discussions/reflections on how certain tasks were for the different students: how useful/how time-intensive/how difficult, etc. to get a feeling for the diversity in the group.

C. Action:

a) What specific teaching strategies will you outline to address the diverse needs of learners in this scenario?

I will endeavour to use varied methods in order to appeal to different learner styles. More specifically, I will combine both group work, individual work, visual methods and materials such as flipcharts, presentation slides with active participation in class (individually and in small groups of approx. four persons) for undertaking particular practical examinations related to the course content, e.g. doing interviewing, transcribing data, analyzing and interpreting data, writing a small seminar thesis, etc.

What classroom management techniques would you recommend for fostering a supportive and inclusive environment?

I will endeavour to use varied methods in order to appeal to different learner styles. I try to support and appeal to different learners by combining different practical tasks to be completed by students and also to encourage them to work in small groups in order to support each other as well.

At the start of the class, I provide a clear structure of the course unit and do a quick check-in with the students about how they are doing.

For several times, I clearly state and make sure students understand that in the classroom, it is ok to make mistakes because they can learn from that experience.

Moreover, I negotiate and plan certain aspects of the course together with the students: e.g. when do they want breaks, how long do they need to complete a task is a certain deadline that I have in mind feasible and is the workload appropriate.

c) What assessment methods will you propose that align with the abilities and needs of the learners?

I combine an assessment of their practical skills in interviewing, transcribing interviews, and also analysing and interpreting them (30%) with a small written seminar thesis undertaken in a group as well (50%) and also individual active participation in class (20%). The combination of individual and group assessment supports different learner types and styles as well.



d) What tools (e.g., checklists, guidelines, templates) will you provide to support educators in executing the scenario?

Environmental social work interview guidelines, syllabuses of the course Digital Social Work, and support in getting access to software programs used in the course.

7. Forming exchange groups| FHJ

1. Title of the Scenario:

a) What is the title of the scenario you are developing?

Forming exchange groups. Forming heterogeneous small groups, so-called TTQ. Tandem, triples and quartets

b) Does the title clearly reflect the core focus or challenge of the scenario?

Yes

2. Title of the Course:

a) What is the title of the course for which this scenario is developed?

Preparation of a research project

b) Does the course title clearly connect to the scenario's focus?

No

If not, what changes could be made to the course title to better align with the scenario?

No changes possible because it's a fixed curriculum.

3. Good Practice Inspiration:

a) Which Good Practice (GP) inspired this scenario?

It's done specifically. None of the good practices inspired this scenario.

c) Is this GP from the WP3.1 GP Collection?

No.

4. Target Audience:

a) Who is the specific learner group for this scenario?

Social workers with more than 3 Years of practice in the field of social work. Everybody finished a scientific thesis but not everybody worked with empirical social research.

b) Does the learner group match the target audience of the GP that inspired you?



Yes

c) Is your target audience a sub-group of the GP's target audience, or is it a completely different group?

It's the main group.

a) Who are the educators this scenario is intended for?

Educators with pedagogical qualifications.

5. Course Context:

a) What is the subject of the course in which this scenario will be implemented?

Students must draw up a plan for their master's thesis. To do this, they must formulate a research question and develop a suitable research design. The results of the literature research should be recorded using a program, empirical methods selected, and access to the field opened up with the help of fellow students.

b) What is the mode of the course delivery?

Blended.

c) What is the duration of the course?

From October until February

d) How many learners are expected to participate in the course?

28

e) Are there any additional participants (e.g., teaching assistants, peer mentors) involved in the course?

If so, describe their roles.

There is one leader. Two small groups are led by other colleagues. As group leaders, everyone is equally responsible for the assigned students.

6. Scenario Content Development:

A. Knowledge:

a) What are the specific challenges or barriers faced by the learner group targeted in this scenario?

The students all have the same task of writing the master's thesis. There are instructions and guidelines for this. But each student writes on a very specific topic from practice. This requires a lot of coordination.

b) What background information about the learners' demographics, previous



educational experiences, and specific needs will you provide?

The learning personas provide an overview of the similarities and differences. This may vary from year to year. This year, it has been very consistent.

Information on: Length of time working in social work; previous experience of academic work; previous experience of empirical social research; type of initial training.

c) How does the subject-specific knowledge in this course need to be adapted to meet the diverse needs of the learners?

If there is no academic thesis or access to social work, this must be specifically taken into account.

B. Attitude:

a) What reflective questions or exercises will you include to encourage educators to examine their biases and attitudes towards the learners?

There is a committee where teachers and other colleagues meet to discuss the research projects. Questions are asked about feasibility, previous experience with the students and whether the task set seems manageable.

b) How will you promote cultural awareness and inclusiveness among educators in this scenario?

The learning personas are used to assess whether the plan would be feasible for the persona. It can then be assumed that individual students will be able to implement it. The learning personas can highlight the differences and similarities between teachers in terms of previous qualifications and professional experience.

c) What prompts or activities will you include to help educators develop an inclusive mindset?

Discussion groups.

C. Action:

a) What specific teaching strategies will you outline to address the diverse needs of learners in this scenario?

Forming heterogeneous small groups, so-called TTQ. Tandem, triples and quartets

What classroom management techniques would you recommend for fostering a supportive and inclusive environment?

There are tasks for the small groups in person and online on Moodle. The tasks are the same for everyone.

However, reference is made to individual previous experience and work. On the one hand, by the students in the small group, on the other hand, through written feedback and through the possibility of individual consultation hours



c) What assessment methods will you propose that align with the abilities and needs of the learners?

The paper will be assessed. Collaboration in the small group, an open format (elevator pitch) and written feedback in the TTQs forum.

d) What tools (e.g., checklists, guidelines, templates) will you provide to support educators in executing the scenario?

We have a tight schedule, and the learning tasks are mapped on the Moodle Learning platform. There is a guideline for students. There is a syllabus.

8. Connecting Theory & Practice in the Workplace: A microlearning approach| DafniKek

1. Title of the Scenario:

a) What is the title of the scenario you are developing?

Connecting Theory & Practice in the Workplace: A microlearning approach

b) Does the title clearly reflect the core focus or challenge of the scenario?

Yes.

2. Title of the Course:

a) What is the title of the course for which this scenario is developed?

Workplace microlearning: A PBL approach for Mentors and Trainers

b) Does the course title clearly connect to the scenario's focus?

Yes

3. Good Practice Inspiration:

a) Which Good Practice (GP) inspired this scenario?

Inclusive & Innovative Problem Resolution

b) Specify the country of origin of the GP that inspired the scenario.

n/a.

c) Is this GP from the WP3.1 GP Collection?

Yes

d) What elements from the GP did you adapt to suit your specific course and audience?



Regarding the Scenario Introducing Microlearning for Workplace Mentors and Teachers, we are adapting the proposed GP to the distinct phases as shown below:

- First to make them understand the Pedagogical Challenge (practical)
- Secondly, to learn how to connect content and context in favour of their learning goal (practical)
- Contextualising their microlearning content based on learners' diverse backgrounds (emotional)
- Connecting diverse needs and realities into a cooperative culture among learners (emotional and relational)

4. Target Audience:

a) Who is the specific learner group for this scenario?

The specific scenario is addressed to:

Workplace Mentors who are involved in the practical translation of a theoretical subject within a real workplace environment, VET and Adult Educators who are in search of digital learning pills to better introduce a new subject to their learners

Professional Mentors and Trainers who want to enhance the problem-solving skills of their learners by providing them with specific pedagogical challenges

All of the above who want to provide material for individual / self-paced learning

b) Does the learner group match the target audience of the GP that inspired you?

No

If not, how does your target audience differ from the original GP's audience?

The original GP was drafted to meet the needs of Higher/VET learners to better connect theory and practice of discipline through a PBL approach (3C3R). In our suggestion, we make advantage of the 3C3R approach as a method that helps the Workplace Mentors/Tutors to learn/advance how to organise their microlearning strategy to a diverse group of adults in a real workplace.

c) Is your target audience a sub-group of the GP's target audience, or is it a completely different group?

Different group (train of the trainers)

a) Who are the educators this scenario is intended for?

Freelancers.

Educators with pedagogical qualifications.

Educators without pedagogical qualifications.



5. Course Context:

a) What is the subject of the course in which this scenario will be implemented?

The course is coming to offer a didactic methodology based on learning pills (microlearning) for the Workplace Mentors and VET Trainers who are in search of short, focused, content and context related ways of subject delivering to a diverse learners profile in a real workplace) Ultimate goal is to enhance the critical, problem solving and reflection skills of learners and to better facilitate the lifelong learning culture among newly employees.

b) What is the mode of the course delivery?

Blended.

c) What is the duration of the course?

42 hours

d) How many learners are expected to participate in the course?

4-8 Trainers / Workplace Mentors

e) Are there any additional participants (e.g., teaching assistants, peer mentors) involved in the course?

If so, describe their roles.

The Scenario will be delivered by 1 Trainer who is capable of organising online content, who has already searched for relevant sources to enrich the content of the delivery.

6. Scenario Content Development:

A. Knowledge:

a) What are the specific challenges or barriers faced by the learner group targeted in this scenario?

The scenario presupposes a basic/advanced use of IT-based learning and cooperation, as well as familiarity with pedagogic terms and strategies, even from those who are mostly practical-oriented mentors (experience-based trainers and experts)

b) What background information about the learners' demographics, previous educational experiences, and specific needs will you provide?

Considering that Trainers, Adult educators/mentors are introduced in the new didactic methodology, we need to know their subject specification, years of expertise, educational background, and familiarity with IT.

c) How does the subject-specific knowledge in this course need to be adapted to meet the diverse needs of the learners?

The subject is mostly related to a pedagogic strategy, and we mostly need to adapt it in a



transition strategy from a traditional way of delivering learning to an online/offline subject that demands to be focused, timely and interactive in its reflection/evaluation strategy

B. Attitude:

a) What reflective questions or exercises will you include to encourage educators to examine their biases and attitudes towards the learners?

Since the Educators should be experts in pedagogy and IT-related subjects and didactics, we need to additionally be sure of their empathy for those experience-based mentors/ workplace facilitators that are not familiar with theoretical pedagogies, and that their involvement in the workplace knowledge transfer to peers/ newly employed persons is to be taken advantage of.

b) How will you promote cultural awareness and inclusiveness among educators in this scenario?

This scenario is among educators as trainers and as learners, where we could possibly get into a competitive or doubtful situation (regarding expertise and /or capability to deliver). We should enforce both the understanding of the diversity in learning approaches, the different learning styles, reflection on personal experiences and limitations and encourage cooperative / project-based work to better reduce the gaps between those from theoretically advanced backgrounds and the experts, experience-based experts.

c) What prompts or activities will you include to help educators develop an inclusive mindset?

How Adults Learn Theories

C. Action:

a) What specific teaching strategies will you outline to address the diverse needs of learners in this scenario?

It fully depends on the format of the delivery:

In an online version/ option, we could open/invite participants into 2-3 breakout rooms to facilitate the peer/ collaborative / project-oriented learning

In an offline option, the project-based and continuous reflective way (by using multiple choice questions or finding the correct answer)

In a blended option, the participants could undertake the role of the Peer mentor by introducing examples of microlearning he/she has developed in the context of self-paced learning.

What classroom management techniques would you recommend for fostering a supportive and inclusive environment?

Warming Up activities, short coffee breaks, open discussions and videos

c) What assessment methods will you propose that align with the abilities and needs of the learners?



Interview with each participant and/or exchange of experience in pairs, based on structured questions beforehand.

d) What tools (e.g., checklists, guidelines, templates) will you provide to support educators in executing the scenario?

To facilitate the process, we consider of promoting the Handbook for Trainers of the BEWELL Microlearning approach (<https://bewellmooc.eu/wp-content/uploads/2024/09/BeWell-CPD-Training-Handbook-EN-1.pdf>)

9. Skills for Life - Learning to be an Active Citizen | DafniKek

1. Title of the Scenario:

a) What is the title of the scenario you are developing?

Skills for Life: Learning to be an Active Citizen

b) Does the title clearly reflect the core focus or challenge of the scenario?

Yes

2. Title of the Course:

a) What is the title of the course for which this scenario is developed?

Skills for Life: Engagement in Community Matters in a non-directive way

b) Does the course title clearly connect to the scenario's focus?

Yes

3. Good Practice Inspiration:

a) Which Good Practice (GP) inspired this scenario?

Non-Directive Learning/Coaching for Citizens Curriculum

b) Specify the country of origin of the GP that inspired the scenario.

United Kingdom

c) Is this GP from the WP3.1 GP Collection?

Yes

d) What elements from the GP did you adapt to suit your specific course and audience?

Adapting the methodology to work with a larger group of learners by focusing on:



Understanding and developing the attitudes, personal behaviours and social support that underpin sustainable, resilient learning (relational).

Being purposeful, pro-active, realistically optimistic, creative, collaborative, attentive, curious and reflective (emotional). Committing the time and energy to learning demands (practical)

Building networks of support, taking a problem-solving approach (practical and relational).

4. Target Audience:

a) Who is the specific learner group for this scenario?

The specific scenario is addressed to:

Low literacy people who are interested in getting involved in non-directive/non-formal activities

Migrants/long residency individuals who are practising the language and the responsibilities of the hosting country

Young adults as volunteers in search of meaning through social action, representation and community engagement by understanding how the community is regulated and what is the task of a citizen.

b) Does the learner group match the target audience of the GP that inspired you?

Yes

c) Is your target audience a sub-group of the GP's target audience, or is it a completely different group?

Sub-group.

d) Who are the educators this scenario is intended for?

Educators with pedagogical qualifications.

Educators without pedagogical qualifications.

5. Course Context:

a) What is the subject of the course in which this scenario will be implemented?

The course is focused on Skills for Life and specifically on Civic Competences development, divided into the following 3 domains: Personal, Community and Engagement. It is a non-directive approach of learning which is flexible, learner-centred, and collaborative (learners in pairs or a learner and a partner (friend)). It is open-ended and derived by a Learning Framework where both the non-directive coach and the learner identify the goal to reach, which is a social situation or a problem to solve and the most relevant solution to find, based on existing resources, pathways or guidelines. Non-directive coaching aims to help people develop the confidence and strategies they need to take charge of their own learning. Non-directive coaching is based on problem-solving. It is forward-looking and action oriented.



b) What is the mode of the course delivery?

Online and blended.

c) What is the duration of the course?

n/a

d) How many learners are expected to participate in the course?

15 learners

e) Are there any additional participants (e.g., teaching assistants, peer mentors) involved in the course?

It could be organised in pairs (learner + learner) or in cooperation with a non-directive friend (learning partner). A teacher who facilitates the process of learning by setting questions to the group and asking learners in pairs to understand each other's life plans.

6. Scenario Content Development:

A. Knowledge:

a) What are the specific challenges or barriers faced by the learner group targeted in this scenario?

The subject is addressed to non-homogenous groups where possible language barriers could occur as also other limitations associated with

b) What background information about the learners' demographics, previous educational experiences, and specific needs will you provide?

Based on a semi-structured tool for interview, the providers of the Skill for Life / Civic Skills should have already built on learners' confidence to take part independently of the socio/linguistic barriers to have been identified or other barriers for learning, i.e SEN /ASD.

c) How does the subject-specific knowledge in this course need to be adapted to meet the diverse needs of the learners?

As already mentioned, Civic Skills in the context of Skills for Life will be delivered in a non-directive way based on a Learning Framework which is open, flexible and learner-centred. To this end, a very important tool could be the Handbook for Non-Directive Coaches (<https://learningandwork.org.uk/what-we-do/essential-life-skills/citizens-curriculum/>) and for participants with ASD/SEN, the use of Teach Space (<https://teachspace.eu>), where photos, videos, and simple graphics could be used to facilitate the understanding and action-taking.

B. Attitude:

a) What reflective questions or exercises will you include to encourage educators to examine their biases and attitudes towards the learners?

Ensure participants understand what they are doing and why:



Offer questions and suggest lines of enquiry where this is helpful to participants but intervene only to ensure discussion remains purposeful and supportive – give participants time and space to grow into their roles as peer coaches - Help participants reflect on the activity and their learning from it.

b) How will you promote cultural awareness and inclusiveness among educators in this scenario?

Sessions among educators to ensure / evaluate / reflect through role playing their own understanding of non-directive approach and non-non-bias approach.

c) What prompts or activities will you include to help educators develop an inclusive mindset?

The Citizens Capacities in a non-directive way is fully based on self-directed learning.

Self-directed learning projects offer teachers professional and personal development, including insight into

- Learning as real-life problem-solving
- Learner perspectives on learning
- Strategies learners adopt
- Barriers learners' encounter
- Behaviours that facilitate the learning of others
- Difference between a teaching strategy and a learning strategy*
- Opportunities and support for learning beyond the classroom

C. Action:

a) What specific teaching strategies will you outline to address the diverse needs of learners in this scenario?

- Purposeful, but non-directive (and non-judgmental) questioning, e.g. 'What makes you say that?' – to help the participant/learner gain clarity, perspective and understanding
- Constructive challenge, e.g. 'Could you do more?' – to help the learner dig deeper and follow through
- Confidence-building reassurance and affirmation, e.g. 'I believe you can do it!' – to sustain the learner's self-belief.

b) What classroom management techniques would you recommend for fostering a supportive and inclusive environment?

- o Being purposeful, pro-active, realistically optimist, creative, collaborative, attentive, curious and reflective



o Committing the time and energy to learning demands

Building networks of support, taking a problem-solving approach

c) What assessment methods will you propose that align with the abilities and needs of the learners?

Peer discussions (discussions in pairs i.e. learner + learner or learner + learning 'friend')

d) What tools (e.g., checklists, guidelines, templates) will you provide to support educators in executing the scenario?

Citizens Curriculum:

Case Studies (<https://learningandwork.org.uk/resources/research-and-reports/citizens-curriculum-case-studies/>).

Citizens Curriculum Coaching Guide: <https://learningandwork.org.uk/resources/research-and-reports/citizens-curriculum-coaching-guide/>

10. Creation of peer mentoring groups| DafniKek

1. Title of the Scenario:

a) What is the title of the scenario you are developing?

Creation of peer mentoring groups

b) Does the title clearly reflect the core focus or challenge of the scenario?

Yes

2. Title of the Course:

a) What is the title of the course for which this scenario is developed?

Training for Silver Caregivers

b) Does the course title clearly connect to the scenario's focus?

Yes

3. Good Practice Inspiration:

a) Which Good Practice (GP) inspired this scenario?

Group finding in social work

b) Specify the country of origin of the GP that inspired the scenario.

Austria



c) Is this GP from the WP3.1 GP Collection?

Yes

d) What elements from the GP did you adapt to suit your specific course and audience?

Adapted the questions asked to cover at least one aspect of each level (practical, emotional and relational):

- What is important for me as a caregiver when supporting those in my care? (practical and emotional levels)
- What do I notice when entering the care environment (home, facility, or other)? (practical and relational levels)
- Which values are represented by the organization I work for, and what stands out or is unique about the place where I provide care?

(relational and emotional levels)

Regarding the creation of small groups, the participants share with each other their knowledge and own perceptions on what it means to be a silver caregiver, and which are their professional tasks. The group is then provided with a case study to discuss:

Also, the intention of this activity is to create peer support groups for the entirety of the course's duration.

4. Target Audience:

a) Who is the specific learner group for this scenario?

The learners participating in this course are people interested in caregiving for older people. It is addressed to people thinking about becoming caregivers, people that recently had to get involved with caregiving and people that have a lot of experience on caregiving but lack specific knowledge and skills.

Due to the increase in life expectancy, but also in single-member households, many older people find themselves in need of caregivers. As such people that are experienced in some way or another caring for people and a house, are the first to find interest in such jobs, and most often these are:

- women with limited employment opportunities (due to their gender, education, origin, age, social circumstances)
- relatives of elderly people
- migrant women
- retired nurses
- volunteers in community or social care organizations



- retirees
- other people with interest unrelated to the aforementioned factors

b) Does the learner group match the target audience of the GP that inspired you?

No (not entirely, but there are intersecting members)

The original GP was addressed to people who covered the necessary requirements to participate in a tertiary education course.

Our course is addressed to people who cannot directly access tertiary education in a related field. However, the learning scenario is not impacted by this difference in educational level, but it might require some adjustments that could facilitate dialogue between people of different native languages, for example, or for people with low literacy levels that can affect their participation. Such adjustments could include the provision of interpreters, rephrasing of content or provision of additional learning material and literacy support sessions for those who need them.

c) Is your target audience a sub-group of the GP's target audience, or is it a completely different group?

Sub-group

a) Who are the educators this scenario is intended for?

Educators with pedagogical qualifications. Educators without pedagogical qualifications.

5. Course Context:

a) What is the subject of the course in which this scenario will be implemented?

The course aims to cover the gap in availability of structured courses for caregivers for elderly people, while at the same time there are increased needs for support due to the prevalence of technology in everyday life, but also from a psychological perspective but supporting their realistic active and healthy aging process.

b) What is the mode of the course delivery?

Blended. (ideally offline, but it can happen also online)

c) What is the duration of the course?

6 weeks

d) How many learners are expected to participate in the course?

8 to 16

e) Are there any additional participants (e.g., teaching assistants, peer mentors) involved in the course?



If so, describe their roles.

Ideally, there should be two educators carrying out the training, but if that is not possible, an educator and a teaching assistant would be the second most ideal scenario.

If there are participants that do not have knowledge of the language used in the program, then an interpreter could be provided, if possible, otherwise technology should be used to facilitate the process, or provision of language courses in out-of-session hours. The latter would also be suggested for participants with issues regarding several related literacies.

As for mentors, the purpose of this exercise is to define peer mentoring groups from within the learners of the course.

6. Scenario Content Development:

A. Knowledge:

a) What are the specific challenges or barriers faced by the learner group targeted in this scenario?

The intended target group consists of people who most likely deal with different socio-economic issues, starting from gender and/or origin discrimination, low income, residing in rural areas, lacking in some functional literacies or related skills. The specific scenario aims to support in the creation of a peer support group within the course structure, which will support collaboration, exchange and retention of the learners. The groups will be further supported throughout the implementation of the course, with the inclusion of team-building activities and opportunities.

b) What background information about the learners' demographics, previous educational experiences, and specific needs will you provide?

The educators will have assessed the interviews conducted at the start of the course to be able to divide the groups between people that could either fit because of similar backgrounds, or similar stances/attitudes, or both (if possible). In this way, the peer mentoring groups will be able to function and be further supported, without the need for reformation during the duration of the course. Of course, this division will be informed by the need for diversity within the group, but in a way that doesn't lead to risks for rejection of one member.

c) How does the subject-specific knowledge in this course need to be adapted to meet the diverse needs of the learners?

The knowledge will not be adapted; the activities and means might need to. That would mean use of technology, adaptation of pace, inclusion of out-of-session meetings for further support, and the provision of interpreters.

B. Attitude:

a) What reflective questions or exercises will you include to encourage educators to examine their biases and attitudes towards the learners?



At the end of each session, educators are called to dedicate 30 minutes to reporting the sessions. Among others, the following reflection questions will be provided:

- 1) What assumptions did I make/repeated today about my learners based on their background, appearance, or behavior?
- 2) Which learners did I give more attention, encouragement, or patience to?
- 3) What stereotypes or generalizations might I unconsciously repeat/thought of about certain groups of learners, and how did it affect my delivery?
- 4) Did I adjust my teaching methods to meet the diverse needs of all learners, or did I expect them to adapt to my style?

b) How will you promote cultural awareness and inclusiveness among educators in this scenario?

At the beginning of the session, participants will be provided with general guidelines of collaboration to ensure a safe and respectful learning space, emphasizing the importance of cultural awareness, empathy, and inclusivity. Participants will be encouraged to share their experiences and perspectives throughout the session, promoting dialogue and interactions that value diverse backgrounds and lived experiences.

The course is designed to offer insights not only into caregiving practices but also into how culture and identity shape caregiving approaches and needs. By curriculum design, participants are often prompted to reflect on how their cultural backgrounds influence their caregiving style and to consider how they can approach learners or clients from different backgrounds with respect and openness.

Educators are prepared by their organization to use inclusive language and behavior, ensuring that all voices are heard, and facilitating group discussions in ways that allow quieter participants to engage without feeling pressured. Similarly, they are prepared to foster an atmosphere where participants feel safe sharing their experiences and ideas without fear of judgment. They are trained to manage discussions thoughtfully, especially when disagreements arise, ensuring that conversations remain respectful and focused on learning. The only exception to free interaction will be in cases of personal attacks or escalating conflicts, in which educators will step in to de-escalate and redirect the conversation toward constructive dialogue. This preparation is based on the guide for trainers that Dafni Kek implements based on the Safe Spaces for Learning (SAFE) project.

c) What prompts or activities will you include to help educators develop an inclusive mindset?

Preparation of trainers using the “The SAFE Learning Guide: How to create and maintain a safe space for adult learning” and the SAFE Boardgame

C. Action:

a) What specific teaching strategies will you outline to address the diverse needs of learners in this scenario?



Universal Design for Learning (providing learning material in different formats that can allow independent viewing and interaction).

Culturally responsive strategies through the incorporation of learners' cultural differences, where applicable and with prior consultation with learners, whose input will be utilised

Collaborative learning throughout the entirety of the course implementation. Formative assessment is part of the interactive parts of the sessions.

b) What classroom management techniques would you recommend for fostering a supportive and inclusive environment?

Safe Spaces for Learning methodology and creation of the course's "social contract" (each session will be different based on the different participants involved) and cultural responsiveness (as a result of the Safe Spaces for Learning guidance provided)

Open dialogue, conflict resolution and intervention (same as the reply in question 6Bb).

c) What assessment methods will you propose that align with the abilities and needs of the learners?

The Silver Caregivers curriculum already includes assessment quizzes and small projects based on case studies. The first is completed by each learner individually, whereas the second is prepared by the established peer groups. No further assessment is required, as the course puts significant emphasis on the experience and attitudes gained through direct involvement of the learners in the domain of caregiving, and as such promotes continuous reflection and independent learning. Additionally, the peer mentoring groups are established as informal reference points after the course completion, creating a reference point for all learners in their future endeavours.

The process recognises that all participants might not "fit" entirely, but the code of conduct creates this responsibility for continuous and mutual support when needed and by anyone who needs it.

d) What tools (e.g., checklists, guidelines, templates) will you provide to support educators in executing the scenario?

The educators will make use of the related profiling/mapping tool developed for this course (part of WP2.3 collection), the example of the case study provided in section 7 of this form, which can be adapted as much as the educator judges, the SAFE Guide for Educators.

Additionally, any further support will be provided upon request and assessment of available resources.

7. If you need it, please add any other valuable information:

3b - Case study example:

Daily support to patient with dementia: Mrs. Eleni, an 82-year-old woman, lives alone in a small apartment. She has moderate dementia, making it difficult for her to remember recent events and manage daily activities. Mrs. Eleni is physically mobile but has arthritis, limiting her ability



to move freely without pain. Her son visits weekly, but otherwise, she depends on the caregivers from a local home care service to assist her with daily tasks. Mrs. Eleni can sometimes become anxious or agitated, particularly when faced with unfamiliar routines or people. She is generally pleasant but struggles with moments of confusion, often asking repeated questions or forgetting whether she's eaten.

As caregivers, your role is to assist her with personal hygiene, preparing meals, administering medication, and ensuring she feels safe and comfortable in her home. You notice that Mrs. Eleni doesn't always want to eat or take her medicine, especially when she's confused. Additionally, she becomes upset when her routine changes or when different caregivers are involved in her care.

Questions:

1. How would you approach building trust and a relationship with Mrs. Eleni, especially if she is anxious or confused?
2. What strategies could you use to gently encourage Mrs. Eleni to take her medication and eat, considering her dementia?
3. How would you deal with her anxiety when her routine is disrupted, such as when different caregivers are involved?
4. For more experienced caregivers: How would you guide a beginner caregiver who feels uncertain or overwhelmed by these challenges?

11. Mixed Teaching Practices for Inclusive Adult Learning| EIA

1. Title of the Scenario:

a) What is the title of the scenario you are developing?

Mixed Teaching Practices for Inclusive Adult Learning

b) Does the title clearly reflect the core focus or challenge of the scenario?

Yes

2. Title of the Course:

a) What is the title of the course for which this scenario is developed?

Inclusive Adult Education: Blended Learning Approaches

b) Does the course title clearly connect to the scenario's focus?

Yes



3. Good Practice Inspiration:

a) Which Good Practice (GP) inspired this scenario?

B1 - Mixed Teaching Practices for Adults

b) Specify the country of origin of the GP that inspired the scenario.

Italy

c) Is this GP from the WP3.1 GP Collection?

Yes

d) What elements from the GP did you adapt to suit your specific course and audience?

Non.

4. Target Audience:

a) Who is the specific learner group for this scenario?

Adults aged 30-50, including NEETs (Not in Employment, Education, or Training) and older adults re-entering education.

b) Does the learner group match the target audience of the GP that inspired you?

Yes

If not, how does your target audience differ from the original GP's audience?

N/A

b) Who are the educators this scenario is intended for?

Tutor and educators with pedagogical qualifications.

5. Course Context:

a) What is the subject of the course in which this scenario will be implemented?

Digital Literacy and Basic Skills for Adult Learners

b) What is the mode of the course delivery?

Blended.

c) What is the duration of the course?

2 weeks

d) How many learners are expected to participate in the course?



15-20 learners

e) Are there any additional participants (e.g., teaching assistants, peer mentors) involved in the course?

If so, describe their roles.

Yes, peer mentors will assist with group activities and provide additional support to learners who require more help with digital tools.

6. Scenario Content Development:

A. Knowledge:

a) What are the specific challenges or barriers faced by the learner group targeted in this scenario?

The learner group targeted in this scenario encounters multiple barriers, particularly concerning digital literacy. For many, the initial challenge is a gap in foundational digital skills, resulting in a lack of confidence when engaging with technology. This group includes individuals who may have experienced limited access to education, with some not having participated in formal learning for many years. Such gaps can lead to apprehension about using digital tools, which may be perceived as complex or inaccessible. Furthermore, the learner group includes adults from various socioeconomic backgrounds, adding another layer of challenge, as disparities in previous access to technology can impact initial skill levels and comfort with digital learning platforms.

b) What background information about the learners' demographics, previous educational experiences, and specific needs will you provide?

Learners in this scenario are predominantly adults between the ages of 30 and 50. Many come from diverse socioeconomic backgrounds, including those from lower-income families who may not have had consistent access to technology or educational resources. As a result, these learners often have varying degrees of digital familiarity, requiring course materials to accommodate a wide range of skill levels. Their prior educational experiences may vary greatly, with some learners having been away from formal education for a decade or more. Acknowledging these diverse educational histories is essential for developing a learning environment where all participants feel supported, regardless of their starting point.

c) How does the subject-specific knowledge in this course need to be adapted to meet the diverse needs of the learners?

To ensure that the course material is accessible and engaging for all learners, several adjustments are necessary. Firstly, technical language should be minimised or explained using simple terms to prevent alienating those unfamiliar with digital jargon. Visual aids, such as diagrams, infographics, and video demonstrations, will help clarify complex concepts, making them easier to understand for visual learners.

Additionally, exercises will be broken down into smaller, sequential tasks that gradually build on



each other, allowing learners to achieve incremental successes.

By giving ample time for practice and reiterating key points, this approach will accommodate slower-paced learners, enabling them to develop confidence in their digital skills without feeling overwhelmed.

B. Attitude:

a) What reflective questions or exercises will you include to encourage educators to examine their biases and attitudes towards the learners?

Educators will be encouraged to reflect on their preconceptions about adult learners through structured activities, such as journaling and group discussions. These exercises will focus on identifying any biases they may hold regarding the capabilities and motivations of adults returning to education. For example, educators might reflect on assumptions related to age and adaptability to new technologies.

Discussions among peers will provide a platform to challenge these assumptions, fostering a more open and flexible mindset that values the diverse backgrounds and experiences of adult learners.

b) How will you promote cultural awareness and inclusiveness among educators in this scenario?

In order to cultivate an inclusive and culturally sensitive learning environment, educators will participate in training focused on cultural competence. This training will explore practical strategies for engaging learners from various backgrounds, with an emphasis on recognising and respecting cultural differences that might influence learning styles or communication preferences. Educators will also be introduced to techniques for creating a classroom environment that acknowledges and celebrates diversity, such as incorporating examples and case studies that resonate with different cultural perspectives, ultimately making all learners feel valued and understood.

c) What prompts or activities will you include to help educators develop an inclusive mindset?

To reinforce the importance of inclusivity, educators will engage in role-playing exercises that place them in scenarios where they must address the needs of learners facing unique challenges. For instance, educators might role-play situations involving language barriers, physical disabilities, or learning difficulties. These activities aim to develop empathy and a more nuanced understanding of the learner experience, encouraging educators to adopt flexible and responsive teaching approaches.

By simulating real-world challenges, these exercises will help educators anticipate and thoughtfully address diverse needs, fostering a supportive learning environment for all participants.

C. Action:

a) What specific teaching strategies will you outline to address the diverse needs of learners in this scenario?



Creating a classroom culture that is both supportive and inclusive requires intentional management techniques. Educators will establish clear guidelines around respectful communication, setting expectations that promote positive and constructive interactions among learners. Peer support will be encouraged, fostering a collaborative environment where learners feel comfortable seeking help from their classmates.

By creating a safe space for questions and discussions, educators will ensure that learners feel valued and secure in expressing any uncertainties or challenges they may face.

b) What classroom management techniques would you recommend for fostering a supportive and inclusive environment?

To align with the varied abilities and needs of adult learners, formative assessments will be used throughout the course.

These assessments will include practical exercises, such as creating a digital presentation or using basic software tools, allowing learners to demonstrate their progress in real-world contexts. What assessment methods will you propose that align with the abilities and needs of the learners?

Regular, low-stakes assessments will provide immediate feedback, helping learners to track their progress without the pressure of high-stakes testing. By focusing on the application of digital skills in a practical, supportive context, these assessments will help learners build confidence and reinforce their learning.

c) What tools (e.g., checklists, guidelines, templates) will you provide to support educators in executing the scenario?

To aid educators in implementing this scenario effectively, a variety of support tools will be provided. These will include guidelines for crafting inclusive lesson plans, checklists to assess learners' digital literacy levels, and templates for providing feedback that is constructive and supportive.

Educators will also receive templates for designing assessments that are flexible and accessible, ensuring they have a structured yet adaptable framework to support learners throughout the course.

12. Environmental Awareness Through Literary Analysis| EIA

1. Title of the Scenario:

a) What is the title of this scenario developed?

Environmental Awareness Through Literary Analysis

b) Does the title clearly reflect the core focus or challenge of the scenario?

Yes, it effectively captures the intersection between literature and environmental awareness.



The title signals that learners will engage with environmental themes through literary exploration, making the focus clear and appealing.

2. Title of the Course:

a) What is the title of the course for which this scenario is developed?

Literature as a Gateway to Environmental Responsibility

b) Does the course title clearly connect to the scenario's focus?

Yes, it aligns well, indicating that learners will explore environmental responsibility through literary study. It captures both the educational method and the thematic focus, ensuring clarity for potential participants.

If not, what changes could be made to the course title to better align with the scenario?

N/A

3. Good Practice Inspiration:

a) Which Good Practice (GP) inspired this scenario?

C3 - Taking Care of the Environment – Raising Awareness through Literature

b) Specify the country of origin of the GP that inspired the scenario.

Greece.

c) Is this GP from the WP3.1 GP Collection?

Yes.

d) What elements from the GP did you adapt to suit your specific course and audience?

This scenario adopts the GP's emphasis on using literature as a means of environmental education. Adjustments were made by selecting texts that range in complexity to suit the learners' diverse reading levels, incorporating current environmental topics, and encouraging collective reflection, which aligns well with adult learning principles.

4. Target Audience:

a) Who is the specific learner group for this scenario?

Adults aged 30-60, who may include community activists, individuals with a beginner's interest in sustainability, as well as local leaders. This diverse group includes those with varied backgrounds in education and environmental awareness, some of whom may lack formal experience in literary analysis.

b) Does the learner group match the target audience of the GP that inspired you?

Yes, the GP's target audience aligns with adults interested in understanding environmental



issues through accessible literary means.

c) Is your target audience a sub-group of the GP's target audience, or is it a completely different group?

Sub-group

d) Who are the educators this scenario is intended for?

Tutors and educators with a background in environmental studies, literature, or social sciences who are trained in inclusive teaching practices and are prepared to lead discussions that encourage diverse perspectives.

5. Course Context:

a) What is the subject of the course in which this scenario will be implemented?

Environmental Studies through Literary Analysis. This course uses literature as a tool to deepen learners' understanding of environmental issues, inspiring critical thought and personal connection to sustainability topics.

b) What is the mode of the course delivery?

Blended, combining online resources, live discussions, and face-to-face group activities to maximise accessibility and engagement.

c) What is the duration of the course?

4 weeks, which allows adequate time for in-depth exploration of themes, multiple readings, and meaningful group discussions, as well as self-reflection.

d) How many learners are expected to participate in the course?

Between 12-18 learners, a manageable number that allows for individual attention while fostering a group dynamic where learners can share insights and perspectives.

e) Are there any additional participants (e.g., teaching assistants, peer mentors) involved in the course?

Yes. Guest speakers from environmental organisations will join to provide real-world context, while peer mentors will support group discussions and help learners unfamiliar with literary analysis to engage with course materials.

6. Scenario Content Development:

A. Knowledge:

a) What are the specific challenges or barriers faced by the learner group targeted in this scenario?

Learners may have minimal exposure to literary analysis or find it challenging to connect environmental issues to literature. Furthermore, they may lack confidence in discussing abstract



themes, and environmental knowledge may vary widely across the group.

b) What background information about the learners' demographics, previous educational experiences, and specific needs will you provide?

Learners come from varied socioeconomic and educational backgrounds, some of whom have not engaged in formal learning in years. This scenario assumes diverse levels of reading comprehension and environmental awareness, which will inform the selection of materials and the pace of the course.

c) How does the subject-specific knowledge in this course need to be adapted to meet the diverse needs of the learners?

Simplify complex terminology and literary concepts, provide visual aids to bridge concepts with real-world environmental issues, and use shorter, more accessible texts alongside more advanced readings. Activities are also broken down into manageable segments to ensure every learner remains engaged.

B. Attitude:

a) What reflective questions or exercises will you include to encourage educators to examine their biases and attitudes towards the learners?

Journaling prompts, such as:

- “How might my perceptions of environmental responsibility influence my teaching?”
- “What assumptions do I hold about adult learners' ability to engage with literature?”

Will help educators explore and adjust their approach to foster a supportive environment.

b) How will you promote cultural awareness and inclusiveness among educators in this scenario?

Educators will receive training in cultural competence to ensure that literature selection resonates with learners' experiences. Sensitivity to environmental issues in different cultural contexts will be prioritised to respect and reflect the learners' diverse backgrounds.

c) What prompts or activities will you include to help educators develop an inclusive mindset?

Role-playing activities where educators practice responding to various learning needs and perspectives, along with facilitated discussions on how to address diverse challenges like language barriers and physical limitations.

C. Action:

a) What specific teaching strategies will you outline to address the diverse needs of learners in this scenario?

Use differentiated instruction by providing varied reading levels, multimedia resources, and flexible assessment options.



Employment groups work for peer support and ensure that activities like small discussion groups accommodate multiple learning styles.

b) What classroom management techniques would you recommend for fostering a supportive and inclusive environment?

Establish guidelines that promote respect and inclusiveness, encourage learners to ask questions, and use small groups for discussions to ensure that all voices are heard in a safe and supportive setting.

c) What assessment methods will you propose that align with the abilities and needs of the learners?

Formative assessments such as reflective journaling, collaborative presentations, and creative projects (e.g., writing responses or creating visual interpretations of themes).

These options offer learners flexibility and a range of ways to demonstrate their understanding.

d) What tools (e.g., checklists, guidelines, templates) will you provide to support educators in executing the scenario?

Resources include checklists for inclusive literature selection, templates for reflection prompts, and guidelines for designing activities that connect literary themes to environmental issues.

7. Additional Valuable Information:

Supplementary resources on environmental literature from authors of varied cultural backgrounds will be provided, as well as links to local sustainability initiatives that allow learners to connect their theoretical learning with community action.

13. Building Self-Awareness and Skills through Gamified Learning| EIA

1. Title of the Scenario:

a) What is the title of the scenario developed?

Building Self-Awareness and Skills through Gamified Learning

b) Does the title clearly reflect the core focus or challenge of the scenario?

Yes, it accurately conveys the goal of using a gamified approach to foster personal empowerment and skill-building in an engaging format.

If not, how could the title be improved to better reflect the core focus?

N/A

2. Title of the Course:



a) What is the title of the course for which this scenario is developed?

Empowerment and Self-Development for Adult Learners

b) Does the course title clearly connect to the scenario's focus?

Yes, the course title reflects both the self-empowerment and personal development aspects that align with the bingo activity's goals.

If not, what changes could be made to the course title to better align with the scenario?

N/A

3. Good Practice Inspiration:

a) Which Good Practice (GP) inspired this scenario?

B5 - Empowerment Bingo

b) Specify the country of origin of the GP that inspired the scenario.

Germany

c) Is this GP from the WP3.1 GP Collection?

Yes.

If not, please describe the main aspects of the GP that inspired your scenario.

N/A

d) What elements from the GP did you adapt to suit your specific course and audience?

The Empowerment Bingo's original concept has been adapted to accommodate adult learners in self-development courses. The bingo prompts now include real-life skills like time management, teamwork, and self-reflection exercises tailored to build self-confidence and increase active engagement in learning.

4. Target Audience:

Who is the specific learner group for this scenario?

Adult learners aged 25-45, including individuals seeking career development, NEETs (Not in Employment, Education, or Training), and individuals returning to education to improve employability and personal growth.

b) Does the learner group match the target audience of the GP that inspired you?

Yes, the target audience aligns with the original GP's focus on adult learners in personal and professional empowerment contexts.

If not, how does your target audience differ from the original GP's audience?



N/A

c) Is your target audience a sub-group of the GP's target audience, or is it a completely different group?

Sub-group

Who are the educators this scenario is intended for?

Tutors, career coaches, and adult education facilitators who have experience with motivational teaching techniques and can guide learners through self-assessment and development activities.

5. Course Context:

a) What is the subject of the course in which this scenario will be implemented?

Personal Development and Empowerment. This course focuses on building self-confidence, communication, problem-solving skills, and fostering a growth mindset through gamified learning and self-reflection.

b) What is the mode of the course delivery?

Blended, allowing learners to engage in online sessions, personal reflection, and in-person group discussions for social learning.

c) What is the duration of the course?

3 weeks, with sessions twice a week to allow time for skill application and reflection between activities.

d) How many learners are expected to participate in the course?

10-15 learners, a size conducive to group interaction and supportive peer feedback.

e) Are there any additional participants (e.g., teaching assistants, peer mentors) involved in the course?

Yes, peer mentors who have previously completed the course will join to share their experiences, help facilitate group activities, and encourage new participants through personal guidance.

6. Scenario Content Development:

A. Knowledge:

a) What are the specific challenges or barriers faced by the learner group targeted in this scenario?

Barriers include low self-confidence, limited self-reflection experience, and hesitancy in group participation. Many learners may have limited exposure to structured goal setting and may lack clarity on their strengths and areas for improvement.



b) What background information about the learners' demographics, previous educational experiences, and specific needs will you provide?

The group includes learners from various educational and work backgrounds. Some may have inconsistent employment histories or lack formal education, while others may seek to develop interpersonal skills or enhance self-awareness to boost their employability and personal growth.

c) How does the subject-specific knowledge in this course need to be adapted to meet the diverse needs of the learners?

Knowledge will be conveyed through simple language, and activities will use real-life examples to facilitate comprehension. Concepts such as self-reflection, goal setting, and resilience are introduced incrementally, and learners are encouraged to identify practical applications of these skills in their personal and professional lives.

B. Attitude:

a) What reflective questions or exercises will you include to encourage educators to examine their biases and attitudes towards the learners?

Educators will reflect on questions such as:

“What assumptions might I have about adult learners’ resilience or learning pace?”.

“How do I perceive adult learners’ attitudes towards self-reflection and goal setting?”.

Journal entries and group discussions will encourage an awareness of biases and how they might influence teaching.

b) How will you promote cultural awareness and inclusiveness among educators in this scenario?

Training on cultural competence will be included, highlighting how cultural background influences views on empowerment and personal development. Educators will be encouraged to use inclusive language and to recognise different cultural approaches to confidence and self-presentation.

c) What prompts or activities will you include to help educators develop an inclusive mindset?

Role-play scenarios that present diverse learner needs (e.g., overcoming hesitation, differing attitudes toward career development) and group discussions about adapting materials to be relatable for a diverse audience.

C. Action:

a) What specific teaching strategies will you outline to address the diverse needs of learners in this scenario?

Differentiated instruction will be key, with tailored bingo prompts that allow learners to approach



personal growth through either individual or collaborative tasks. Multimedia resources such as videos on goal-setting and guided self-reflection will be incorporated to cater to various learning styles.

b) What classroom management techniques would you recommend for fostering a supportive and inclusive environment?

Establish ground rules for respectful communication, encourage learners to share personal achievements, and use team-building exercises to create a sense of community. “Celebrate small wins” sessions will be introduced to reinforce progress, encouraging all learners to participate and feel valued.

c) What assessment methods will you propose that align with the abilities and needs of the learners?

Formative assessments like self-reflection journals, goal-setting exercises, and peer feedback sessions will allow learners to track their personal growth without pressure. “Bingo milestones” will serve as informal assessments, enabling learners to set and celebrate individual accomplishments.

d) What tools (e.g., checklists, guidelines, templates) will you provide to support educators in executing the scenario?

Checklists for guiding self-reflection, templates for goal-setting exercises, and guidelines on creating a safe and inclusive environment. Additionally, feedback templates will help educators provide constructive, supportive guidance to learners.

7. Additional Valuable Information:

To enrich the learning experience, resources on empowerment stories from diverse cultural backgrounds and practical tips for goal setting and confidence-building are included. An online forum will also be available for learners to share their bingo achievements and encourage one another, fostering a collaborative spirit beyond classroom sessions.



Glossary

- **Adaptation:** The process of modifying teaching methods and materials to meet the diverse needs of learners.
- **Assessment:** The evaluation of student learning, typically through tests, quizzes, or assignments.
- **Auditory Learner:** A learner who primarily learns through listening and verbal communication.
- **Blended Learning:** An educational approach that combines traditional classroom methods with online learning activities.
- **Collaborative Learning:** A teaching strategy that encourages students to work together to solve problems or complete tasks.
- **Differentiated Instruction:** Tailoring teaching methods to accommodate different learning styles and abilities.
- **Digital Native:** A person who has grown up with digital technology and is comfortable using it.
- **Engagement:** The level of interest, enthusiasm, and involvement a learner has in the learning process.
- **Feedback:** Information provided to learners about their performance, aimed at improving their understanding and skills.
- **Formative Assessment:** Ongoing assessments designed to monitor student learning and provide feedback for improvement.
- **Inclusive Education:** An educational approach that aims to provide equal learning opportunities for all students, regardless of their background or abilities.
- **Kinesthetic Learner:** A learner who learns best through physical activities and hands-on experiences.
- **Learning Management System (LMS):** Software used to deliver, track, and manage training and education.



- Learning Style: The preferred way in which an individual learns, such as visual, auditory, or kinesthetic.
- Motivated Learner: A student who shows a high level of enthusiasm and commitment to learning.
- Persona: A fictional representation of a user or learner based on data and research.
- Project-Based Learning: An instructional approach where students learn by actively engaging in real-world projects.
- Reflective Practice: The process of self-examination and analysis to improve teaching and learning.
- Scaffolding: Providing temporary support structures to help students progress through learning tasks.
- Social Learner: A learner who thrives in group settings and values interaction with peers.
- Summative Assessment: Evaluations at the end of an instructional unit to measure student learning outcomes.
- Universal Design for Learning (UDL): An educational framework aimed at optimising teaching by accommodating individual learning differences.
- Visual Learner: A learner who prefers to use images, diagrams, and spatial understanding to process information.
- Cognitive Load: The amount of mental effort being used in the working memory during learning tasks.
- Constructivism: A learning theory that posits learners construct knowledge through experiences and reflections.
- Engagement Strategies: Techniques used by educators to capture students' interest and encourage active participation.
- Goal Setting: The process of establishing specific, measurable, achievable, relevant, and time-bound (SMART) objectives for learning.
- Learning Environment: The physical or virtual space where learning takes place, including classroom layout and available resources.
- Metacognition: The awareness and understanding of one's own thought processes, often referred to as "thinking about thinking."
- Motivation: The internal or external factors that stimulate desire and energy in learners to be continually interested and committed to a task.



- **Peer Teaching:** A teaching strategy where students teach each other, enhancing their understanding and communication skills.
- **Reflective Journal:** A personal record of thoughts, experiences, and reflections on learning processes and outcomes.
- **Skill Gap:** The difference between the skills an individual has, and the skills required for a particular job or task.
- **Student-Centred Learning:** An approach that focuses on the needs, interests, and learning styles of students.
- **Team-Based Learning:** An instructional strategy where students work in teams to enhance learning outcomes.
- **Assessment Rubric:** A scoring guide used to evaluate student performance against specific criteria.
- **Active Learning:** An instructional method that engages students in the learning process through discussion, problem-solving, and collaborative activities.
- **Competency-Based Learning:** An approach where learners progress based on their ability to demonstrate skills and knowledge, rather than time spent in class.
- **Empathy Mapping:** A visual tool used to understand learners' experiences, needs, and feelings.
- **Facilitator:** A person who helps guide and support a learning process without directly instructing or lecturing.
- **Interdisciplinary Learning:** An educational approach that integrates concepts from multiple subjects or disciplines.
- **Learning Pathway:** A sequence of learning experiences designed to help learners progress towards specific goals.
- **Neurodiversity:** The concept that neurological differences are to be recognised and respected as a social category.
- **Peer Assessment:** An evaluation process where students assess each other's work, providing feedback and promoting collaboration.
- **Self-Directed Learning:** A process in which learners take the initiative to diagnose their learning needs and manage their learning goals.
- **Tech-Enhanced Learning:** The use of technology to improve teaching and learning experience.
- **Value-Based Education:** An approach that integrates values and ethics into the learning



process.

- **Visual Aids:** Tools such as charts, graphs, and images that support learning by providing visual context.
- **Learning Objective:** A specific statement that outlines what learners should be able to achieve by the end of a lesson or course.
- **Inquiry-Based Learning:** An educational strategy that encourages students to ask questions and investigate topics deeply.
- **Culturally Responsive Teaching:** An approach that acknowledges and incorporates students' cultural references in all aspects of learning.
- **Flipped Classroom:** An instructional strategy where traditional learning environments are reversed; students learn new content at home and apply it in class.
- **Online Collaboration Tools:** Digital platforms that allow learners to work together in real-time or asynchronously on projects and tasks.
- **Formative Feedback:** Ongoing feedback given during the learning process to help students improve their understanding and skills.
- **Learning Community:** A group of individuals who share common educational goals and collaborate to enhance learning experiences.



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